LENOIR-RHYNE UNIVERSITY

Master of Science in Physician Assistant Studies

Student Handbook
Welcome to Lenoir-Rhyne University

Department of Physician Assistant Studies
Masters of Science in Physician Assistant Studies Program

Introduction

We are pleased that you have chosen to join us for your education and we look forward to working with you to help achieve your professional goals. As a beginning PA student, you are entering into the professional world of medicine. You will be afforded respect and honor as a PA. With this respect comes a great deal of responsibility.

Most PAs look back at their student experience as one of the most challenging and rewarding times in their lives. We are confident you will regard becoming a physician assistant as one of your life’s most significant milestones. The faculty and staff are dedicated to your success, and we wish each of you a bright future as a healthcare provider.

The Student Handbook is designed to serve as a guide for students enrolled in the Physician Assistant program. The contents of this handbook represent official communication of the policies and procedures of the PA program and to serve as a supplement to the Lenoir-Rhyne University Student Handbook and the University Academic Catalog. It will provide you with important information as you work your way through your studies. It is recommended that Students in the Physician Assistant Program keep the handbook in a convenient location for quick and easy reference.

Handbook Updates

The Student Handbook serves as a program policy manual for the Physician Assistant Program and contains policies and procedures unique to the program. The handbook will be distributed to students as they begin the first professional year. Updated versions of this Policy Manual may be provided during a student’s enrollment in the program, and the most recent Policy Manual will supersede all previously distributed versions. The Program reserves the right to update the handbook as need and without advanced notice. In the event of an update, all matriculated students will be provided with a written copy of any updated policies. A student’s continuation in the MSPAS program will be contingent upon submission of a signed and dated 'Receipt and Acknowledgement' form for the initial and any updated version of the handbook.
Accreditation

Lenoir-Rhyne University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelors and masters degrees. For information on accreditation status, contact:

*The Southern Association of Colleges and Schools Commission on Colleges*
1866 Southern Lane
Decatur, GA 30033-4097
(404) 679-4500
http://sacscoc.org/
Initial Accreditation 1928
Last Accreditation Review 2012
Next Accreditation Review 2018

The ARC-PA has granted **Accreditation-Provisional** status to the **Lenoir-Rhyne University Physician Assistant Program** sponsored by **Lenoir-Rhyne University**.¹

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program’s ability to meet the ARC-PA **Standards** or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the **Standards** as it prepares for the graduation of the first class (cohort) of student.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

ARC-PA
12000 Findley Road
Suite 150
Johns Creek, Georgia 30097
[www.arc-pa.org](http://www.arc-pa.org)

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¹ Accreditation – Provisional does not ensure any subsequent accreditation status. Accreditation – Provisional is limited to no more than five years from matriculation of the first class. Accreditation-provisional remains in effect until the program achieves accreditation-continued after its third review, closes or withdraws from the accreditation process, or until accreditation is withdrawn for failure to comply with the **Standards**.
Faculty and Staff

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Nondiscrimination

Lenoir-Rhyne University is committed to providing equal employment and educational Opportunities without regard to race, color, national origin, religion, gender, age, sexual orientation, disability or veteran status, unless permitted by law. The University complies with all General Information and Policies applicable federal, state and local laws governing nondiscrimination in employment and education. This policy of equal opportunity extends to all aspects of employment, including, but not limited to, recruitment, hiring, training, promotion, transfer, reassignment, demotion, discipline, discharge, performance evaluation, compensation and benefits. In addition, the University adheres to this philosophy in its admissions policies and in the administration of its educational programs and activities.
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Lenoir-Rhyne University

Historical Background

Lenoir-Rhyne University (LRU), founded in 1891, is a co-educational liberal arts institution of higher learning affiliated with the North Carolina Synod of the Evangelical Lutheran Church in America (ELCA). The University has had a series of name changes over its 123 year history including the most recent change to Lenoir-Rhyne University in 2008. In addition to its historical site in Hickory, N.C. the University has grown to encompass two additional instructional sites located in Asheville, NC (Center for Graduate Studies) and Columbia, SC (Lutheran Theological Southern Seminary).

With the merging of the Lutheran Theological Southern Seminary, Lenoir-Rhyne established a new School of Theology which includes the seminary and all religious studies programs on all three campuses. In addition, fall of 2014, Counseling and Human Services programs will begin on the Columbia campus. The University main campus remains in northeast Hickory, NC. Hickory is the nucleus of North Carolina’s fourth largest metropolitan area statistically, hosting a population in the Hickory-Morganton-Lenoir area of 365,497 persons in 2010, with just over 40,000 in Hickory alone. Hickory is approximately one hour from Charlotte, North Carolina and an hour and fifteen minutes from Asheville, North Carolina.

Lenoir-Rhyne University Mission Statement

In pursuit of the development of the whole person, Lenoir-Rhyne University seeks to liberate mind and spirit, clarify personal faith, foster physical wholeness, build a sense of community, and promote responsible leadership for service in the world. As an institution of the North Carolina Synod of the Evangelical Lutheran Church of America (ELCA), the university holds the conviction that wholeness of personality, true vocation, and the most useful service to God and the world are best discerned from the perspective of Christian faith. As a community of learning, the University provides programs of undergraduate, graduate, and continuing study committed to the liberal arts and sciences as a foundation for a wide variety of careers and as guidance for a meaningful life.

College of Health Sciences Mission Statement

The mission of the College is to prepare learners for professional careers in health related fields. The College of Health sciences offers undergraduate and graduate courses of study that are based on the liberal arts, grounded in a Christian perspective, and cultivate a sense of community and service to others. The College strives to promote leadership specifically within the athletic, educational, and health care communities in addition to encouraging advocacy for and service to people in the general community. The College fosters wholeness of person not only through professional courses of study, but also by support of programs which seek to integrate personal well-being into a meaningful life.
Master of Science in Physician Assistant Studies Program

Mission

The Mission of the Master of Science in Physician Assistant Studies Program is to educate highly qualified physician assistants from diverse faith, geographic, socioeconomic and cultural backgrounds; preparing them to become competent and compassionate health care professionals, providing quality healthcare to diverse populations in medically underserved areas locally, nationally and internationally.

Vision

Our vision is that our graduates will be leaders in the health care community, health care technology and clinical practice, continuously striving for excellence in their professional careers.

Overview of Program

Lenoir Rhyne University’s Master of Science in Physician Assistant Studies Program is an intense 27 month, year-round program that includes a 15 month didactic phase and a 12 month clinical learning phase. The program provides a comprehensive competency and evidence-based approach to medical education at the professional graduate level with an ongoing commitment to academic excellence and provides a thorough foundation in patient-focused health care delivery emphasizing the values of compassionate, humanistic health care.

The 15 month didactic phase is designed to provide a solid foundation in patient assessment, clinical medicine, and basic medical, behavioral, and social sciences. The didactic phase includes instruction in Anatomy, Physiology, Pathophysiology, Genetics, Health Assessment and Physical Examination, Pharmacotherapeutics, Clinical Laboratory Medicine, Health Promotion and Disease Prevention, Clinical Medicine, Psychiatry/Behavioral Medicine, Women’s Health/Obstetrics and Gynecology, Evidence-Based Medicine and Clinical Case Management, Radiology, Clinical Pediatrics, Emergency Medicine, Physician Assistant History, Professional Practice Issues, Health Policy, Health Care Law and Ethics, Clinical Geriatrics, Surgery, Research Design and Methodology, and a Didactic Summative Evaluation.

The didactic phase includes a variety of learning strategies that combines formal lectures, problem-based learning, practical hands-on clinical laboratory classes, clinical simulation assessment, and objective structured clinical examinations with a focus on competency-based clinical skills, communication skills and advanced critical-thinking problem-solving clinical skills.
The 12 month clinical learning phase is divided into eight six-week clinical rotations ending with a comprehensive Summative Evaluation course prior to graduation. There are seven required clinical rotations that include: Internal Medicine, General Surgery, Family Medicine/Geriatrics, Emergency Medicine, Women’s Health/Ob-Gyn, Pediatrics, and Behavioral Health/Psychiatry. The eighth clinical learning rotation is an elective.

The Clinical Learning phase involves clinical practice experience in a variety of in-patient and out-patient settings and specialties. Students return to campus for a two day period of educational and evaluation activities at the end of each six week clinical rotation that involves a written exam, written and verbal case presentations, clinical simulation assessment, and objective structured clinical examinations with a focus on competency-based clinical skills, communication skills and advanced critical-thinking problem-solving clinical skills. There is a required Capstone Project that is to be completed prior to graduation.

The curriculum is aligned with national norms articulated by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) in its Accreditation Standards for the Physician Assistant Education, 4th Edition. Graduates are required to sit for the Physician Assistant National Certification Examination (PANCE) and are eligible, upon successful completion of the PANCE, to be licensed and practice medicine under the supervision of a physician.

**Program Goals**

- Demonstrate core competency in clinical procedures performed by a graduate Physician Assistant
- Develop the ability to perform a complete physical exam and to organize, integrate, interpret, and present clinical data, both verbally and written in a clear, concise manner.
- Integrate diagnostic assessment skills with knowledge of patient presentation, pharmacology and health care subspecialties to synthesize appropriate treatment plans
- Develop effective communication and team centered skills focused on interdisciplinary teams.
- Develop critical thinking and evaluative skills in evaluating complex patients
- Promote cross-cultural and socioeconomic sensitivity, confront prejudice, and support the development of effective medical practice in a diverse society
- Promote the teaching of health promotion and disease prevention to patients, community, and colleagues.
- Appreciate the history and current issues regarding the Physician Assistant profession
- Demonstrate preparedness for the Physician Assistant National Certification Examination (PANCE), with a first time pass rate at or above the national average.
Program Educational Objectives, Competencies and Outcomes

A graduate of the Lenoir-Rhyne Masters of Science in Physician Assistant Studies must exemplify the ethics, values and behaviors of the medical profession. As such, the graduate must consistently demonstrate compassion, respect, honesty, integrity accountability, altruism, prudence, social justice and commitment to excellence in all professional and personal responsibilities. The graduate is expected to apply these behaviors in all of the following competencies:

Patient Care
The graduate will be able to approach the care of patients as a cooperative endeavor, integrating patients’ concerns, ensuring their health needs are addressed and comprehensively evaluate patients by:

- Obtaining accurate and pertinent medical histories
- Conducting appropriate and thorough physical examinations
- Gathering detailed ancillary information; synthesizing all relevant data to generate prioritized differential diagnoses
- Formulate plans of care that reflect an understanding of the environment in which health care is delivered
- Use the best available information to develop patient care plans that reflect cost-effective utilization of diagnostic tools and therapeutic interventions appropriate for each unique patient and/or patient population and that are delivered in a compassionate, safe and error-limited environment
- Understand the role of disease prevention and health promotion in relation to individual patients and/or patient populations and utilize these principles in clinical encounters

Medical Knowledge and Skills
The graduate is able to:

- Demonstrate a broad working knowledge of the fundamental science, principles, and processes basic to the practice of medicine and apply this knowledge in a judicious and consistent manner to prevent common health problems and achieve effective and safe patient care
- Understand the clinical relevance of scientific inquiry and demonstrate the ability to evaluate emerging knowledge and research as it applies to diagnosis, treatment and the prevention of disease.
- Utilize state of the art information technology and tools to retrieve, manage and use biomedical information in the care of individuals and populations
- Understand the indications, contraindications, and potential complications of common clinical procedures and perform the basic clinical procedures expected of a graduate Physician Assistant

Interpersonal Communication
The graduate is able to:

- Demonstrate leadership and collaborate effectively with other healthcare team members and professional associates
Understand how human diversity may influence or interfere with exchange of information
Use effective listening, observational, and communication techniques in all professional interactions
Produce timely documentation and communication that is clear, concise, and organized, in a way that optimizes patient care and minimizes medical errors.
Use information technology appropriately to manage medical information and patient care decisions, promote education, and communicate in the interests of patients
Effectively prepare and deliver educational materials to individuals and groups

Systems-Based Practice
The graduate is able to:
Understand the institutions and individuals that participate in healthcare delivery and the role of the provider in the health care system
Appropriately use system resources and assist patients in accessing health care that is safe, effective, patient-centered, timely, efficient and equitable
Understand the interdependence of the component parts of the healthcare system and the potential for unintended consequences within the system
Identify and utilize professional role models as a means of growth and accept the responsibility of acting as a role model and teaching and training others

Practice-Based & Life Long Learning
The graduate is able to:
Evaluate the performance of individuals and systems to identify opportunities for improvement.
Seek out and apply best practices, measure the effect of changes and develop strategies to improve performance
Demonstrate an understanding of the role of the student and practicing medical provider in the improvement of the healthcare delivery system
Identify one’s own strengths, weaknesses and limits
Seek and respond appropriately to performance feedback
Maintain an appropriate balance of personal and professional commitments
Seek help and advice when needed

Student Competencies upon Completion of Program

Patient Care
The graduate will be able to approach the care of patients as a cooperative endeavor, integrating patients’ concerns, ensuring their health needs are addressed. Patient care includes patient and setting-specific assessment, evaluation, and management. Physician assistants must demonstrate care that is effective, safe, high quality, and equitable.

The graduates are expected to:
Obtain accurate and pertinent medical histories
Perform a comprehensive physical examination
Perform a focused physical examination
- Demonstrate an appropriate and proper oral presentation of a patient
- Write effective progress notes in a patient’s record
- Properly write a prescription
- Enter patient information into EMR
- Integrate knowledge and skills in order to facilitate the development of critical thinking
- Analyze and synthesize patient information in order to perform logical diagnostic work-up utilizing lab test and imaging studies
- Accurately and effectively utilized the data received from the diagnostic work-up in the diagnosis and treatment of patients
- Make decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and informed clinical judgment
- Utilize knowledge and skills and synthesize all relevant data to generate an appropriate differential and final diagnosis
- Use the best available information to develop patient care plans that reflect cost-effective utilization of diagnostic tools and therapeutic interventions appropriate for each unique patient and/or patient population
- Formulate plans of care that reflect an understanding of the environment in which health care is delivered
- Demonstrate the ability to work effectively with physicians and other health care professionals to provide patient centered care
- Demonstrate compassionate and respectful behaviors when interacting with patients and their families
- Counsel and educate patients and their families
- Perform medical and surgical procedures essential to their area of practice
- Provide health care services and education aimed at disease prevention and health maintenance
- Use information technology to support patient care decisions and patient education

Medical Knowledge and Skills

Medical knowledge includes the synthesis of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention.

Physician assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigative and analytic thinking approach to clinical situations.

The graduates are expected to:
- Demonstrate a broad working knowledge of the fundamental science principles, and processes basic to the practice of medicine and apply this knowledge to achieve effective and safe patient care
- Demonstrate the use of evidence-based medicine in their assessment of patients and delivery of medical care
- Analyze and synthesize knowledge of etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions in the delivery of safe and effective medical care
- Effectively utilize history and physical findings to formulate differential diagnoses
- Analyze and synthesize patient information in order to perform logical diagnostic work-up utilizing lab test and imaging studies
- Accurately and effectively utilized the data received from the diagnostic work-up in the diagnosis and treatment of patients
- Recognize and respond appropriately to the signs and symptoms of medical and surgical conditions
- Utilize state of the art information technology and tools to retrieve, manage and use biomedical information in the care of individuals and populations
- Demonstrate knowledge of the indications, contraindications, and potential complications of common clinical procedures and perform the basic clinical procedures expected of a graduate Physician Assistant
- Demonstrate the ability to management of general medical and surgical conditions to include pharmacologic and other treatment modalities
- Initiate interventions for prevention of disease and health promotion/maintenance
- Select the appropriate screening methods to detect conditions in an asymptomatic individual

**Interpersonal Communication**

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

The graduates are expected to:
- Demonstrate the ability to collaborate effectively with other healthcare team members and professional associates
- Demonstrate the utilization of effective communication skills to elicit and provide information
- Demonstrate the ability to adapt communication skills, style and messages to the context of the interaction
- Utilize their knowledge of how human diversity may influence or interfere with exchange of information and incorporating this into their interactions
Utilize effective listening, observational, and communication techniques in all professional interactions

Produce timely documentation and communication that is clear, concise, and organized, in a way that optimizes patient care and minimizes medical errors.

Use information technology appropriately to manage medical information and patient care decisions, promote education, and communicate in the interests of patients.

Accurately and adequately document information regarding care for medical, legal, quality, and financial purposes.

Demonstrate emotional resilience and stability, adaptability, flexibility, and tolerance of ambiguity and anxiety.

Effectively prepare and deliver educational materials to individuals and groups.

**Professionalism**

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

The graduates are expected to:

1. Demonstrate an understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant.
2. Develop and demonstrate professional relationships with physician supervisors and other health care providers.
3. Treat others with respect, compassion, and integrity.
4. Be prepared to be responsive to the needs of patients and society.
5. Display a commitment to ethical principles pertaining to provision of or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.
6. Effectively display sensitivity and responsiveness to patients’ culture, age, gender, and disabilities.

**Systems-Based Practice**

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

- Demonstrate an awareness of the institutions and individuals that participate in healthcare delivery and the role of the provider in the health care system
- Appropriately and effectively use system resources and assist patients in accessing health care that is safe, effective, patient-centered, timely, efficient and equitable
- Effectively interact with different types of medical practice and delivery systems
- Demonstrate knowledge of the interdependence of the component parts of the healthcare system and recognize the potential for unintended consequences within the system
- Demonstrate knowledge of the funding sources and payment systems that provide coverage for patient care and use the systems effectively
- Practice cost-effective health care and resource allocation that does not compromise quality of care apply medical information and clinical data systems to provide effective, efficient patient care
- Promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care
- Demonstrate the ability to function well on the medical team partnering with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery and effectiveness of health care and patient outcomes
- Recognize and appropriately address system biases that contribute to health care disparities
- Advocate for quality patient care and assist patients in dealing with system complexities
- Identify and utilize professional role models as a means of growth and accept the responsibility of acting as a role model and teaching and training others

**Practice-Based & Life Long Learning**

Practice-based learning and improvement includes the processes through which physician assistants engage in critical analysis of their own practice experience, the medical literature, and other information resources for the purposes of self- and practice-improvement.

The graduates expected to:

- Evaluate the performance of individuals and systems to identify opportunities for improvement
- Seek out and apply best practices, measure the effect of changes and develop strategies to improve performance
- Demonstrate an understanding of the role of the student and practicing medical provider in the improvement of the healthcare delivery system
- Identify one’s own strengths, weaknesses and limits
- Seek and respond appropriately to performance feedback
- Maintain an appropriate balance of personal and professional commitments
Seek help and advice when needed
Analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team
Locate, appraise, and integrate evidence from scientific studies related to their patients’ health
Apply knowledge of study designs and statistical methods to the appraisal of clinical literature and other information on diagnostic and therapeutic effectiveness
Utilize information technology to manage information, access medical information, and support their own education
Recognize and appropriately address personal biases, gaps in medical knowledge, and physical limitations in themselves and others

Admission Requirements

Selection for the Physician Assistant program is very competitive. It is anticipated that the successful applicant will generally exceed the minimum criteria for consideration for admission.

Program Admission Requirements
- Completion of a baccalaureate degree from a regionally accredited college or university in the United States, prior to matriculation
- Completion of all the pre-requisite coursework with a cumulative grade point average of 3.0 or higher on a 4.0 scale. Science GPA of 3.0 or higher.
- Completion of the Graduate Record Exam (GRE) with a score of 301 (new exam scale)/1000 (old exam scale) or greater within the past 5 years. Applicants with lesser scores will be evaluated individually based on their course work, GPA and medical experience
- The required science courses must be retaken if it has been more than ten years since taking the courses and/or earning degree
- Applicants with prior advanced graduate degrees are exempt from taking the GRE exam.
- Submit three letters of recommendation, one from a Medical provider (MD, DO, PA, and NP), one from a Professor and one from an employer or coach.
- Personal Statement: (2 page max.): Discuss/Explain your life philosophy, educational and professional goals, why you have chosen the PA profession
- Current Basic Cardiac Life Support (BLS) from the American Heart Association is required upon enrollment in the program. Most clinical sites do not recognize other institution

Required Courses:
- Biology I with Lab
- Biology II with Lab
- Microbiology with Lab
- Chemistry I & II with lab
● Organic Chemistry I & II with lab
● Anatomy I & II with lab
● Physiology I & II (or a combined Anatomy and Physiology I & II with lab)
● Psychology (at least one semester)
● Sociology or Social Science (at least one semester)
● Statistics
● One upper-level math course
● Medical Terminology
● Genetics
● Physics
● Highly Recommended: Biochemistry with lab

**Military Veterans:** Veterans, especially those with medical experience will be given favorable consideration.

**Shadowing and Volunteering/Community Service:** Strongly encouraged, particularly if medical experience is lacking, but not is required.

**Medical Experience:** Highly recommended. Applicants with medical experience will be given favorable consideration.

**Experience:** Applicants are encouraged to obtain *direct hands on patient care experience*, sufficient to recognize the physical and psychological demands of dealing with patients and to appreciate the challenges and rewards of being a health care professional. Health care experiences should provide the applicant with a knowledge and/or orientation to the signs and symptoms of a variety of ill or injured patients.

Work experience in health sciences fields such as RN, CNA, LPN, LVN, Military Medic, EMT/Paramedic, X-ray Tech, Respiratory Therapy, Physical Therapist, Occupational Therapist, Athletic Trainer, Dietician/Nutritionist etc. are what the program considers as medical/health care experience with patient contact. All health care experiences will be evaluated on an individual basis, with an emphasis on direct patient care.

For the prospective applicants that do not have a background and experience in a patient care related health science profession it is highly recommended that they obtain training and experience through a certificate course/program in area such as: Phlebotomist, Certified Nurse Assistant (CNA), Emergency Medical Technicians (EMT), Patient Care Technician etc.
Criminal Background Check

Candidates for admission must satisfy a Level One Background check and Drug Screen before being accepted to the program. The student must also complete a second Level One Background and Drug Screen prior to entering the clinical phase of the program.

The approved program vendor is Castle Branch. ([www.castlebranch.com](http://www.castlebranch.com)) Telephone (888) 666-7788 Fax (910) 772 – 1528. This service is also available through CASPA. Failure to complete this action could result in dismissal from the PA Program.

- Upon matriculation to the program and annually, thereafter, all students whose education and training will involve participation in clinical settings are required to undergo a criminal background check.
- Students are responsible for all expenses related to meeting health requirements, drug screen and background documentation.
- Applicants who answer "no" to questions relating to criminal background in their CASPA application, who later matriculate and are found to have a positive criminal background check, are likely to be dismissed from the program on the basis of misrepresentation. In the event of a reported incident, a determination about the applicant’s/student’s continued progress in the academic program will be made by the University in accordance with its policies and procedures.
- Applicants who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding eligibility may be obtained from appropriate credentialing boards. Clinical rotation sites may not permit participation in the clinical experience. This should be considered seriously by the candidate prior to application and matriculation.
- Applicants are advised that results of criminal background checks and other required background screening will be released to third parties involved in their clinical education.
- Criminal offenses incurred after the student matriculates may result in the student’s dismissal from the program. Tuition and fees will not be refunded.

Drug Screen

Upon matriculation to the program and just prior to the beginning of the clinical year students will undergo drug screening. Students are subject to random and for cause drug screening during both the didactic and clinical semesters of the Program. If a urine drug screening come back with the result of "negative dilute", this will require repeat testing. A positive drug screen result for any substance not legally prescribed for the student can result in dismissal from the PA Program. A refusal to comply with a request to submit to a drug screen at any time can result in dismissal from the PA Program. The LRU student policy can be differ to in certain circumstances: issue, but are not limited to, the following sanctions: fines, sessions with the University Counseling department, community service,
probation, suspension, expulsion, and any other necessary sanction deemed fit by the University; athletes may face reduced scholarships and loss of significant portion of season.

**Possession and/or Use**

1st offense
Sanction will include a $85 fine; completion of an initial assessment with the Counseling Department within 5 days (with possible additional sessions required); randomly drug tested up to 3 months after incident at the expense of the student; parent/guardian will be contacted through phone call and/or letter; coach or on campus supervisor will be contacted; completion of 10 hours of community within 30 days; and the judicial probation for one calendar year. Students must complete the initial counseling assessment and all other sanctions prior to representing LRU in any capacity (e.g., serving as a tour guide, presenting off-campus, intercollegiate or co-curricular competitions).

2nd offense
Sanction will include a $200 fine; completion of additional sessions with the Counseling Department will be mandated; suspension of all co-curricular and intercollegiate participation for one calendar year; 75 hours of community service to be completed within 120 days; randomly drug tested up to 3 months after the 2nd incident at the expense of the student; possible scholarship reductions/cancellation; parent/guardian will be contacted through phone call and/or letter; coach or on-campus supervisor will be contacted; and remain on judicial probation for one calendar year from the new offense date. The student must complete all sanctions prior to representing LRU in any capacity.

3rd offense-Suspension or Expulsion
The medical institutions that act as clinical training sites may require drug screens for students before allowing them access to their facility. The approved program vendor is [www.castlebranch.com](http://www.castlebranch.com). Drug screens are conducted at the student’s expense.

**Physical Examination**

Completion of a comprehensive physical examination by a licensed medical provider or family doctor indicating that the applicant has been medically cleared for admission Health packages includes:
- Student Health History and Information form
- Physical Examination form
- Immunization Verification form
- Specific health screening and immunization requirements are based on current Centers for Disease Control Recommendations for health professionals.
- Form for drug screening

Upon receipt of your health forms, the Student Health Services will provide the student with a letter indicating compliance with health records and immunization requirements.
Academic Standards

Grading

Course Directors (in concert with the Course Instructors and Clinical Preceptors) will determine the means by which the final grade will be computed, which may include exam scores, oral presentations, written assignments, laboratory exercises, practical examinations, class participation, clinical participation, clinical performance, and other means of evaluation.

- Except in the case of an error on the part of faculty, preceptors, or administration, no grade changes will be honored after the end of the course.
- Didactic courses and clinical rotations will be graded with a letter grade of A, B, C, or F.
- Students enrolled in Physician Assistant Studies Program must successfully complete all didactic courses with a minimum cumulative GPA of 3.0 in order to proceed to the clinical learning phase of the program.
- In addition, in order to graduate and be awarded the Masters of Science in Physician Assistant Studies degree, students must have a minimum cumulative GPA of 3.0 at the end of the clinical learning phase.
- Successful completion of the program is defined as having a cumulative GPA of 3.0 or better on a 4.0 scale for the entire program.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Q.P.</th>
<th>Percentage Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>70-79%</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0-69%</td>
</tr>
</tbody>
</table>

Attendance and Testing

The Physician Assistant curriculum requires students to master a large amount of information and skills in a very short period of time. Excused absences must be obtained from the course instructor or course director, in person, by phone, or by e-mail. The Physician Assistant program utilizes the following attendance and testing policies:

Attendance

- Attendance for all scheduled lectures, laboratory sessions, and student meetings is mandatory for all didactic students.
- Call back clinical days are mandatory for all clinical students.
- While the program makes every effort to schedule classes and rotations on weekdays, students may be required to attend classes and/or clinical rotations on Saturday and Sunday. Participation is mandatory.
- Didactic courses and call back clinical learning days may utilize an attendance and grade reduction policy that may result in a failing course grade of “F” for unexcused
absences. Course directors will outline and discuss their attendance and grade reduction policies in their course syllabus.

Testing
- Absence will typically be defined as being 15 or more minutes late for a scheduled class or laboratory session.
- Instructors may offer “make up exams” in the event of an “excused absence” with the permission of the Director of Didactic Education, within a reasonable period of time.
- Make-up exams will not be given in the case of an “unexcused absence.”
- Students who are late for a scheduled exam will not be allowed additional time to complete the exam and will not be allowed to enter the classroom and initiate the exam if another student has already completed the exam and left the room.

Maintaining Status in Program

As a reminder, this Student Handbook serves as a program policy manual for the Physician Assistant Program and contains policies and procedures unique to the program. Any standing placed upon the student by the progress committee will be contained and concluded within the program, unless the student does not agree upon the decision or if the situation is considered egregious enough, then the standing will be brought to the University level. Anything contained and concluded within the program will not be a part of official transcripts.

The categories of **PROGRAM Academic/Clinical Standing** are:
- **Good Standing**: Status of a student who has met course and clinical requirements in a satisfactory manner, and has demonstrated appropriate professional behavior.
- **Warning**: Status of a student whose performance in an academic course or clinical rotation places him/her in jeopardy of falling below the minimum stated standards, or who has exhibited questionable professional behavior.
- **Probation**: Status of a student whose performance in an academic course or clinical rotation has fallen below the minimum stated standards, or who has exhibited unacceptable professional behavior.
- **Dismissal**: Action whereby a student is dismissed from the Physician Assistant Studies Program due to failure to adhere to academic, clinical, and/or professional standards. Dismissal will occur after review of the student's academic and/or professional deficiency by the Student Progress Committee, the Program Director, and following approval by the Director and Dean of the College of Health Sciences.

Students must maintain a cumulative GPA of 3.0 or higher to maintain good standing in the program. A student will be placed on Probation if the cumulative GPA falls below 3.0 on a 4.0 scale.

Students who receive a grade of ‘C’ in two courses in the same semester will be placed on probation and are subject to dismissal from the program.
Students who receive a grade of ‘C’ in consecutive semesters are subject to dismissal from the program.

**Students with a Cumulative GPA Below 3.0**

- A student with a cumulative GPA below 3.0 at the end of any didactic semester or clinical rotation will be placed on Probation.
- If the student fails to raise their cumulative GPA to 3.0 or higher at the end of the next didactic semester or clinical rotation, is subject to dismissal from the Physician Assistant Studies Program.
- If the student raises their cumulative GPA to 3.0 or higher at the end of the next didactic semester or clinical rotation, he/she will be removed from probation.
- If a student’s cumulative GPA falls below 3.0 a second time is subject to dismissal from the Physician Assistant Studies Program.

**Remediation Policy and Procedure**

Students who require remediation are identified by any assessment score less than 70%. Those who require remediation are referred to their faculty advisor. The faculty advisor provides guidance in time management, study skills, evaluation of learning styles and individual tutoring referral services. Designated principal faculty will actively participate in the process of remedial instruction.

To foster better coordination and communication of student performance in all classes, the following remediation policy will be implemented to assure that students receive prompt academic assistance remediation and referral for special accommodations if necessary.

**Didactic Academic Remediation Process:**

- The Course Director notifies the student’s faculty advisor and the Director of Didactic Education.
- The student’s faculty advisor meets with the student, discusses academic difficulties and intervention options, completes the student advising form and sets out a plan for remediation after consultation with the Course Director.
- Both student and academic advisor should complete the Student Academic Advisement form.
- The Director of Didactic Education and the student’s faculty advisor meet to review the remediation plan.
- The Director of Didactic Education reports information to the Student Progress Committee.

**Intervention plan may contain any or all of the following:**

- Study skills: Topics including study tips, study skills, time management, note taking, stress management, lifestyle modifications and others, as identified
- Learning Interventions: Topics include applied student learning, mastery based learning, and reflective learning integrated with course content
Content: this includes reinforcement of course content and subject matter through tutoring with the course instructor(s)

- May be allowed or required to retake any evaluation/assessment/assignment except for a midterm or final exam and must make a grade of 80% or higher.
  - A maximum of a 70% score will be recorded in place of the assessment score less than 70% that required the remediation.

- Follow up in 2 weeks

**Clinical Rotation Remediation Process**

- If a student scores below 70% on a graded activity during the Clinical year, the student and Director of Clinical Education will fill out the Clinical Remediation Form.

- The Director of Clinical Education will provide the student with a list of topics that were missed on the exam or other assessment tool.

- The student will be issued a remediation plan and a deadline for completion of his/her plan.

- After the remediation plan has been completed, the student will be re-examined based upon the nature of his/her deficiency.

- On re-examination, the student is expected to achieve a minimum grade of 80%.

- Failure to adhere to deadlines and/or failure to achieve a minimum grade of 80% will result in referral to the Student Progress Committee.

- Copies of the Clinical Remediation Form and any correspondence will be made for the Chair of the Student Progress Committee, the Course Director, the Director of Clinical Education, the Director of Didactic Education, the student’s faculty advisor, and the student’s file.

**Deceleration Policy**

Deceleration may occur in the presence of a short-term extenuating circumstance that happens during the clinical year, resulting in a student making up the lost time at a later date or repeating the rotation.

Lenoir-Rhyne University PA program curriculum is designed to be delivered on a full-time basis to students in a cohort. There is no formal deceleration plan or option to complete the curriculum on a part-time basis.
Judicial Procedures for Program
Action Related To Professionalism and Academic Deficiencies

The Student Progress Committee

- This committee has the responsibility for reviewing each student’s scholastic achievement record, clinical learning progress, and professional behavior at the end of each semester. The academic and clinical standards that must be met by each student are outlined in the Graduation Requirements from the Physician Assistant Program section. The professional standards that must be met by each student are also outlined in the Evaluation of Professional Conduct section.

- The evaluation process by the Student Progress Committee includes first a review by each Course Director or Clinical Preceptor, followed by review by the Faculty Advisor, the Director of Didactic Education or Director of Clinical Education, and finally by the Program Director. The findings of these reviews are then presented to the Student Progress Committee by the Director of Didactic Education or the Director of Clinical Education. If a student fails to meet academic, clinical, and/or professional standards, the Committee will meet with the student in question.

- When faculty, staff and/or clinical preceptor identifies a student who is having difficulty with professional conduct, demonstrates behavior inconsistent with those outlined in the Professional Standards of this handbook, or has any act of misconduct, that individual will notify the Director of Clinical Education, the student’s advisor or the Program Director to determine an appropriate course of action.

- Depending upon the nature of the behavior, the response may include the instructor, staff or clinical preceptor bring it to student’s attention and notifying the student’s advisor who is to discuss the issue and make a written record what was discussed; bringing the student before the Student Progress Committee, made up of faculty, Course Director, Director of Didactic Education, the Director of Clinical Education who will collectively render a decision as to placing the student on program warning, program probation, or recommending program dismissal from the program.

- If a student is not performing up to standards academically, the Course Director or Instructor is to notify the student’s advisor and Director of Didactic Education. If the problem is serious enough the Director of Didactic Education will convene the Progress Committee to review the records and meet with the student. The Committee will collectively render a decision as to placing the student on program warning, program probation, or recommending program dismissal from the program.

- The student’s faculty advisor should be an integral part of any issues and procedures involving any of their assigned advisees.

- If the situation is considered egregious, or student does not accept the decision of the Progress Committee, the matter will be moved to the University level.
Causes of and Consequences for receiving a Program Warning, Probation, or Dismissal will be:

**Warning**
- A student who receives a grade of less than 70% on any quiz, exam, or other individual assessment tool (or who fails any pass/fail exercise) in a didactic course or clinical rotation will receive a warning and must meet with the Course Director (didactic or clinical) for remediation.
- No remediation will be offered for midterm exams, final exams or final projects.
- A student may also receive a warning for questionable professional behavior.

**Warning in a Didactic Course**
- The Course Director and student will review the questions and answers that the student missed on the exam or other assessment tool.
- The Course Director will ensure that the student understands the material and will make recommendations to the student for satisfactory performance on future exams/assessments. The student and Course Director will fill out the Didactic Remediation form.
- Acquisition of knowledge will be measured by student performance on the cumulative portion of the course midterm and/or final exam.
- Copies of the Didactic Remediation form will be made for the Chair of the Student Progress Committee, the Course Director, the Director of Didactic Education, the student’s faculty advisor, and the student’s file.

**Warning in a Clinical Rotation**
- If a student scores below 70% on a graded activity during the Clinical year, the student and Director of Clinical Education will fill out the Clinical Remediation Form.
- The Director of Clinical Education will provide the student with a list of topics that were missed on the exam or other assessment tool.
- The student will be issued a remediation plan and a deadline for completion of his/her plan.
- After the remediation plan has been completed, the student will be re-examined based upon the nature of his/her deficiency.
- On re-examination, the student is expected to achieve a minimum grade of 80%.
- Failure to adhere to deadlines and/or failure to achieve a minimum grade of 80% will result in referral to the Student Progress Committee.
- Copies of the Clinical Remediation Form and any correspondence will be made for the Chair of the Student Progress Committee, the Course Director, the Director of Clinical Education, the Director of Didactic Education, the student’s faculty advisor, and the student’s file.

**Warning for a Professional Behavior Issue**
- A student with a professional behavior issue will meet with the Student Progress Committee.
- If the committee determines that the student exhibited questionable professional behavior, the student will be warned that additional behavior could lead to probation or dismissal, depending on the nature of the behavior.
Probation

- A student will be placed on Probation if: (1) his/her cumulative GPA falls below 3.0 on a 4.0 scale, (2) he/she fails to exhibit appropriate professional behavior, (3) makes a “C” in any course or clinical rotation.

Making a “C” in a course

- Students must maintain a cumulative GPA of 3.0 or higher to maintain good standing in the program.
- A student will be placed on Probation if the cumulative GPA falls below 3.0 on a 4.0 scale.
- A student who receives a “C” in one course and the total GPA is 3.0 or above will be given a warning.
- Students who receive a grade of ‘C’ in two courses in the same semester will be placed on probation and are subject to dismissal from the program.
- Students who receive a grade of ‘C’ in consecutive semesters are subject to dismissal from the program.

Students with a Cumulative GPA Below 3.0

- A student with a cumulative GPA below 3.0 at the end of any didactic semester or clinical rotation will receive notification from the Student Progress Committee that they are on Probation.
- If the student fails to raise his/her cumulative GPA to 3.0 or higher at the end of the next didactic semester or clinical rotation, he/she will be dismissed from the Physician Assistant Studies Program.
- If the student raises his/her cumulative GPA to 3.0 or higher at the end of the next didactic quarter or clinical rotation, he/she will be removed from probation.
- If a student’s cumulative GPA falls below 3.0 a second time, he/she is subject to dismissed from the Physician Assistant Studies Program.

Students Cited for a Professional Behavior Issue

- A student who fails to exhibit appropriate professional behavior must meet with the Student Progress Committee to define a plan for remediation.
- The student and the Director of Didactic Education and or Director of Clinical Education must sign the remediation plan.
- If the student fails to fulfill or achieve the minimum outcomes described in his/her remediation plan, he/she is subject to dismissed from the Physician Assistant Studies Program.
- If the student fulfills the outcomes described in his/her remediation plan, he/she will be removed from probation.
Dismissal

The Program, School and University reserves the right to dismiss at any time a student who, in its judgment, is undesirable and whose continued enrollment is detrimental to him/herself or his/her fellow students or whose presence is disruptive to the learning environment or it’s orderly operation.

Students will be subject to dismissal from the Physician Assistant Studies Program when:

- A student fails (grade below a 70%) any didactic course or clinical rotation
- Students will be dismissed for failure to comply with academic, clinical, or professional standards
- A student has a cumulative GPA of less than 3.0 at the end of any didactic semester or clinical rotation and then fails to raise his/her cumulative GPA to 3.0 or higher at the end of the next didactic quarter or clinical rotation;
- A student’s cumulative GPA falls below 3.0 for a second time (at the end of a didactic quarter or clinical rotation);
- A student fails to achieve the plans and outcomes listed in a remediation worksheet
- A student fails to successfully complete the Didactic Summative review and Clinical Summative Review, with a minimum grade of 80%;
- A student's professional conduct violates the performance standards set forth in the Physician Assistant Studies Program’s Honor Code, the Universities’ Student Code of Conduct, state or federal law, or for moral turpitude, unprofessional behavior, criminal activity, or other reasons as defined by the University

Appeals Process

If a student disagrees with a decision of the PA Program’s Student Progress Committee, he/or she can file for an appeal to the Director and Dean of the College of Health Sciences. The College of Health Sciences has a form that can be obtained from its administrative office as it pertains to academic or professional conduct.

For sexual misconduct, harassment and prohibited relationships determinations are made by the University’s the Office of Human Resources.

See appendix 9 for the University Appeals Process and you can refer to http://registrar.lr.edu/sites/registrar.lr.edu/files/pdf/Academic%20Regulations%202012.pdf online.
Sick Leave, Bereavement and Absenteeism Policy

Students are required to notify the PA Program whenever they are absent from any class or clinical learning rotation.

- If a student needs to be absent from class or didactic learning activity for illness or other reasons he/she must contact the Program’s Administration Office prior to the schedule class/activity, notify the Director of Didactic Services and the Course Director via email and phone.
- If a student needs to be absent from a clinical rotation for illness or other reasons he/she must contact the Preceptor prior to his/her regular reporting time, notify the Program’s Administration Office and notify the Director of Clinical Services via email and phone.
- For absences during the didactic phase students are required to present a written note from their health care provider on the second day of their absence the Director of Didactic Education or Course Director noting the reason for absence and date(s) of treatment for absences from class/activity.
- For absences during the clinical phase students are required to present a note from their health care provider on the second day of their absence the Director of Clinical Education and Preceptor noting the reason for absence and date(s) of treatment for absences from the clinical rotation.
- Failure to advise the PA Program of absences may result in the lowering of the rotation grade.
- Absence from a clinical learning rotation in excess of five (5) days seriously jeopardizes the educational experience and academic requirements of the program.
- Students will be required to make up time missed due to sickness or to repeat the entire clinical learning rotation, if such absence(s) is/are felt by the program and/or preceptor to jeopardize the student’s clinical competence or to compromise his/her professional responsibility.
- During the didactic phase students wishing to take an absence to attend a health care conference or for personal reasons must request advance written permission from the program via the Director of Didactic Education. If the request is approved, the student must then notify the Course Directors of all classes that will be missed and arrange for make-up.
- During the clinical phase students wishing to take an absence to attend a health care conference or for personal reasons must request advance written permission from the Director of Clinical Education. If the request is approved, the student must then notify their preceptor.
- If a student suffers the loss of a close relative at any time during the program he/she will be allowed 3 days of excused absence. If more time is needed the student is to contact the Program Director by phones and/or email to formally make this request. Faculty and Course Directors will be notified and arrangements for make-up will be made.
Breaks and Holidays

Students in the didactic phase of their education follow the holiday and break schedules of the University.

Students in the clinical phase of their education on clinical learning rotations will be off at the following times per University calendar, if there clinical sites and clinical preceptors are not seeing patients:

- Thanksgiving and the Day after
- Christmas Eve and Christmas Day
- Memorial Day
- Independence Day

For additional clinical break and holiday break information, please review the Student Clinical Manual

Inclement Weather Policies and Procedures Regarding

*For the Hickory campus* (only), call 828-328-SNOW (828-328-7669) to get the most recent decisions on closures and/or delays. Notices will also be posted on the University website if there are inclement weather conditions and closing announcements. These notes will include information on the status of classes as well as University operations in general (although full University closures are very rare).

1. Class Cancellations. The cancellation of classes for an entire day will occur only under the most severe weather conditions.

2. Delayed Schedule. If weather conditions warrant, the University’s Hickory Campus may adopt a two-hour delayed class schedule for the day with shortened class periods according to the following plan:

<table>
<thead>
<tr>
<th>MWF Delayed Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regular Start Times</strong></td>
</tr>
<tr>
<td>8:00 a.m.</td>
</tr>
<tr>
<td>9:00 a.m.</td>
</tr>
<tr>
<td>11:00 a.m.</td>
</tr>
<tr>
<td>12:00 noon</td>
</tr>
<tr>
<td>1:00 p.m.</td>
</tr>
<tr>
<td>2:00 p.m.</td>
</tr>
<tr>
<td>3:00 p.m.</td>
</tr>
<tr>
<td>Graduate/Evening Classes:</td>
</tr>
<tr>
<td>T/R Delayed Class Schedule</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>Regular Times</td>
</tr>
<tr>
<td>8:00 a.m.</td>
</tr>
<tr>
<td>9:25 a.m.</td>
</tr>
<tr>
<td>10:50 a.m.</td>
</tr>
<tr>
<td>12:15 p.m.</td>
</tr>
<tr>
<td>1:40 p.m.</td>
</tr>
<tr>
<td>3:05 p.m.</td>
</tr>
</tbody>
</table>

On-campus meals. On days when classes are canceled or delayed, breakfast will be delayed and available for residential students beginning at 8:30 a.m. When under severe conditions, please refer to more immediate campus communications for more details.

Library. If at all possible, the library will be open during inclement weather from 9:00 a.m. until 5:00 p.m. on weekdays and from 2:00 p.m. until 6:00 p.m. on Sundays.

Convocations/Chapel on MWF: During the delayed class schedule, the traditional 10:00-10:50 block may be used for convocation and chapel on MWF. (Activities should be shortened to end by 10:40 a.m. to furnish students time to make their 10:50 classes.) Students should refer to the LR website to determine if scheduled events have been canceled.

3. Commuting Students. During periods of inclement weather when the University operates either on a delayed schedule or on a regular class schedule, commuting students who are unable to attend classes due to travel conditions will not be penalized. Commuting students should exercise good judgment in deciding whether to attempt to travel to the campus and are encouraged not to do so when conditions might threaten their safety. It is fully the responsibility of commuter students facing this situation to promptly contact their instructors directly to indicate the reason for their absence and to request assistance concerning course materials pertinent to keeping current with the class.

4. Evening Classes.

- Delays. Morning delays will not affect Evening and Graduate School classes starting at 4:00 p.m. or later. These will begin at their regular times and will meet for the full class period.
- Cancellations. In the event of inclement weather during late afternoon or evening, Evening classes may be canceled. Students should call the LR Information Line, 328-SNOW (328-7669), or check the University website for information. Often, decisions on day classes and evening classes will be made separately, e.g., cancellation of morning classes may not necessarily imply evening cancellations on that same day. In these cases, a decision on evening classes will be made in the early afternoon.
• Rescheduling. In the event that late afternoon or Evening and Graduate classes are canceled due to severe weather conditions, the instructor will reschedule the missed session at a time that is mutually convenient for the instructor and students (through either face-to-face or online instruction).

**Graduation Requirements**

Matriculation, attendance and graduation from the University are privileges granted to the student in consideration of performance of specified assignments and the maintenance of established standards of personal and professional conduct. The following criteria must be met in order to qualify for graduation with the Masters of Science in Physician Assistant Studies degree:

Successful candidates for graduation must:
- Satisfactorily complete all the courses within the didactic and clinical learning phases of the Physician Assistant program with a minimum cumulative grade point average (GPA) of 3.0
- Achieve a minimum grade of 70% in all didactic courses and clinical rotations;
- Successfully complete the ACLS and PALS courses
- Maintain BLS certification throughout the program
- Successfully complete the Didactic Summative Evaluation and Clinical Summative Review with a minimum grade of 80%;
- Abide by all University, College and Program rules and regulations, and settle all financial accounts with the University prior to graduation.
- Successfully adhere to the student and professional code of conduct established by the University, College and Program.
- Each candidate for the Masters of Science in Physician Assistant Studies degree must be free of indebtedness to the University. The graduate degree and the academic transcript or certification of completion will not be given until all financial obligations to the University have been met.

**Completion Deadlines for Curriculum Requirements**
- Didactic Phase - Requirements for each course in the curriculum must be completed by the end of each semester.
- Clinical Phase - Requirements for each clinical rotation must be completed by the conclusion of each End-of-Rotation (EOR) session.
Technical and Professional Standards

Physician Assistant Education is recognized as a broad-based process that requires the acquisition of general knowledge in all fields of medicine and of the basic skills required for the practice of medicine, regardless of specialty.

The education of a PA in the Lenoir-Rhyne University Physician Assistant Program requires assimilation of knowledge, acquisition of skills, and development of judgment. This is accomplished through patient care experience that prepares the student to make appropriate decisions of a semi-autonomous nature that is required of medical providers trained at this level. The current practice of medicine emphasizes a team approach to health care delivery with collaboration among physicians and other allied health care professionals as well as the patients and their families.

The Program’s standards and essential functions of medical education shape the requirements for admission, retention, and graduation of applicants and students. Students must be capable of meeting the Standards described herein. Applicants are assessed without regard to sex, race, religion, color, national or ethnic origin, age, physical disability, or sexual preference. Admission to the Program is competitive and is based on individual merit and performance within each applicant pool for a given academic year, and not on personal convictions or preferences.

The Standards, along with the Lenoir-Rhyne PA Program policies, procedures and process for the admission and education of PA students, parallel those set forth by the Physician Assistant Competencies published by the ARC-PA, AAPA, NCCPA and PAEA, and inform and guide the decisions of the Lenoir-Rhyne PA Program faculty. All students of medicine, including PA students, must possess those intellectual, ethical, physical and emotional capabilities required to undertake the full curriculum and to achieve the levels of competence required by the faculty.

For any appeals, questions, or concerns contact:
Sherry P. Proctor, Director of Disability Services
Cornerstone House
Phone: 828-328-7296
Fax: 828-267-3441
E-mail: sherry.proctor@lr.edu
Or refer to: http://student.lr.edu/cornerstone/disability-services
Technical Standards

Observation

- The student must have the ability to master the course work presented in the form of lectures, written material and projected images. For many required tasks, observation necessitates the functional and mixed use of the sense of vision and other sensory modalities.
- Learning is enhanced by the functional use of the senses of smell and touch. The candidate must possess adequate sensation of vision, hearing, equilibrium, smell, taste, touch, pain, temperature, position, pressure, movement, stereognosis, and vibration, particularly when gross and/or subtle changes in symmetry are present.
- The student must have the cognitive abilities necessary to master relevant content in basic science and clinical courses at a level and pace deemed appropriate by the faculty. These skills may be described as the ability to comprehend, memorize, analyze, and synthesize material.
- The student must also be able to discern and comprehend dimensional and spatial relationships of structures and to develop reasoning and decision-making skills appropriate to the practice of medicine.
- Students must be able to perceive, by the use of senses and mental abilities, the presentation of information through small group discussions and presentations, large-group lectures, one-on-one interactions, demonstrations, laboratory experiments, patient encounters, diagnostic findings, procedures, and written material and audiovisual materials.
- Representative examples of materials/occasions requiring perceptual abilities in the first year include, but are not limited to: books, diagrams, discussions, photographs, x-rays, clinical case presentations, patient interviews and physical examinations, completion of cognitive and skills requirements for ACLS and PALS certification, and performance of suturing, casting, splinting, gowning, gloving, surgical scrubbing and establishing/maintaining sterile fields in the operating room setting.
- Additional examples from the second (clinical) year include, but are not limited to: physical exams; rectal and pelvic exams; examinations with stethoscopes, otoscopes, ophthalmoscopes, sphygmomanometers, and reflex hammers; verbal communication and non-verbal cues (as in taking a patient's history or working with a medical team); live and televised surgical procedures; assisting at surgery and childbirth; x-rays, MRIs, and other diagnostic findings; online computer searches; and, responding to a wide variety of urgent and/or emergent patient presentations.

Communication

- The student must have the ability to take a medical history and perform a physical examination.
- The student must be capable of perceiving the signs of disease or distress as manifested through the physical examination so these findings can be communicated verbally or in writing or both. Such information is derived from
viewing and touching the body surfaces, palpable changes in various organs, and auditory information (patient voice, heart tones, bowel, and lung sounds).

- The student must be able to communicate effectively (in English) with patients and family, physicians, and other members of the healthcare team. These communication skills require the ability to assess all information, including the recognition of the significance of non-verbal responses, and immediate assessment of information provided to allow for appropriate, well-focused follow-up inquiry.

- The student must be capable of responsive, empathetic listening to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences, and includes interacting therapeutically with psychiatric patients. In essence, this requires that the student be able to function, often in a fast-paced environment, in order to:
  - Elicit information
  - Convey information
  - Clarify information
  - Create rapport
  - Develop therapeutic relationships
  - Demonstrate competencies

- The student must be able to skillfully process and communicate information regarding the patient’s status accurately and in a timely manner to the physician supervisors and all other members of the healthcare team.

- Complete, accurate information then needs to be communicated in a succinct, yet comprehensive manner, in settings in which the time available is limited.

- This may include, but is not limited to, participating in clinical rounds and conferences, oral presentations to physicians or other members of the healthcare team, written or dictated patient assessments and writing prescriptions.

- Appropriate communication may also depend on the student’s ability to make a correct judgment in seeking supervision and consultation in a timely manner, particularly in urgent and emergent situations.

**Sensory and Motor Function**

- The student must have sufficient sensory and motor function to elicit information from patients by palpation, auscultation, percussion, and other diagnostic maneuvers.

- The student will be required to coordinate both gross and fine muscular movements, equilibrium, and functional use of the senses of hearing, touch and vision.

- More specifically, the student must be able to exercise such fine motor skill as to adequately perform laboratory tests, including but not limited to, wet mount, urinalysis and gram stain.

- The student must exercise such level of dexterity, sensation and visual acuity as to competently and accurately complete such processes as administering intravenous medication, making fine measurements of angles and size, measuring blood pressure, respiration and pulse, performing physical examinations, and performing
therapeutic procedures such as phlebotomy, EKGs, reading radiographs, suturing and casting.

- The student must be able to hear sufficiently to accurately differentiate percussive notes and auscultatory findings, including but not limited to heart, lung, and abdominal sounds, as well as discern normal and abnormal findings using instruments such as tuning forks, stethoscopes, sphygmomanometers, and Doppler devices.

- A student must be able to transport him or herself in a manner which provides timely response in both general and emergency care situations. Moving patients and engaging in some procedures requires the level of skill, strength and endurance necessary to perform the procedure(s) quickly, safely, effectively and for a reasonable period of time, often in a stressful environment.

- Examples of emergency treatment reasonably required of a PA are cardiopulmonary resuscitation, the administration of intravenous medication, application of pressure to stop bleeding, the opening of obstructed airways, the suturing of simple wounds, and the performance of simple obstetrical maneuvers. Such actions often require simultaneous coordination of gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision.

**Intellectual-Conceptual, Integrative and Quantitative Abilities**

Students must be able to demonstrate higher-level cognitive abilities, which include:

- Rational thought
- Measurement
- Calculation
- Visual-spatial comprehension
- Conceptualization
- Analysis
- Synthesis
- Organization
- Representations (oral, written, diagrammatic, three dimensional)
- Memory
- Application
- Clinical reasoning
- Ethical reasoning
- Sound judgment

**Behavioral and Social Attributes**

- A candidate must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients.

- Candidates must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties inherent in the clinical problems of many patients.
Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that are assessed during the admissions and throughout the education processes.

The student must be able to understand the basis and content of medical ethics.

The student must possess attributes that include compassion, empathy, altruism, integrity, responsibility, and tolerance. (See Professional Behaviors, below)

The student must have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly, without warning, and/or in unpredictable ways.

**Professional Standards**

Professionals have a moral responsibility to themselves, to their patients, to their associates, and to the institution with which they are affiliated, to provide the best service possible.

Personal ethics require certain inherent elements of character that include honesty, loyalty, understanding, and the ability to respect the rights and dignity of others.

Personal ethics require conscientious preparation during one's academic years for eventual professional duties and responsibilities.

A continuation of the development of professional efficiency should be accomplished by observation, study, and investigation during one's entire professional life.

Strength of character should enable one to rise above prejudice in regard to race, creed, or economic status in the interest of better professional service.

To maintain optimum professional performance, one should be personally responsible for maintaining proper physical and moral fitness.

Finally, it must be realized that no action of the individual can be entirely separated from the reputation of the individual or of his or her profession. Therefore, a serious and primary obligation of the individual is to uphold the dignity and honor of his or her chosen profession by thoughts, words, and actions.

The public expects that those in medical professions will adhere to a set of values that reflect their commitment to excellence, responsibility, respect for all, integrity, prudence and trustworthiness.
Professional Honor Code

All students of the Lenoir-Rhyne University PA Program must consistently display integrity, honesty, empathy, caring, fairness, respect for self and others, diligence, and dedication.

Honesty and Integrity
- Contribute to a positive image of the medical profession.
- Serve the interests and welfare of the patient and the community above our own self-interest.
- Respect the rights of patients, staff, colleagues, and other health professionals.
- Safeguard patient confidences and privacy within the constraints of the law.
- Deal with confidential information appropriately and discreetly.
- Understand the general principles of ethical behavior and their application to performance expectations of any course of study, examination, or other evaluations.

Caring and Compassion
- Treat each patient as an individual with respect, empathy, and dignity both in the family's presence and in discussions with other members of the health care team.
- Handle issues of sickness, dying, and death in a professional manner with patients and families.
- Refrain from abusing authority.

Excellence and Scholarship
- Recognize one's own deficiencies and endeavor to correct them, requesting help when needed.
- Strive to improve one's self in the integration and transmission of knowledge.
- Collaborate with and assist peers, colleagues, and other health professionals appropriately for the advancement of scientific knowledge and skills.
- Commit to self-directed and life-long learning.

Respect Instructors, Staff, Peers, Patients, and Families
- Treat those with whom they work with respect, trust, and dignity.
- Refrain from engaging in unwanted/inappropriate romantic and sexual behaviors or any other unprofessional behaviors.
- Respect rights such as privacy, confidentiality, informed consent, and others.
- Communicate in a sensitive manner and do not discriminate on the basis of age, gender, intelligence, medical condition, nationality or ethnic origin, physical or mental disability, race, religion, sexual, orientation, or socioeconomic status.

Responsibility and Accountability
- Maintain academic, patient care and service as our highest priority.
- Be accountable for deadlines and complete assignments/responsibilities in a timely fashion.
- Recognize and report peers' errors, fraud, poor behavior, deficiency in character, and incompetence.
- Identify one's own limitations and developmental needs, and seek approaches for improvement.
Hands on academic experience, with emphasis on patient care, health promotion, and disease prevention.

Students are expected to:
- Present oneself in a professional manner with respect to dress, hygiene, body language, composure, and gestures.
- Tolerate physically, emotionally, and mentally demanding workloads.
- Function effectively under stress, and proactively make use of available resources to help maintain both physical and mental health.
- Adapt to changing environments, display flexibility, and be able to learn in the face of uncertainty.
- Take responsibility for themselves and their behaviors.

**Academic Honor Code**

Students must demonstrate academic honesty and refrain from dishonorable actions that include, but are not limited to:
- Cheating
- Plagiarism
- Fabrication
- Aid of academic dishonesty

Students in the MSPAS will follow the Academic Honor Code of the University accepting the Lenoir-Rhyne University Student Honor Commitment and Statement of Academic Integrity as indicated on the webpage and in the University Student Handbook. [http://registrar.lr.edu/sites/registrar.lr.edu/files/pdf/Academic%20Regulations%202012.pdf](http://registrar.lr.edu/sites/registrar.lr.edu/files/pdf/Academic%20Regulations%202012.pdf)

The PA program follows the same definitions, descriptions and responsibilities as the University and has a specified judicial procedure for violations of the professional and academic honor code.

**Didactic and Clinical Rotation Dress Code**

Students are expected to dress professionally for all didactic and advanced didactic classes. There may be specific dress code requirements for participation in certain clinical rotation and related program activities.

The following policy was developed to delineate guidelines regarding professional attire for any preclinical or clinical patient encounter, whether with actual patients or simulated patients. Additional guidelines of affiliated hospitals or preceptors shall be observed. Students are expected to inquire prior to wearing any questionable items. These guidelines for professional attire should also be followed anytime a student represents the Program outside of the classroom while giving presentations, on clinical rotations and performing service work.
Appropriate attire:
- Business Casual
- Scrubs with white coat
- Scrubs should be clean, in good repair, and presentable (e.g., not excessively wrinkled).
- Pants should be wrinkle-free, clean, and in good repair.
- Students need to be aware of each hospital’s or assigned area’s policies.
- Shirts must have collars (men)
- Ties (optional during didactic, may be required on certain clinical rotations/men)
- Flat shoes or small heels (women)
- Socks and hosiery should be worn at all times in the hospital or clinic.
- Proper undergarments should be worn at all times

Inappropriate attire:
- Shorts
- Tee shirts
- Tight-fitting or excessively baggy pants are not permitted.
- Revealing garments (i.e. mini-skirts, see-through or low-cut blouses)
- Tank tops
- Blue jeans
- Spandex, leggings, athletic wear, and sweat suits
- Hats
- Long or spiked high heels (stiletto) Heels should not be taller than three inches.
- Shoes should be clean and in good condition.
- Casual sandals, Flip flops, canvas sneakers, and open-toed shoes shall not be worn.

Tattoos, Piercings and Accessories
- Visible studs and rings (face, tongue, lips, nose, etc.) are to be removed during all didactic and clinical rotation activities.
- Women only one ear ring per ear, no multiple ear rings
- Men, no ear rings at all
- Tattoos are to be covered with clothing or other opaque material (cosmetics, Band-Aid) during clinical rotation activities
- Rings, bracelets, and necklaces are permissible if they are not hazardous to equipment operation or patient contact.

Nails
- Artificial nails are not permitted.
- Nails should be clean and manicured and kept less than ¼ inch long past the tip of the finger.
- Nail polish is not permitted in situations requiring aseptic care
- If worn, nail polish should be of a single color and not chipped, cracked, or peeling.
- No nail jewelry or nail art is allowed.

Hair
- Hair should be neat, clean, and of naturally appearing color. Hair should be styled off the face and out of the eyes, and not distracting. Longer hair should be secured
to avoid interference with patients or work duties. Facial hair must be neatly trimmed.

**Hygiene**
- Daily healthy hygiene includes clean skin, hair, and teeth; regular use of deodorant/antiperspirants; and regular dental hygiene.
- Makeup should not be distracting and cologne/perfume should not be worn in the clinical environment.

**Enforcement**
Program faculty, preceptors, and health sciences faculty may prohibit any student from working if he or she is wearing clothing that is offensive, unsafe, or not in compliance with the hospital/clinic and the College of health Sciences or Program’s standards. Failure of any student to adhere to the standards will result in corrective action by the program.

- Note: Exceptions to these requirements for religious preference require prior approval of the Program Director and the Director/Dean of the College of Health Sciences.

**Professional Behavior**

- Attending required experiences on time and prepared
- Handing in assignments on time
- Refraining from plagiarizing or cheating
- Making an effort to understand prejudices and preconceptions that might affect patient interactions or collegial relationships (especially in the areas of race and ethnicity, sexual orientation, gender, disability, age, and religious difference)
- Developing successful working relationships with preceptors, staff, and peers by accepting constructive feedback and modifying their behavior accordingly
- Maintaining a professional appearance and demeanor
- Representing oneself accurately; appreciating and preserving patient confidentiality; responding sensitively to patients’ social and psychological issues
- Developing empathic listening skills
- Advocating for patients when appropriate
- Using hospital/clinic resources responsibly
- Showing up prepared and on time for rounds, lectures, conferences, and procedures
- Getting advice when handling ethical dilemmas
- Taking constructive feedback from attending physicians and residents with open-mindedness and the intention to improve
- Refraining from the abuse of alcohol and/or prescription drugs, and the use of illicit drugs
Unprofessional Behavior

Includes but is not limited to:

- Breaches in patient confidentiality
- Public intoxication or substance abuse, including use of alcohol or drugs
- Distribution of material that includes disparaging comments about populations of people
- Lack of self-control in encounters with peers, patients, faculty, staff, and other health professionals
- Criminal activity
- Interpersonal violence
- Distribution of defamatory or vulgar comments about faculty, staff and peers
- Invasion of another's privacy by any means
- Misrepresentation of credentials, abilities, or position

Professionalism and Social Networking

Social networking is a common activity that has the potential to increase our ability to interact with each other in positive ways. However, the ability of the internet to instantly reach millions of people, both within and outside of the medical profession makes it imperative that we take safeguards to insure that social networking does not erode the values of the medical profession or damage the reputation of the profession or the medical center. This includes but is not limited to Facebook, Myspace, Instagram, Twitter, web blogs, chat rooms.

The policy of the Program regarding student, staff and faculty use of social networking sites is delineated below.

Students, Staff and Faculty

- Should take steps to insure that their social networking sites have the appropriate privacy settings to avoid inadvertent dissemination of material to audiences beyond their control.
- Should include a disclaimer with postings that clearly state that the expressed opinions belong to the writer alone and do not necessarily reflects the views of the University or the Program.
- May not write about patients in a manner that could in any way convey the patient’s identity, even accidentally. They are cautioned that patients with rare diagnoses, physical appearances, and specific locations within the medical center may be easily identifiable even in the absence of names and medical record numbers.
- May not write defamatory comments about faculty, staff, students, and health professionals within the medical center.
- May not post someone else’s work (including from internet sites) without attribution.
May not post pictures or descriptions that demonstrate participation of students, faculty, or staff engaging in unprofessional behavior.

Program faculty and staff are strongly discouraged from inviting people who are actively enrolled in the Program to participate in any social networking community that involves their personal lives. Social networking communities, such as LINKEDIN, limited to professional work are acceptable.

Classroom and Clinical Rotation Behavior

Honesty, trust, fairness, respect and responsibility are expected student classroom behavior.

Attire for students not in a clinical environment shall be appropriate for a student aspiring to their particular profession, yet should also allow for performance of the activities associated with coursework and related educational experiences. Examples include but are not limited to racy tank tops, plunging necklines, inappropriate attire and clothing that resemble pajamas.

Additionally, daily healthy hygiene is expected. Examples include but are not limited to clean skin, hair, and teeth; regular use of deodorant/antiperspirants; and regular dental hygiene. Appearance (e.g. hairstyle, makeup and accessories) should not be distracting and cologne/perfume should not be worn in the clinical environment.

Cell phones, pagers, and other types of communication devices are to be turned off and stored out of sight. The use of such devices should be restricted to taking notes and reviewing class supporting documents. Any student found to be using a communication device during an exam will be given a grade of zero for the exam.

For online exams and quizzes outside of the classroom, it is expected that students not share test questions, answers or exam related material. Students found to be in violation will be reported to the Program’s Progress Committee and if necessary to the University’s Committee on Academic Misconduct.

Students are encouraged to bring clinical experiences into the classroom. However, students are expected to speak about patients in a manner that will not convey the patient’s identity. Note, patients with rare diagnoses and physical appearances can be easily identified even in the absence of names and medical center records.

All class related communication (e.g., email, phone calls, voice mail messages, texts, course discussion board) should be respectful and well-conceived. Students are encouraged to remember the permanence of a recorded or written conversation.

Students are expected to attend class. This includes arriving early and being prepared to begin class as scheduled. Participation is an essential element to learning. Active participants who are prepared by completing assignments will not only gain more from class, but they will also enrich the content of class by engaging in active discussions. Students are accountable for deadlines and assignments.

Plagiarism is the representation of another’s work or ideas as one’s own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s idea.

All suspected cases of plagiarism will be reported Program’s Progress Committee and if necessary to the University’s Committee on Academic Misconduct.
For online quizzes or exam related material, students are not to share information. Students shall refrain from falsifying results or reports or using the same work for more than one course. It is expected that students will recognize and report peers’ actions that could be considered fraudulent and dishonest.

When guest speakers or panelists are invited to courses, students are expected to be dressed professionally (e.g., clean, shaven, ironed clothing, no hats, appropriate dress) and avoid reading the web and newspapers as well as using cell phones or studying for other courses. Guest speakers should be treated as guests and shown the hospitality that will encourage his/her return to the University in the future.

Students will be removed from the classroom and/clinical rotations for unprofessional conduct at any time without prior warning. Possible consequences can include verbal warning, written warning or dismissal from the program.

**Cell/Smart Phone, Mp3 Players, Tablets and E-Transmission Policy**

- The use of cell/smart phones as well as Mp3 players or similar devices are prohibited during class/seminar/clinical with the exception of break times.
- Students who need to have a phone on for emergency purposes should discuss the issue with the course’s designated faculty that day prior to the start of the class.
- The use of tablets, laptops or similar devices should be restricted to taking notes and reviewing class supporting documents. Students found in violation of this policy should be aware that faculty has the option of lowering the course grade and/or reporting the violation to the Program’s Progress Committee for potential disciplinary action.
- Taking pictures of the school property, clinical sites, and patients using any device is prohibited without the written consent of the institution and all parties involved.
- Please be aware that electronic transmission of data related to patient specific identifiers and student to student health information obtained in physical assessment labs with student identifiers is a violation of HIPAA.

**HIPPA Compliance**

The “Privacy Rule” provisions of the Health Insurance Portability & Accountability Act (HIPAA) are the first federal regulations that protect confidentiality of patient information. The Rule requires health providers and other covered entities to educate all members of their workforce about the regulations.

- HIPAA requires specific knowledge and behaviors to protect patients’ rights, and to implement certain provisions. Students admitted to the program are required to complete an online course and present a certificate of successful completion prior to matriculation.
- Contents of the course should cover: a general overview of HIPAA; specific patient rights; administrative requirements and office practice issues; special situations, disclosures by law, marketing, and fundraising.
Family Education Rights and Privacy Act

Records & Files of Students

The Master of Science in Physician Assistant Studies Program adheres to the University’s policy on the Family Education Rights and Privacy Act requirements. In compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974, students attending LR are permitted to inspect and review their own educational records, including academic transcripts, financial records, and disciplinary action upon written request to the university official who serves as custodian for the type of record to be reviewed.

Records access is given within 45 days of receipt of the request. LR reserves the right to refuse to permit a student to inspect the following records: financial statement of parents, letters of recommendation for which the student has waived the right of access, records connected with an application to LR if that application was denied, and records which are excluded from the FERPA definition of educational records.

The University may deny transcripts or copies of records not required to be made available through FERPA if the student has an unpaid financial obligation to the University or if there is an unresolved disciplinary action against that student. Normally, the University may disclose information labeled as “Directory Information.” This information includes name, address, telephone number, date and place of birth, major field of study, participation in recognized university sports, weight and height of athletes, dates of attendance, degrees and awards and previously attended school. The University may disclose any of these items without prior written consent unless notified in writing to the contrary by September 1 of each academic year.

Student Health Records: The Student Health Center maintains the security, confidentiality, and integrity of student health records. Student health records include all required student health forms required upon matriculation, student immunization records (required by NC state law), and other documentation that may have been needed for individualized appointments. The Health Insurance Portability and accountability Act or HIPAA privacy rule provides the guidelines by which student health records may be accessed by anyone other than the student. Student health records are maintained for seven (7) years in locked filing cabinets in secured storage rooms. Health records are shredded upon being purged from the files.

Student Mental Health Records: The Cornerstone Center (University Counselor) maintains the security, confidentiality, and integrity of student mental health records. Student mental health records include all required student mental health forms including, Consent for Treatment and Notice of Confidentiality, progress notes documenting individual sessions, and Consents for Release of Information, as well as any additional documentation/information pertaining to each individual student seen for mental health
counseling. The Health Insurance Portability and Accountability Act or HIPAA privacy rule provides the guidelines by which student mental health records may be accessed by anyone other than the student. Student mental health records are maintained for seven (7) years in locked filing cabinets in director’s office. Mental health records are shredded upon being purged from the files.

Student Judicial Records: The Office of Student Life maintains the security, confidentiality, and integrity of student judicial records. Judicial records include academic and or social conduct violations. Students’ judicial records are retained for seven (7) years from the date of most recent enrollment or graduation from the University whichever is longer, provided that the student was not suspended, expelled, prohibited from future enrollment, or otherwise withdrawn for disciplinary or medical reasons. Retained records will be kept in locked filing cabinets in secured storage rooms. Student judicial records will be shredded upon being purged from the files.

Records of students who were suspended, expelled, prohibited from future enrollment or otherwise withdrawn for disciplinary or medical reasons are retained indefinitely.

Physician Assistant students do not have access to the academic records or other confidential information of other students or faculty. All records are secured and only available to authorized personnel. Lenoir-Rhyne University student files are kept by the Program Director and registrar.

Communication and Identification

Contact information
For any changes in their contact information or personal information students should promptly inform the program and notify the Registrars’ Office. This information must be accurately maintained not only for University records, but also for the protection and benefit of the student.

E-mail
Office of Information Technology
Help Desk: 866-520-2452
Office: 828-328-7350
Upon matriculation the University’s IT department will generate a webmail address for each student. Students are required to immediately activate their University internet username/access.
Academic Advising

All students enrolled in the PA program will be assigned a faculty advisor.

The faculty advisor’s role

- Provide consultation with the student on matters of career goals and decision making regarding academic progress
- Act as an advocate for the student within the professional program and the University setting
- Audit academic records regularly
- Maintain records of the student’s academic performance
- Make appropriate referrals for the variety of situations that arise during a student’s academic career, including: transition issues, safety concerns, personal conflicts and student advocacy

The student’s role:

- Share accurate information
- Seek help before a situation escalates into a crisis
- Prepare for advising appointments by researching information and maintaining a file of advising materials
- Know and complete all requirements
- Audit academic records regularly
- Always ask questions and follow through on plans of action

Counseling Services

Lenoir-Rhyne University provides individual and/or couples counseling. These services are available to all current Lenoir-Rhyne University undergraduate & graduate students. Counseling center staff and interns work with students on a wide variety of issues. Personal counseling topics include but are not limited to: coping with suicide, anxiety, assertiveness, athletes and eating disorders, college students and eating disorders, relationships, sexuality, worrying about a friend’s drinking, abusive relationships, rules of disagreements, and defusing an angry person.

Students who require additional support or specialized help will be referred to local resources. The Counseling Center has information for mental health providers in the Hickory, Asheville, and Columbia, S.C. areas.

Counseling often involves the disclosure of personal information. State laws and professional ethical codes dictate that the information discussed during the counseling session will be strictly confidential. The counseling records are not kept as part of the student’s academic or administrative records. Furthermore, the information that students share in counseling sessions will not be disclosed to University officials, faculty, staff, parents, outside agencies, or anyone else without the student’s permission.
Disability Services

The Office provides information and guidance on physical accessibility issues to University personnel so students with physical disabilities can be fully integrated into the LR community. The Office also serves as a campus and community resource for information about people with disabilities and the issues that affect them. For questions regarding services available to students with disabilities, please contact:

Sherry P. Proctor  
Director of Disability Services  
Phone: 828-328-7296  
Fax: 828-267-3441  
E-mail: sherry.proctor@lr.edu

Services to students with disabilities may vary, depending on the type and nature of the disability. Possible services may include but are not limited to:

- Extended testing time  
- Note taking  
- Books on tape/e-text  
- Alternate testing arrangements  
- Adjustable furnishings  
- Assistive technology  
- Preferential seating  
- Referrals to other campus support services  
- For students with physical disabilities, we will relocate classes or activities to accessible locations as needed

Students, who wish to request accommodations to courses, or to other University programs services or activities, must provide appropriate documentation of their disability to the Director of Disability Services as soon as possible. After appropriate documentation is received, the Director of Disability Services will evaluate the documentation and notify the student of approved accommodations.

All documentation provided to the Director pertaining to a student’s disability will be kept confidential within this office. All requests for accommodations should be made as early as possible to allow time for necessary arrangements to be made.

Disability Documentation Guidelines are provided through the Disability Services office and through links on its webpage and includes the following:

- FAQs  
- Physical Disabilities  
- Psychiatric Disabilities  
- Learning Disabilities  
- ADD/ADHD (PDF)
Disability Resources
Disability Services Handbook

PA Program-Responsibility of Faculty and Program
The program and faculty are required by law to provide reasonable accommodations to students who provide appropriate documentation of their need for services. It is the responsibility of the Program and faculty to work with Disability Services to ensure that students with disabilities have equal access to quality educational experiences both in the classroom and in clinical settings.

PA Student Responsibilities
- It is the student’s responsibility to provide written documentation of the diagnosis of the disability.
- All diagnoses must be confirmed by Disability Services before special arrangements can be made.
- The student is responsible for all costs related to the diagnosis.
- The student is strongly encouraged to disclose the disability to each instructor and to make his/her accommodation needs known during the first week of classes.
- Students are reminded that faculty is under no obligation to provide accommodations for students with disabilities who do not make this need for special accommodation known to them.

Health Insurance
Student Health Insurance is not currently available n through Lenoir-Rhyne University. Students must have their own personal health insurance and provide evidence of current coverage prior to matriculation. In the event that health insurance becomes available through the University students will be promptly notified.

Drug Screen
Upon matriculation to the program and just prior to the beginning of the clinical year students will undergo drug screening. The medical institutions that act as clinical training sites may require drug screens for students before allowing them access to their facility. The approved program vendor is www.castlebranch.com. Drug screens are conducted at the student’s expense. This service is also available through CASPA.

Drug and Alcohol Policy/Substance Abuse
Physician assistant students must comply with the University’s Drug and Alcohol Policy and all other applicable policies and procedures concerning the use of drugs and alcohol at clinical sites.
All students must successfully complete a drug screen exam prior to entering the didactic phase of the program as well as a repeat exam prior to entering the clinical phase of the program. The approved program vendor is www.castlebranch.com. A clinical site may request additional drug screens prior to entering their site or during the rotation. Students must comply with this request or risk failure of that clinical rotation. Students are prohibited from appearing at any clinical site while under the influence of alcohol or any drug that may affect performance or judgment. Drug screens are conducted at the student’s expense.

The PA Program is committed to the health and well-being of patients and of its students. The program complies with and upholds all federal, state and local laws that regulate or prohibit the possession, use or distribution of alcohol or illicit drugs. Students who are impaired by substance abuse endanger patients, themselves, faculty and staff, and other students.

Substance abuse shall be defined as:
- The use or possession of any drug in a manner prohibited by law
- The use of alcohol or any legal drug or other substance in such a way that the user’s performance as a professional student is impaired.

The program recognizes that early treatment is essential for successful rehabilitation and recovery for students with substance abuse. Students are encouraged to voluntarily request referral for treatment before their substance abuse leads to academic or disciplinary problems.

Policy
- Students are prohibited from engaging in substance abuse
- Students engaged in substance abuse are subject to dismissal from the program
- The Program, the College of Health Sciences and the University reserves the right to drug test a student at any time that he or she is suspected of substance
- The Program reserves the right to perform random drug testing if widespread use is suspected
- Prior to testing, students are asked to disclose any substance use and prescription medications to the Program’s administration, who will keep this information confidential
- If a student brings forth a substance abuse issue to the administration or is found to have a substance abuse problem through other means such as, but not limited to, drug testing, the student will meet with the Program Director and their advisor to discuss the issue further.
- From the moment a substance abuse problem is deemed to be present, the student will be placed on a leave of absence and will be unable to participate in any clinical activities involving patients or patient care.
- Program students are required to seek treatment for substance abuse.
- This is one of the many conditions required to be considered for reinstatement if removed form clinical rotations or classes.
Physical Examination

Completion of a comprehensive physical examination by a licensed medical provider or family doctor indicating that the applicant has been medically cleared for admission is required. The forms that make up the health package can be downloaded from the Lenoir-Rhyne University Student health Center webpage. Health packages include the following:

- Student Health History and Information form
- Physical Examination form
- Immunization Verification form
- Specific health screening and immunization requirements are based on current Centers for Disease Control Recommendations for health professionals.
- Form for drug screening

Upon receipt of your health forms, the Student Health Services will provide the student with a letter indicating compliance with health records and immunization requirements.

Immunizations

Students must show documented proof of the following immunizations or a copy of a positive blood titer.

- TB Tine Test/PPD (positive results will require the student to receive a chest x-ray and further evaluation)
- Hepatitis B vaccine and positive Hepatitis B Antibodies
- MMR vaccine or immunity
- Varicella history or vaccination and titer
- Tetanus/Diphtheria/Pertussis vaccine
- Pneumococcal polysaccharide PPV vaccine
- Meningococcal
- Influenza Vaccine (annually)

Vaccines: Measles, mumps and rubella vaccines may be given in any of the following combinations:

- (M-M-R) Measles, Mumps, Rubella Rubella, Mumps (Biavax)
- (M-R) Measles, Rubella Measles Vaccine (Attenuvax)
- Mumps Vaccine (MumpsVax)* Rubella Vaccine (Meruvax)
- Chickenpox (Varicella)
- Tetanus/Diphtheria/Pertussis booster (needed every 10 years)

Hepatitis B (Engerex B)-Series of three injections and Titer required
Student Health Services

Student Health Center
The Student Health Center (SHC) is an on-campus health facility in the Cornerstone House located on 8th Avenue behind Fritz-Conrad and beside the sorority houses (#27 on the Campus Map).

- SHC is staffed by an Advanced Clinical Practitioner that can see students during the school week during office hours.
- All students are eligible to use the SHC with no fees or costs. (All included as part of your tuition).
- Resident students must have physical examination on file to be treated in the Health Center.
- The SHC does not currently offer immunizations to students.
- Laboratory testing at the SHC is limited on a per year basis. If needed, referrals to outside local health care providers will be given.

Lenoir-Rhyne University Student Health Services Department will store, monitor and maintain confidential student health records. The Student Health Forms can be printed off the Lenoir-Rhyne University website at:

Health packages include:
- Student Health History and Information form
- Physical Examination form
- Immunization Verification form
- Specific health screening and immunization requirements are based on current Centers for Disease Control Recommendations for health professionals.
- Form for drug screening

Upon receipt of your health forms, the Student Health Services will provide the student with a cleared and compliant letter indicating compliance with health records and immunization requirements.

It is imperative that the student complete all required health records and immunization forms prior to matriculation. Failure to provide complete health records may delay entry into the program or the ability to participate in required clinical rotations.

In addition to storing student health information, the Student Health Services will keep the Director of Clinical Education at Lenoir-Rhyne University up to date with the status of all student immunizations. Student health records will not be released without written permission from the student. Health screening, immunizations and/or healthcare services will not be conducted by program personnel.
It should be noted that any principal faculty, the program director, or the medical director must not participate as health care providers for students in the program, except in emergency situations.

**Cornerstone Hours**
*The Cornerstone House:*
Monday - Friday: 8 am to 5 pm

**Student Health:**
Monday - Thursday: 8 am - 12 pm; 1 pm - 5 pm
Friday: 8 am - 12 pm

*After hours care is provided by the following:*

**Hart Family Practice**
221 13th Avenue Place NW, Suite 101
Hickory NC 28601
828.322.8484
Open: Monday - Friday; 8 a.m. - 5 p.m.

**FryeCare Urgent Care**
1105 Fairgrove Church Rd NE
Conover NC 28613
828.267.0551
Open 7 Days a Week: 8 a.m. - 8 p.m.; Sundays 10 a.m. - 5 p.m.

**CVS Minute Clinic**
1504 2nd St NE
Hickory NC 28601
828.322.3037
Open Monday - Friday; 8:30 a.m. - 7:30 p.m., Saturday; 9 a.m. - 5:30 p.m.,
Sunday; 10 a.m. - 5:30 p.m.

**Catawba Valley Urgent Care-Piedmont**
2972 N. Center Street
Hickory, NC 28601-1159
828.431.4955
Monday-Friday 9:00 a.m. to 7:00 p.m.
Saturday/Sunday/Holidays 9:00 a.m. to 5:00 p.m.

**Catawba Valley Family Medicine - North Hickory**
212 29th Ave. NE, Suite 1
Hickory, NC 28601
828.326.0658
Monday-Friday; 7:30 a.m. to 12 p.m. and 1 p.m. to 5 p.m.
Campus Security

Lenoir-Rhyne University has primary responsibility for assuring that appropriate security and personal safety measures are addressed for students and faculty where instruction occurs.

Lenoir-Rhyne security officers assist members of the University community in emergency situations while making every effort to provide for their safety. Security officers also have responsibility for the protection of University property and the enforcement of all University traffic rules and regulations. Having no powers of arrest and carrying no weapons, the security officer works closely with all law enforcement agencies. Local law enforcement agencies regularly patrol the adjacent streets, visit the campus, and provide assistance to campus security as needed.

The University is an open campus and all buildings except residence halls are accessible to anyone during normal hours of operation. Suspicious persons or acts should be reported to Security immediately. The security officer on duty locks exterior doors on campus buildings each evening. The officer also notes maintenance concerns regarding locks and other security hardware and reports them for repair. Residence hall access is controlled by key, combination, and/or electronic card. Each residence hall room has a separate lock with keys issued only to the room’s current resident(s).

Security and safety on campus is operated out of the Cromer Center and coordinated by the Department of Security Services. Security conducts both foot and vehicular patrols of the campus community 24 hours per day, 7 days per week. The Security Office is located in the Cromer Center. (828) 328-7145

The security officer on duty may be contacted by dialing extension 7146 or "0" from any University telephone. Callers using phones other than LRU extension phones should dial 328-7146. Emergency situations may also be reported by dialing 9-911 or 9-328-5551 from any University extension phone.

The Department of Security Services also provides an escort service upon request. This service is limited to campus and local medical facilities or pharmacies. The service is available 24 hours per day. Additional services provided by the Department are motor vehicle assistance, lost and found, and crime prevention programs.

Emergency telephones are located in the vicinity of the main entrance to all residence halls. There is also an emergency phone at the entrance to the 7th Ave. parking lot and in the Football Stadium parking lot. All emergency telephones will give the caller direct access to the security officer on duty and will permit the caller to dial 911.

Proper exterior lighting is an important part of the Lenoir-Rhyne University commitment to campus safety and security. Parking lots, walkways, and building exteriors are well-lit.
and are checked regularly by security officers. Shrubbery, trees, and other vegetation are
trimmed on a regular basis. Security officers routinely check campus for security and safety
concerns. Any problem noted is reported to the proper department(s).

Federal Law requires Lenoir-Rhyne University to provide the following website in order to
research the possibility of known Registered Sex Offenders in the area:
http://sexoffender.ncdoj.gov/search.aspx

Safety at Rotation Site

Lenoir-Rhyne University Physician Assistant Program will provide appropriate training to
students regarding Occupational Safety & Health Administration (OSHA) standards prior to
the clinical year. The Director of Clinical Education will assess the site for safety prior to
student arrival. The facility at which the rotation/experience takes place shall provide to
PA students access to the facility's rules, regulations, policies and procedures with which
the PA students are expected to comply, including, the Facility's OSHA standards, personal
and workplace security and personal safety policies and procedures and shall address all
appropriate safety measures for all PA students and any instructors on site. It will be the
preceptor’s responsibility to take reasonable steps to ensure personal safety and security
of students during the rotation/experience. This is clearly communicated to preceptors
and agreed upon in a signed Preceptor Agreement obtained prior to the rotation/experience.

Vehicle Registration & Parking

All students and faculty-staff of Lenoir-Rhyne University and permanent employees of
service contractors who operate or park a motor vehicle on the property of Lenoir-Rhyne
University are required to register their vehicles with the Department of Security Services
and properly display a valid parking decal. The registration fee for all student motor
vehicles is $40.00 for the first vehicle; the fee for vehicles registered subsequently to the
same person during the same school year is $5.00 each.

Parking decals go on sale at the beginning of each school year (Fall Semester) and are valid
through August 31 of the following year. The expiration date is printed on each decal.

There are five types of decals for motor vehicles:

- The decal which displays a "C" is for commuting students and authorizes the
  operator to park in the areas reserved for commuting students assuming that a
  space is available.
- The decal which displays an "R" is for students living in all campus housing
  except Conrad Hall or Fritz Hall.
The decal which displays an "F/C" is for students who live in either Fritz or Conrad Hall and authorizes the operator to park in the areas reserved for residents of Fritz or Conrad, assuming that a space is available.

The decal which displays a "P" is for faculty, staff and permanent employees, excluding student workers. It is a permanent decal (no expiration date) and authorizes the operator to park in areas that are reserved for faculty and staff, assuming that a space is available.

The decal which displays an "A" is for ARAMARK food service employees and authorizes the vehicle operator to park in the small lot at the rear of the Cromer Center that is reserved for food service employees, assuming that a space is available.

ALL DECALS ARE TO BE AFFIXED TO THE INSIDE OF THE WINDSHIELD, IN THE LOWER RIGHT CORNER (PASSENGER’S SIDE).

In addition to the decals described above, there is also a temporary permit available for vehicles used on a temporary basis, such as a loaner car. The permit can also be used to authorize special parking privileges, such as but not limited to, use of handicapped parking due to an injury or other temporary physical condition. There is no charge for the temporary permits and they are issued at the discretion of the Director of Security.

Bicycles and Mopeds
All bicycles and mopeds that are operated or stored on University property are to be registered with the Department of Security Services. There is a special decal for such vehicles which should be attached to the front fork or frame of the bicycle or moped. The decals have no expiration date and no fee is charged for the decals.

Operator Responsibility
It is the responsibility of the motor vehicle operator to become knowledgeable of the registration and parking regulations and to find a legal parking space.

Enforcement
The Security officers of Lenoir-Rhyne University have been authorized to issue tickets to all vehicles that are in violation of the traffic rules and regulations of the University. The University further reserves the right to tow vehicles found to be in violation of the parking regulations at the owners’ expense.

Student Housing

Graduate Student Housing
There are a limited number of spaces for on campus housing for graduate students. The University has two small apartment complexes on campus, University Park and University Park on 5th that can house 20 graduate students. Both apartment complexes have cable, internet and all utilities included. Each apartment has a living room, bathroom(s), kitchen and each graduate student has their own bedroom.
Payment
Students do not have to pay monthly. Instead, the amount is charged directly to their student account. All graduate students are given the option of staying through the summer. The students that live there, typically, stay there throughout their graduate program.

While it is possible for PA students to live together, due to the limited space, the University Student Housing Office assigns graduate students housing as spaces become available. However, all graduate students would live with other graduate students. The University Housing Office also has a list of apartments in the area that students are referred to. The students need to contact the housing office for the list.

Link to webpage for student housing: http://www.lr.edu/student-life/upperclass-housing

Process
- You will receive a newsletter with your LR email address and other important information. Upon receipt of the newsletter, you should use the log-on information provided to access your LR email account. An email from the Residence Life Office will be in your Inbox and will have instructions regarding how to access the on-line form for housing sign-up.
- Complete the on-line housing request form and submit it electronically. A confirmation receipt will be emailed to you.
- The Residence Life Staff will review your request and complete your assignment with consideration of your preferences.

Your housing assignment and roommate information will be emailed to your LR email account no later than mid - late July.

Financial Aid

The University is eligible to participate in a full range of financial aid programs through the U.S. Department of Education. Information is available at: http://www.lr.edu/admission/undergraduate/financial-aid

Federal Loans
- Federal Perkins Loan - a low interest rate (5%) loan for students with financial need. The loan is made with government funds with a share contributed by the University. You must be attending full-time to be eligible to receive this loan. The government pays the interest while you are in school as a half-time to full-time student. You must begin repaying this loan to L-R nine months after graduation or when attendance drops to less than half-time. Depending on when you apply, your level of need, and the funding level, you can borrow up to $4,000 for each year of undergraduate study. The total amount you can borrow as an undergraduate is $20,000.
- Federal Stafford Loan - there are two types of Stafford Loans: 1) the subsidized loan (the government pays the interest while you are in school as a half-time to full-time
student), and 2) the unsubsidized loan (you are responsible for the interest costs during school). The interest rate is variable, but it is currently capped at 4.66% for undergraduates and 6.21% for graduates. Repayment begins six months after graduation or when attendance drops to less than half-time.

- Federal Parent Loan for Undergraduate Students (PLUS) - Parents can borrow up to the cost of education, less all student aid. Parent loans are not based on financial need, however; borrowers do have to go through a credit check. The interest rate is fixed at 7.21%. Repayment on the loan begins 60 days after full disbursement.

**Physician Assistant Financial Aid Resources**

**The U.S. Public Health Service (USPHS):** USPHS has several programs that offer scholarships, stipends and loan repayment to PA students who commit to varying periods of employment in medically underserved settings. Information on these programs may be obtained by calling (800) 221-9393 or visiting the National Health Service Corps (NHSC) website.

**Indian Health Service (IHS):** IHS offers a minimum two-year obligation for two years of financial support. Priority is given to Native American students, but others are encouraged to apply. Contact: IHS scholarship office at (800) 962-2817

**Military Programs**

**US Air Force:** Available to medical school graduates enrolled in Air Force approved medical and specialty programs. Assistance includes full scholarships with living expense stipends and grants of approximately $18,700 for every year of participation. Active duty service obligations vary in length after completion of intern and resident programs. Residencies and fellowships are also available.

**US Army Medical Corps:** Special Incentive and Pay Programs (scholarships, grants and tuition assistance) available to physicians specializing in qualified programs. This includes programs for active-duty, reservists and those seeking commission in the Medical Corps. Active duty service obligations and loan repayment amount vary in length.

**US Army Medical Education:** Health Professions Loan Repayment Program (HPLRP): Established to obtain and recruit active duty health professionals in designated health care shortage areas. Available to fully qualified health care professionals, full-time students in final year of a program or trainees in approved specialty graduate programs. This provides $22,000 annually for up to four years to repay qualified health care educational loans and requires participants to enlist for active duty for up to four years.

**US Army National Guard:** The Army National Guard will pay up to $10,000 on qualified existing loans. Program does not specify undergraduate, graduate or health related educational loans or active duty service obligations.
US Army Reserve: Program available to commissioned officers in the Medical Corps or Army Nurse Corps. After one year of satisfactory service, members are able to receive up to $3,000 per year in educational loan repayments, not exceeding $20,000.

US Navy: Armed Forces Health Professionals Scholarship Program: Naval scholarship support available to those undergoing training in medical, dentistry, and optometry and osteopathy fields. Program includes monthly stipend and financial assistance through annual grants of approximately $21,580. Active duty services obligations vary in length. Links available to programming information for numerous research institute and clerkship opportunities across the country and aboard Naval vessels.

Department of Veterans Affairs Health Professionals Scholarship Program:
Contact (202) 565-7528 for more information concerning this program.

PA Professional Organizations

Financial Aid information is also available by writing to the American Academy of Physician Assistants 950 Washington Street Alexandria, VA 22314-1552. Phone 703-836-2272, or visit the American Academy of Physician Assistants web site.

The AAPA Physician Assistant Foundation, since 1989, has awarded over $1 million to deserving PA students across the country. Scholarships are awarded on the basis of financial need, academic achievement, extracurricular activities, and future goals as a PA.

Several caucuses and specialty groups of the American Academy of Physician Assistants offer student scholarships. Below is a partial listing.

AAPA Veterans Caucus Scholarships

Order of St. Lazarus (Green Cross Project) / Veterans Caucus Scholarship
The Order of St. Lazarus / Green Cross Project award is co-sponsored with the Veterans Caucus. This ancient order is a philanthropic organization that recognized the contributions made by the soldiers during the Crusades. The Green Cross Project was a group of volunteers who went onto the battle field during the Crusades and rendered medical aid to fallen soldiers.

Andrea Long Memorial / Veterans Caucus Scholarship
The Andrea Long Memorial Scholarship was new in 1998. 2 scholarships at $1250 each are made to honor the memory of Andrea Long, the late wife of long-time Veterans Caucus supporter, Jim Long, Captain, USAF, Retired. Andrea Long is remembered as a very gifted teacher, who was dedicated to the Special Education program and all children with Special Educational Needs.
Society of Army Physician Assistants / Veterans Caucus Scholarship
This scholarship is sponsored by the members of the Society of Army PAs through the Veterans Caucus and honors a veteran PA student who served with distinction in the US Army.

Society of Air Force Physician Assistants / Veterans Caucus Scholarship
The scholarship is sponsored by the members of the Society of Air Force PAs through the Veterans Caucus and honors a veteran PA student who served with distinction in the US Air Force.

Naval Association of Physician Assistants / Veterans Caucus Scholarship
This scholarship is sponsored by the members of the Naval Association of PAs through the Veterans Caucus and recognizes the outstanding achievement of a veteran of the US Navy or US Marine Corps enrolled in PA training.

Donna Jones Moritsugu Memorial / Veterans Caucus Scholarship
The Donna Jones Moritsugu Memorial Award is in honor of the memory of the late wife of RADM / Dr. Ken Moritsugu, whose life was cut short by a tragic auto accident. Donna was a multi-talented woman and who Dr. Moritsugu describes as the "wind beneath his wings."

Veterans Caucus Scholarship
The scholarship is provided by the members of the Veterans Caucus and recognizes the achievements of an outstanding veteran of one of the seven branches of the Uniformed Services who is currently enrolled in PA training.

Wyeth Laboratories / Veterans Caucus Scholarship
New in 2001, these awards are sponsored by the Wyeth Laboratories, Federal Government Sales Division, through the Veterans Caucus and recognize the outstanding contributions made by Physician Assistants to people in need of quality healthcare. It is presented for exemplary academic achievement and dedicated community service to a member or veteran of any Uniformed Service of the United States of America.

Pentagon 9-11 Veterans Caucus Scholarship
This scholarship, new in 2002, is sponsored by the members of the Veterans Caucus. It acknowledges the heroism and personal sacrifice of all uniformed service Physician Assistants and is dedicated to the memory of all those who lost their lives on September 11, 2001 at the Pentagon in Washington, DC.

Chan-Padgett Special Forces Memorial / Veterans Caucus Scholarship
This scholarship, new in 2002, is sponsored by Ms. Vicki Chan-Padgett and Major John Padgett, USA Special Forces through the Veterans Caucus. It is made in honor of the memory of the sacrifices made by their parents, Ed and Mabel Chan and Larry and Virginia Padgett during WWII.
Veterans Caucus scholarships average $1250.00 per award.  
Contact: Veterans Caucus of the AAPA  
Sharon Hanley  
100 N Academy Ave  
Danville, PA 17822-1350  
Work: (570) 271-6692  
Fax: (570) 271-5850  
E-mail: shanley@geisinger.edu

The African Heritage Caucus offers annual scholarship awards for minority PA students. Those who are members of the African Heritage Caucus and are attending an accredited PA program, in good academic standing may apply for the caucus scholarship. Scholarships are made available through contributions from AHC members and sponsoring individuals. Contact: AHC Scholarship Committee, 950 N. Washington Street, Alexandria, VA 22314.

Physician Assistants of Latino Heritage: offers annual scholarship awards for PA students of Latino heritage attending an accredited PA program and in good academic standing. Scholarships are made available through contributions from PALH members and sponsoring individuals and organizations. Contact: Physician Assistants of Latino Heritage, Teshia Birts, 950 N Washington St, Alexandria, VA 22314-1534 Work: (800) 596-7494, Fax: (703) 684-1924, E-mail: palh@aapa.org.

Association of PAs in Cardio-Vascular Surgery: APACVS awards scholarships in the amount of $1000. Contact: Education and Scholarship Committee, Association of PAs in Cardio-Vascular Surgery c/o Cardiac Surgeons for Northwest Ohio, Inc., 2109 Hughes Drive, Suite 800, Toledo, Ohio 43606.

The Association of Family Practice Physician Assistants Student Scholarship Award:  
Primary Scholarship Award (a second year PA student) = $1000. Secondary Scholarship Award (a first year PA student) = $500. Contact: Randy L. Osborne, AFPPA Student Representative, AFPPA Scholarship Award 9 Highland Drive, Mount Vernon, Ohio 43050, randy.orsborn@axom.com.

The LBGPA Student Leadership Scholarship Grant is to support, encourage, and develop of future leaders for the LBGPA Caucus as well as the AAPA, and to foster involvement and awareness of the Caucus in the AAPA. Two grants of up to $500* will be earmarked for a male and female student’s registration fee for the AAPA National Conference for the academic year in which the grant is awarded, and if possible, to help defray additional Conference expenses. Contact: Lesbian, Bisexual, Gay PA Caucus, Inc., Mark Behar, PA-C, 1803 N Warren Ave, Milwaukee, WI 53202-1638, Work: (414) 277-7671, Fax: (414) 933-8298, E-mail: mpbehar@facstaff.wisc.edu.
Physician Assistants for Cross-Cultural Involvement (PAXI) is pleased to support PA students endeavoring to accomplish a PA rotation Internationally/Cross-Culturally with an established scholarship program. The awards are based on scholarship application review and merit. Contact: PAXI Scholarship Committee, c/o Ellen Kuo, PA-C, 6213 Pinehurst Road, Baltimore, MD 21212.

Society of Emergency Medicine Physician Assistants (SEMPA) offers a scholarship to Senior PA Students who are interested in pursuing a career in Emergency Medicine. This year the awards were a single $1,000 and two $500 awards. Contact: Society of Emergency Medicine Physician Assistants, Inc., 950 North Washington Street, Alexandria, VA, 22314-1552, phone: 703-519-7334, fax: 703-684-1924, info@sempa.org.

Other
For a Physician Assistant Student Financial Aid Information Booklet, sponsored by the AAPA, write to:
Spec Works
810 S. Bond St.
Baltimore, MD 21231
Phone: 1-(800) 708-7581 (8:30 am-6:00 pm EST)
Fax: (410) 558-1410 (24 hours)

Policies

Withdrawal Policy

Students who must interrupt the program for reasons of prolonged illness or compelling personal reasons must withdraw from the program. Requests for withdrawal must be submitted in writing to their faculty advisor, the Program Director, the Dean of the College of Health Sciences, and University the Registrar’s office. A withdrawal is considered to be official when a student notifies the Program Director and initiates the withdrawal process.

Students should discuss this process with their faculty advisor prior to this action. Students who do not officially withdraw will be considered enrolled in courses until an appropriate academic participation verification point. If it is determined a student is no longer academically participating at the regular check points, the student will be officially withdrawn by the University, the College of Health Sciences and the program.

Program reentry requests must be submitted in writing to the Program Director, Dean of the College of Health Sciences and the University Provost. The request will also be referred to the Program Progress Committee for reentry consideration. There are no guarantees regarding reentry into the Physician Assistant program.
Reentry may be granted for a period of up to one year, based on the reason for withdrawal (medical and/or personal). The student will be required to repeat the didactic or clinical year course sequences in effect at the time of reentry, and the PA student must comply with all policies and requirements in effect at time of re-entry.

**Dismissal Policy and Procedure**

The Program, College of Health Sciences and the University reserves the right to dismiss at any time a student who, in its judgment, is undesirable and whose continued enrollment is detrimental to him/herself or fellow students or whose presence is disruptive to the learning environment or its orderly operation.

Students will be dismissed from the Physician Assistant Studies Program when:

- A student fails (grade below a 70%) any didactic course or clinical rotation
- A student has a cumulative GPA of less than 3.0 at the end of any didactic semester and then fails to raise his/her cumulative GPA to 3.0 or higher at the end of the next didactic semester
- A student’s cumulative GPA falls below 3.0 for a second time at the end of a didactic semester
- A student earns an unsatisfactory "U" in any clinical rotation
- A student fails to achieve the plans and outcomes listed in a remediation worksheet
- A student fails to successfully complete the Didactic Summative review and Clinical Summative Review, with a minimum grade of 80%
- A student’s professional conduct violates the performance standards set forth in the Physician Assistant Studies Program’s Honor Code, the LR University Student Code of Conduct, state or federal law, or for moral turpitude, unprofessional behavior, criminal activity, or other reasons as defined by the University

*Note:* Students will be dismissed for failure to comply with academic, clinical, or professional standards. The faculty has the option on a case-by-case basis to determine if remediation is an option for any student facing dismissal. Dismissals from the program must be reviewed and approved by the Dean of the College of Health Sciences. If a student disagrees with the approved dismissal can file for an appeal following the University’s grievance process.

**Sexual Harassment**

*Definition:* Sexual harassment includes unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of sexual nature when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or academic standing, or
- Submission to or rejection of such conduct is used as a basis for an employment or academic decision affecting that individual, or
Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance, or creating an intimidating, hostile or offensive working, learning or living environment.

Recognizing sexual harassment: When having to make this determination, ask yourself if the behavior is:
- Of a sexual nature and
- Offensive and/or unwanted.
- May interfere with job or academic performance.
- Causes unnecessary discomfort, humiliation or harm to an employee, student, customer, supplier or other guest

Inappropriate behavior may include:
- Sexual jokes, innuendoes, gestures
- Unwanted flirtation, advances, or propositions
- Pressure for sex
- Leering
- Display of sexually suggestive objects/visuals
- Display/transmission of sexually suggestive electronic content
- Any unnecessary, unwanted physical contact

Detailed information is available in the student handbook or on the student information page of the Lenoir-Rhyne University web site located at www.lr.edu. A pamphlet entitled, “What You Need to Know about Sexual Harassment: A Guide for Students, Faculty, and Staff” is also available.

Sexual Assault

Lenoir-Rhyne University sponsors prevention, intervention and education programs specifically addressing rape, acquaintance rape and other forcible and non-forcible sexual offenses.

A formal sexual awareness program facilitated by professional trainers is offered to the general college population and is a required of the freshman population. Various other sexual awareness and prevention programs are conducted in the residence halls by Student Affairs personnel.

The University recognizes the importance of assisting students who are victims of sexual assault and helping them to regain a sense of personal control over their lives and the decisions they make.

Reporting a Sexual Assault: If you are sexually assaulted, you should do the following:
- Go to a safe place.
- Do not shower or bathe.
- Do not urinate, if possible.
- Do not eat, drink, smoke or brush your teeth if oral contact took place.
Do not destroy or wash the clothes you were wearing. If you change, place your clothes in a paper bag.

Contact your Resident Director / Area Coordinator, Campus Security and/or Hickory Police Department.

Seek medical treatment

Victims of sexual assault are encouraged to file a report with campus security and the Hickory Police Department. The filing of a report does not obligate the victim to pursue charges if he/she does not want to pursue them, but does make filing of charges easier if the victim changes his/her mind at a later date. Following the above suggestions will ensure the preservation of evidence.

**Exposure to Infectious Diseases and Environmental Hazards**

**Caring for Patients with Infectious Diseases:**
Human Immunodeficiency Virus (HIV), Tuberculosis and Hepatitis B and Hepatitis C are serious health problems in the United States.

- In regards to patient care, professional *students may not refuse to assist* in the treatment of a patient solely because the patient is infected with HIV, TB, HBV, HCV, or other infectious disease.

**Prevention**
The program will provide instruction consistent with the guidelines of the Occupational Safety and Health Administration (OSHA) for Blood-borne Pathogens and Occupational Hazards/Injury. Most facilities require proof of training or will require students to undergo training during their orientation.

*Observance of Universal Precautions:* Students should also familiarize themselves with the hospital/clinical sites' specific policies regarding universal precautions. Students will wear protective equipment as directed by their clinical preceptor or facility protocol.

*Universal Precautions Guidelines:*
- Act as though all patients you have contact with have a potentially contagious blood borne disease
- Avoid direct contact with blood, body fluids, secretions, excretions, mucous membranes, non-intact skin, and lesions
- Avoid injuries from all “sharps”
- Avoid direct contact with items, objects, and surfaces contaminated with blood, body fluids, secretions, and excretions
- Dispose of all “sharps” promptly in special puncture resistant containers
- Dispose of all contaminated articles and materials in a safe manner prescribed by law
- Washing hands frequently and thoroughly, especially if they become contaminated with blood, body fluids, secretions, and excretions.
Depending on job duties and risk of exposure, using appropriate barriers, including gloves, gowns, aprons, caps, shoe covers, leggings, masks, goggles, face shields, and equipment such as resuscitation devices.

**Assessment of Risk** from exposure and recommended testing and treatment will be performed by the designated department and/or personnel within the facility providing clinical training. If not available the student is to seek assessment and care through the student health services provided by the University and/or a local emergency department.

Information on the specific policies of the institutions providing supervised clinical training will be provided to students as part of their clinical site information packet upon assignment.

**Financial Responsibility**
The student is to use their private insurance. Each facility that allows the training of students will have its own policies regarding financial responsibility in these instances. This information will be provided to students upon assignment.

**Protocol for injury or exposure**
For any physical injury or exposure to infectious disease during their training students must follow the protocol of the facility and the steps listed below:

*Hospital setting during regular business hours*
- Contact Director of Clinical Education or Program Director.
- Inform Preceptor or Instructor.
- Report to Occupational Health in the hospital. Designations and follow up of exposures may be handled by different departments in affiliated facilities. In some cases, emergency room physicians may handle exposures. The director of nursing services or nursing supervisor on duty may be the first line of contact

*Hospital setting during non-regular hours and holidays*
- Report exposure to resident and attending physician follow their advice on obtaining treatment.
- Contact Director of Clinical Education or Program Director.
- Inform Preceptor or Instructor.
- Seek assistance from clinic or facility emergency room physicians if preceptor/instructor is not immediately available.
- The director of nursing services on duty may be the first line of contact during non-regular hours.
- If HIV status of source is unknown, whenever possible rapid HIV testing will be performed on source.

*Clinical Settings outside of hospital (clinic, private practice)*
- Contact Director of Clinical Education or Program Director.
- Inform Preceptor or Instructor.
- Report to designated personnel for documentation and referral
- Seek assessment for risk, testing and treatment at local emergency department.
Guidelines for Students who Contract an Infectious Disease or who have a positive status for Infectious Disease (Positive Status for HIV, HBV, and/or HCV)

- Students who contract a serious or infectious disease during the course of the program must immediately seek appropriate medical care.
- Students will also be counseled on the potential implications of their status for career selection or continuation.
- Students may have limitations placed on the clinical sites to which they may rotate depending on the decision of the receiving health system.
- It is the student’s responsibility to inform attending medical staff at each hospital or institution about their positive status.
- Students who are positive for Human Immunodeficiency Virus (HIV) and/or who have chronic Hepatitis B Virus (HBV) and/or Hepatitis C Virus (HCV) are required to have regular follow-up with their health care provider.
- Students will be expected to have detailed attention to universal precautions.
- In the case of Hepatitis, students will also be counseled about the risk of exposure to hepatotoxic materials.
- Clinical environment participation of students chronically infected with HBV, HCV and/or HIV will be determined in accordance with the Society for Healthcare Epidemiology of America (SHEA) guidelines. In accordance with these guidelines, students are required to obtain viral burden titers every 6 months.
- HBV, HCV and/or HIV status communication is required for students rotating at outside institutions.

Occupational Injuries

- Occasionally, students will be injured in the academic setting or during the course of clinical duties. All injuries in hospitals must be documented with an incident report available at each nursing station.
- If the injuries are significant, students should seek medical attention from the attending physician or Student Health.
- If injury is sustained at school injury the program administration is to be notified as well as Campus Security and the Human Resource office in order to complete an incident report form.
- Emergencies requiring paramedic attention or ambulance transportation should be dealt with by calling “911.”
- Nonemergency situations (e.g., illness or fainting) should be assessed by a local urgent care or emergency department. If the individual requires transportation to the Emergency Department, Campus Security should be informed and arrangements made for transport to local facility.
Grievance Policy

The University, the College of Health Sciences and the PA program are committed to providing an environment where the individual rights of all persons are protected and where concerns regarding these rights are promptly dealt with and resolutions are reached in a fair and just manner. The policy and procedure guidelines are designed to ensure that all students are afforded an opportunity to resolve their grievances in a timely manner.

Students with any issues should initially discuss the issue with their assigned PA faculty member. If the faculty advisor cannot resolve the issue the assistance of either the Director of Clinical Education or the Director of Didactic Education, depending on where the student is in their training should be sought.

If the issue is resolved a written record should be made using the student grievance form and placed in the program’s files. If it cannot be resolved a formal written grievance can be submitted for review by the Program Progress Committee. Part of this process could require the committee to meet individually with all parties involved.

Every effort will be made to resolve grievances informally, i.e., by mutual agreement of all parties involved. Students are encouraged to attempt to resolve their grievance within the administrative structure of the program through mediation and/or consultation, before filing a written formal grievance.

If a suitable solution cannot be reached through the Program Progress Committee the grievance can be referred to the Program Director for solution and to the Dean to the College of Health Sciences who will make a good faith effort to assist the student in resolving the grievance confidentially.

Note: All grade grievances should start with the instructor and Course Director, if deemed necessary; grievances should be referred to the Student Progress Committee and the Program Director, if not resolved to the student’s satisfaction. An additional appeal for review can be made to the Dean of the College of Health Sciences for final disposition. The same process should be followed for academic actions, including professional warning and probation.

If an issue cannot be resolved with the program or College the University grievance process is to be followed. For more information about Lenoir-Rhyne University Grievance Policy see website.
Pregnancy Policy

Enrollment of pregnant students may require careful planning of academic and clinical experiences in order to protect the health of mother and fetus. It is important that the student who suspects she may be pregnant informs the Program Director or her advisor as soon as possible, once the pregnancy is medically confirmed. The student should maintain communication with the program throughout the pregnancy.

- The pregnancy may result in a delay in progression or the need to take a leave of absence from the program
- The pregnant student that is in good academic standing, but must take a leave of absence, will be eligible for reinstatement following the conclusion of pregnancy and health clearance from her physician
- In general, a leave of absence usually results in a student being unable to continue the program until the following year.

Student Work Policy

Student Employment
The PA faculty believes that no student is capable of acquiring the level of knowledge needed to perform adequately as a Physician Assistant student if they engage in outside employment during the PA Program. Full time employment while in the didactic and/or clinical learning year of the program is strongly discouraged.

- At no time is a student to be substituted for a faculty member or clinician
- Students are not to be employed while on their clinical learning rotations by preceptors or health care facilities
- Students may not serve or perform as staff members of the program unless they are part of a specific federal, state, or College/University work-study program
- Work study students are not permitted to have access to confidential student records or student information and/or testing materials
- Students are apprised of this policy during the interview process, and are reminded that they are strongly discouraged from engaging in outside employment during the PA program

Volunteer and Work Experiences

- Students who are involved in, or commence, volunteer or paid work during the course of their Physician Assistant training, cannot use their affiliation with the Physician Assistant Program in any aspect of that job
- Work outside the Physician Assistant Program undertaken by the student, independent of the Program, is not covered by the liability offered for clinical work associated with the educational experience
Refund Policy

Students in the PA program are not permitted to withdraw from a course. Withdrawal from a course is equivalent to withdrawal from the program.

For students who withdraw completely, the refund percentage is based on the official withdrawal date (date on which the student initiated the withdrawal from the University through the Division of Enrollment Management).

After a student withdraws from Lenoir-Rhyne, a fair and equitable refund will be calculated according to the University Refund Policy as follows:

- For 16 Week Courses:
  - 100% During the Drop/Add period (the first week of classes in the semester)
  - 85% During second week of classes
  - 75% During third week of classes
  - 60% During fourth week of classes
  - 25% During weeks five through eight
  - 0% After eighth week of classes

- For 8 Week Courses:
  - 100% During the Drop/Add period (the first week of classes in the semester)
  - 60% During second week of classes
  - 25% During weeks three and four
  - 0% After fourth week of classes

Prior to a refund check being issued to a withdrawn student, the University must first determine if any funds are due for return to the Title IV Financial Aid Programs. According to the Federal Guidelines, the amount of refund due to the financial aid programs must be repaid before a refund check will be made to the student. The University reserves the right to modify the refund policy to comply with federal, state, and other regulatory bodies.

Refunds to Title IV Financial Aid Programs are distributed in the following order:

- Unsubsidized Federal Direct Loan
- Subsidized Federal Direct Loan
- Federal Perkins Loan
- Federal PELL Grant

The program website will be continually monitored by the Program Director to ensure program information is accurate and readily available to enrolled and prospective students.

The policy/procedure for student withdrawal is found in the Lenoir Rhyne University online catalog http://registrar.lr.edu/catalog-2014  Section Academic Regulations.
The policy/procedure for student withdrawal is found in the Lenoir Rhyne University online catalog http://registrar.lr.edu/catalog-2014-Section Academic Regulations.

Policies and procedures for refunds of tuition and fees are found in the University online catalog http://registrar.lr.edu/catalog-2014-Section Financial Information

**Foreign Medical Graduate Policy**

Applicants who are foreign medical graduates with foreign transcripts or non-grade transcripts must submit a degree equivalent evaluation (an original sealed report from a transcript evaluation service) with their CASPA application. A list of transcript evaluation service providers may be found at www.naces.org.)

*Foreign-born non-U.S. or non-Canadian citizens must:*
  - Have attended a college or university in the United States for a minimum of one year prior to application
  - Submit test scores with CASPA application for the Test of English as a Foreign Language (TOEFL), be able to express themselves clearly to others in spoken English, and have the ability to understand rapidly spoken colloquial English.

*Foreign medical graduates, if accepted, must complete the Program in its entirety.*

**Advanced Standing and Transfer Policy**

Due to considerable variation in physician assistant programs throughout the United States, students of other PA programs will not be accepted for transfer into the Program. Applicants to the Program will not receive "advanced standing" based upon previous education or credits taken.

**Tutoring**

Tutorial services Students requiring tutorial services can request a tutor at http://student.lr.edu/tutoring-request

**Career Services**

Career Counseling and Professional Development services are provided by the Alex Lee Career and Professional Development Center (Learning Commons). The office is located on the second floor of the University's Carl A. Rudisill Library. Students can set up individual appointments for career counseling and resume reviews. Additional services include: Career workshops, career resources, Graduate School Preparation, Mock Interviews, Networking and Job Search resources.
Appendix - 1

Clinical Skill sets to be taught in the Didactic Phase of the Program

Obtain Vital Signs
  ❖ Blood pressure
  ❖ Pulse
  ❖ Respiration
  ❖ Temperature

Comprehensive and Focused History and Physician Examination
  ❖ Adult, Pediatric, Geriatric, Mental Status
  ❖ Breast & Obstetric and Gynecological Exam
  ❖ Male G.U./Rectal Exam

Sterile Technique
  ❖ Gowning
  ❖ Gloving
  ❖ Scrubbing
  ❖ Concepts & Practice of aseptic technique

Wound Management
  ❖ Evaluation and management of burns
  ❖ Evaluation and management of wounds from human and animal bites
  ❖ Packing, drains, tubing
  ❖ Wound cultures/dressings
  ❖ Care of diabetic leg ulcers
  ❖ Care of venous insufficiency wounds
  ❖ Evaluation and management of traumatic wounds

Suturing and Knot Tying
  ❖ Instrument tie
  ❖ One- and two-Handed tie
  ❖ Suturing: Horizontal mattress, Vertical mattress, Simple continuous, Simple interrupted, Subcutaneous, Subcuticular, Dermabond
  ❖ Suture removal
  ❖ Wound Stapling
  ❖ Staple Removal

Tubes, Lines and Drains
  ❖ Central venous catheterization/ CVP lines
  ❖ Chest tube Insertion
  ❖ Male and Female Urinary Catheterization
  ❖ Nasogastric Tube Placement
  ❖ Removal of tubes and lines
  ❖ Needle decompression of pneumothorax
  ❖ PICC lines
  ❖ Penrose/Jackson-Pratt drains
Laboratory Methods Skills
- Intubation
- Tracheotomy
- Arterial blood gas collection
- Blood glucose determinations
- Capillary blood collection
- Complete blood counts
- Blood smear preps
- Differential counts
- Hemoglobin/hematocrit
- Red and white blood cell counts
- Erythrocyte sedimentation rates
- Fecal Analysis
- Assessing occult blood in feces
- Collection of feces specimen
- Phlebotomy (venipuncture)
- Venipuncture/I.V. start
- Serologic procedures
- Blood typing
- Mono test
- Pregnancy testing
- Slide preparation for KOH, saline and gram stain
- Universal precautions
- Urinalysis
- Chemical analysis of urine
- Collection of urine Specimen
- Microscopic examination of urine
- Culture collection including blood cultures
- Pap smear collection

Medications
- Drug-dose calculations
- Interpreting drug sensitivity data
- Writing prescriptions
- Pain management

Medication administration
- Oral
- Intradermal
- Intramuscular
- Intravenous
- Intra-articular

Radiology
Introductory Principles of Radiology and basic recognition of abnormalities on CT and MRI imaging studies and interpretation of:
- Normal vs. abnormal abdominal films
- Normal vs. abnormal chest films
- Orthopedic films (long bones)
- Spinal films
- Skull films
- Sinus films

**Electrocardiograms**
- Performance of EKG
- Interpretation of EKG
- Interpretation of life-threatening arrhythmias

**Additional Skills/Procedures**
- Ear Irrigation/removal of cerumen
- Woods lamp eye exam with fluorescein dye strips
- Eye irrigation
- Slit lamp exam
- Aerosol treatment
- Oxygen delivery
- Nasal packing
- Cautery
- Cryotherapy
- Ocular foreign body removal
- Splinting and casting
- Tonometry
- Pulse Oximetry
- Skin biopsy
- I&D of an abscess
- Dermal cyst removal
- Digital nerve blocks/local anesthesia
- Removal of ingrown Toenail

**BLS, ACLS and PALS Certification**
- Utilize ambu bag
- Chest compressions
- Proper medication selection and administration
- Assessment of Acutely ill/injured patient
- AED operation
## Appendix – 2

### Didactic Course Sequence

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Course #</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PAS 501</td>
<td>2 credits</td>
<td>Professional Practice-I: Professional Issues, Health Policy and the PA History and Role in Modern Health Care</td>
</tr>
<tr>
<td></td>
<td>PAS 502</td>
<td>4 credits</td>
<td>Gross Anatomy</td>
</tr>
<tr>
<td></td>
<td>PAS 503</td>
<td>3 credits</td>
<td>Medical Science-I: Foundations of Medical Science (physiology, pathophysiology, genetics)</td>
</tr>
<tr>
<td></td>
<td>PAS 504</td>
<td>4 credits</td>
<td>History and Physical Examination</td>
</tr>
<tr>
<td></td>
<td>PAS 505</td>
<td>3 credits</td>
<td>Clinical Laboratory Medicine: Clinical Microbiology, Genetics &amp; Common diagnostic tests</td>
</tr>
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<table>
<thead>
<tr>
<th>Summer Semester</th>
<th>Course #</th>
<th>Credits</th>
<th>Course Title</th>
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<tbody>
<tr>
<td></td>
<td>PAS 506</td>
<td>3 credits</td>
<td>Pharmacology-I</td>
</tr>
<tr>
<td></td>
<td>PAS 507</td>
<td>3 credits</td>
<td>Medical Science-II: Physiology/Pathophysiology/Genetics</td>
</tr>
<tr>
<td></td>
<td>PAS 508</td>
<td>3 credits</td>
<td>Clinical Medicine-I</td>
</tr>
<tr>
<td></td>
<td>PAS 509</td>
<td>2 credits</td>
<td>Clinical Medicine Lab-I</td>
</tr>
<tr>
<td></td>
<td>PAS 510</td>
<td>2 credits</td>
<td>Professional Practice-II: Healthcare Law and Ethics</td>
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</table>

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Course #</th>
<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PAS 511</td>
<td>3 credits</td>
<td>Pharmacology-II</td>
</tr>
<tr>
<td></td>
<td>PAS 512</td>
<td>1 credit</td>
<td>Clinical Pediatrics (1st half of semester)</td>
</tr>
<tr>
<td></td>
<td>PAS 513</td>
<td>1 credit</td>
<td>Clinical Geriatrics (2nd half of semester)</td>
</tr>
<tr>
<td></td>
<td>PAS 514</td>
<td>3 credits</td>
<td>Clinical Medicine-II</td>
</tr>
<tr>
<td>Course #</td>
<td>Credits</td>
<td>Course Title</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>PAS 515</td>
<td>2 credits</td>
<td>Clinical Medicine Lab-II</td>
<td></td>
</tr>
<tr>
<td>PAS 516</td>
<td>3 credits</td>
<td>Medical Science-III: Physiology/Pathophysiology/Genetics</td>
<td></td>
</tr>
<tr>
<td>PAS 517</td>
<td>1 credit</td>
<td>Behavioral Medicine (1st half of semester)</td>
<td></td>
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<tr>
<td>PAS 518</td>
<td>1 credit</td>
<td>Women’s Health (2nd half of semester)</td>
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<tr>
<td>PAS 519</td>
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<td>Research Design and Methodology</td>
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**Spring Semester**

<table>
<thead>
<tr>
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<th>Credits</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAS 520</td>
<td>2 credits</td>
<td>Evidence-Based Medicine and Clinical Case Management</td>
</tr>
<tr>
<td>PAS 521</td>
<td>2 credits</td>
<td>Health Promotion &amp; Disease Prevention</td>
</tr>
<tr>
<td>PAS 522</td>
<td>3 credits</td>
<td>Emergency Medicine</td>
</tr>
<tr>
<td>PAS 523</td>
<td>2 credits</td>
<td>Essentials Of Radiology</td>
</tr>
<tr>
<td>PAS 524</td>
<td>3 credits</td>
<td>Fundamentals of Surgery</td>
</tr>
<tr>
<td>PAS 525</td>
<td>3 credits</td>
<td>Clinical Medicine-III</td>
</tr>
<tr>
<td>PAS 526</td>
<td>2 credits</td>
<td>Clinical Medicine Lab-III</td>
</tr>
<tr>
<td>PAS 527</td>
<td>1 credit</td>
<td>Introduction to the Clinical Experience</td>
</tr>
<tr>
<td>PAS 528</td>
<td>1 credit</td>
<td>Capstone</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>PAS 529</td>
<td>2 credits</td>
<td>Didactic Summative Evaluation</td>
</tr>
</tbody>
</table>

Total Didactic: 68 credits
Appendix – 3

Didactic Course Descriptions

1st Semester-Spring

PAS 501 Professional Practice-I Professional Issues, Health Policy and the PA Role in Modern Health Care (2 credits): This course provides a basis for the future physician assistant to use as grounding and ongoing reference for professional issues and medical practice including professional responsibility, the impact of socioeconomic issues affecting health care, health care delivery systems and health policy; cultural issues related to health care and their impact on health care policy. This course will also present the history, development and current status of the Physician Assistant profession within the context of the system of health care in the USA and other global countries. The student will explore the role of the PA in the current health care delivery system as well as develop an understanding of the “health care team”. The student will acquire a base of knowledge about the organizations that make up the PA profession, the process of certification and educational accreditation. An emphasis will be placed on the various local, national and global roles of PAs both past and present.

PAS 502 Gross Anatomy (4 credits): This course will be presented in a combined lecture/lab format and provides a comprehensive study of human gross anatomy. A regional approach is used to study the structures and organ systems of the extremities and trunk. The clinical significance of topographical and radiological anatomical features is emphasized. Lectures are complemented by laboratory study of anatomic models, prosections, dissection, surface anatomy, and critical thinking issues. Laboratory sessions will utilize 3D dissection software to reinforce topics presented in lecture. Typically students will review structures that are presented on the same day. Some gross dissection will occur in the laboratory. Student evaluation will be in the form of written exams and identification of anatomical structures on prosections, models and cadavers.

PAS 503 Medical Science-I (3 credits): The first of three courses designed to provide a comprehensive study of human physiology, the associated pathophysiology and genetics. This course will be an introduction to each area providing an overview and foundational knowledge of the essentials of physiology, pathophysiology and genetics.

PAS 504 History and Physical Examination (4 credits): This course is presented in a combined lecture/lab format and is designed to provide physician assistant students with the fundamental grounding and cognitive knowledge to prepare them for their professional clinical role. The ability to conduct a proper medical interview and physical examination are skills central to the development of clinical competency in physician assistants. This course will provide students with instruction directed toward the development of appropriate interviewing and patient communication skills and the physical examination skills necessary to conduct age-appropriate and thorough comprehensive history and physical examinations on culturally diverse populations. Students will receive instruction on how to accurately record and organize pertinent
medical information. Over the course of the semester, students will have the opportunity to practice and demonstrate these skills.

**PAS 505 Clinical Laboratory Medicine (3 credits):** This course provides students with the essentials of clinical microbiology, genetics and clinical laboratory diagnostic tests. This course introduces the students to clinical laboratory diagnostic tests. The basic theory, selection, and interpretation of procedures most commonly used in a primary care setting are studied. Students study techniques used to obtain, preserve, and handle laboratory specimens as well as use clinical laboratory results to screen, diagnose, evaluate, and monitor patients.

**Total: 16**

**2nd Semester-Summer**

**PAS 506 Pharmacology-I (3 credits):** This is the first in a two semester course sequence designed to provide a solid foundation in pharmacokinetics, pharmacodynamics, and the physiology (including the genetic and molecular mechanisms) associated with drug action and interaction. Specific drug classes will be discussed, with attention given to the most commonly prescribed drugs in each class and their uses, side effects, similarities, and differences. Pharmacotherapeutic agents specific to the treatment of disorders of the autonomic system, respiratory system, cardiovascular system, neurologic system, musculoskeletal system and orthopedics, autoimmune disorders, infectious disease, allergies, pain management, abuse and addiction and the related antimicrobial agents will be addressed in this course. The approach to using these agents in the pediatric and geriatric populations will also be considered.

**PAS 507 Medical Science-II Physiology, Pathophysiology and Genetics (3 credits):** This course is the second of three designed to provide a comprehensive study of human physiology and the associated pathophysiology. The material is divided into sections and each section covers the function by organ system (neurology, cardiology, and pulmonology, musculoskeletal, autoimmune and infectious disease). The course also provides an understanding of the essential nature of a broad representation of human diseases, with a focus on the structural and functional changes in cells, tissues, and organs caused by each disease covered, as well as the molecular and genetic mechanisms underlying these diseases.

**PAS 508 Clinical Medicine-I (3 credits):** This is the first course in a sequence of three courses designed to teach the essentials of medicine. PA students learn an organ-system and problem-oriented approach to understanding the etiology, epidemiology, pathophysiology, manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice. They will continue to develop and refine culturally appropriate patient communication, medical history taking, and physical exam skills for a diverse patient population. For each disease or problem, related health promotion, disease prevention, patient education and continuity of care across the lifespan of patients will be considered. An overview of pediatrics, geriatrics, alcohol and substance abuse, elder and child abuse, sexual orientation and eating disorders will be presented. Other professional issues are considered; including
competency in managing various conditions and disease processes in neurology, cardiology, pulmonology, musculoskeletal/orthopedics, autoimmune and infectious disease.

**PAS 509 Clinical Medicine-I Lab (2 credits):** This lab is in conjunction with the first course in a sequence of three courses designed to teach the essentials of medicine. Building on the skills acquired in the History and Physical Examination course, students will learn to perform a focused history and physical exam, develop a differential diagnosis, perform the appropriate diagnostic work-up and develop a treatment plan. The lab will make use of high-fidelity simulation, task trainers, videos and case presentations/clinical scenarios. Students learn an organ-system and problem-oriented approach to understanding the etiology, epidemiology, pathophysiology, manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice. They will continue to develop and refine culturally appropriate patient communication, medical history taking, and physical exam skills for diverse patient populations. For each disease or problem, related health promotion, disease prevention, patient education and continuity of care across the lifespan of patient will be considered. An overview of pediatrics, geriatrics, alcohol and substance abuse, elder and child abuse, sexual orientation and eating disorders will be presented. Other professional issues are considered; including competency in managing various conditions and disease processes in neurology, cardiology, pulmonology, musculoskeletal/orthopedics, autoimmune and infectious disease.

**PAS 510 Professional Practice-II: Healthcare Law and Ethics (2 credits):** The course is designed to prepare the student for licensure, credentialing, professional liability, professional behavior, ethical behavior and decision making in medical practice, prescriptive authority, quality assurance, risk management in medical practice, legal issues and medical ethics in health care issues involving law, policy and politics in health care. Also to be considered are issues involving intellectual honesty, plagiarism, and what is entailed in appropriate academic and professional conduct as a student and as a practicing professional.

Total: 13

**3rd Semester-Fall**

**PAS 511 Pharmacology-II (3 credits):** This is the second of a two course sequence designed to provide a solid foundation in Pharmacotherapeutics, Pharmacodynamics, and the physiology associated with drug action and interaction. Specific drug classes will be discussed, with attention given to individual drugs and their uses, side effects, similarities, and differences. Specific Pharmacotherapeutics agents and/or disorders covered in this course include dermatology, otolaryngology, ophthalmology, endocrine, pain management, gastrointestinal, hematopoietic disorders, psychiatric medications, hyperlipidemia, genitourinary/renal drugs, reproductive health and the related antimicrobial agents. The common medications, dosing, interactions and side-effects in the geriatric and pediatric populations will also be considered as well as allergies, abuse and addiction.
**PAS 512 Clinical Pediatrics (1 credit):** This course provides an introduction to the fundamentals of pediatric medicine, covering the age span from neonate through adolescence. Topics covered include normal growth and development, preventive care and anticipatory guidance, common pediatric illnesses and disorders and their diagnosis and management. Less common, but important disorders that are peculiar to the pediatric population are also included.

**PAS 513 Clinical Geriatrics (1 credit):** This course is designed to provide students with an understanding of the medical problems of the elderly including the biological and psychological changes commonly associated with aging. The overall goal of this geriatric course is to provide all students with a foundation for competent, compassionate care of the older adult. This foundation includes attitudes, knowledge, and skills needed by those giving care to older people. In addition, this course focuses on developing an understanding of age-related disease, an increased incidence of undesirable drug interactions, multi-system organ failure, and limitations in mobility, communication, and other impairments. End of life issues and palliative care will be addressed.

**PAS 514 Clinical Medicine-II (3 credits):** This is the second course in a sequence of three courses designed to teach the essentials of medicine. PA students learn an organ-system and problem-oriented approach to understanding the etiology, epidemiology, pathophysiology, manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice. An overview of clinical laboratory medicine will be presented that explains the most common diagnostic lab tests, indications and interpretation. The essentials of diagnostic imaging and their indications will be presented as well as an overview of diet and nutrition related to the treatment plan. Specific specialty areas and organ systems covered include Dermatology, Endocrine, Otolaryngology, Ophthalmology, and Gastrointestinal Disorders in adult populations. Students will continue to develop and refine culturally appropriate patient communication, medical history taking, and physical exam skills for a diverse patient population. For each disease or problem, related health promotion, disease prevention, patient education, continuity of care across the lifespan of patients will be considered. Other professional issues are addressed, including competency with various medical instruments and procedures.

**PAS 515 Clinical Medicine Lab-II (2 credits):** This lab is in conjunction with the second course in a sequence of three courses designed to teach the essentials of medicine. Building on the skills acquired in the History and Physical Examination course and the first Clinical Medicine course, students will learn to perform a focused history and physical exam, develop a differential diagnosis, perform the appropriate diagnostic work-up and develop a treatment plan. The lab will make use of high-fidelity simulation, task trainers, videos and case presentations/clinical scenarios. PA students learn an organ-system and problem-oriented approach to understanding the etiology, epidemiology, pathophysiology, manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice. Specific specialty areas and organ systems covered include Dermatology, Endocrine,
Otolaryngology, Ophthalmology, and Gastrointestinal Disorders in adult populations. Students will continue to develop and refine culturally appropriate patient communication, medical history taking, and physical exam skills. For each disease or problem, related health promotion, disease prevention, and patient education specific topics are also presented. Other professional issues are considered, including competency with various medical instruments and procedures.

**PAS 516 Medical Science-III Physiology, Pathophysiology and Genetics (3 credits):** This course is the third of three designed to provide a comprehensive study of human physiology, pathophysiology and genetics. The material is divided into sections and each section covers the function by organ systems. The basic physiology and pathophysiology for the following organ systems will be covered during the spring semester: Dermatology, Endocrine, Otolaryngology, Ophthalmology, and Gastrointestinal disorders. The course also provides an understanding of the essential nature of a broad representation of human diseases, with a focus on the structural and functional changes in cells, tissues, and organs caused by each disease, as well as the molecular and genetic mechanisms underlying these diseases.

**PAS 517 Behavioral Medicine (1 credit):** This course provides students with an overview of behavioral medicine, broadly defined as an interdisciplinary field that aims to integrate biological, cultural, and psychosocial perspectives on human behavior. The integration of mental disorders and behavioral problems into primary care medicine will be addressed. Topics covered will include normal psychological development in pediatric, adult, and geriatric patients, detection and treatment of substance abuse, human sexuality, end of life issues, response to illness, injury, and stress, and principles of violence identification and prevention.

**PAS 518 Women's Health/OB-Gyn (1 credit):** This course provides an introduction to women’s health issues, including the diagnosis, management, and treatment of common acute and chronic medical problems commonly encountered in reproductive health care and gynecology.

**PAS 519 Research Design and Methodology (3 credits):** This course provides a foundation in medical research and design for health care providers. The students will review how to search, interpret, and evaluate the medical literature, then focus on a step-by-step approach to the development and implementation of medical research. Students will gain an understanding of the principles of research as they apply to the practical, educational, and societal aspects of the Physician Assistant profession.

**Total: 18**

**4th Semester-Spring**

**PAS 520 Evidence-Based Medicine and Clinical Case Management (2 credits):** This course involves clinical case discussions in small learning groups designed to facilitate the integration of medical knowledge and clinical skill in order for students to develop critical thinking, clinical reasoning and patient management skills. The course is designed to prepare students for evidence-based practice, emphasizing the processes of critical inquiry and analysis in a multidisciplinary forum and best practices in clinical
measurements, interpretation of diagnostic reliability, validity, prediction and measures of clinically meaningful change. This course will prepare students to search, interpret, and evaluate the medical literature in order to maintain a critical, current, and operational knowledge of new medical findings and provide a basis for future evidence-based clinical work. The cases will focus on neurology, cardiology, pulmonology, musculoskeletal/orthopedics, autoimmune, infectious disease, dermatology, endocrine, otolaryngology, ophthalmology, gastrointestinal disorders, renal/genitourinary, immunology, oncology and hematology.

**PAS 521 Health Promotion & Disease Prevention (2 credits):** This course provides students with an overview of the basic concepts of epidemiology, public health, diet and nutrition and preventative medicine. Epidemiological concepts include distribution, prevalence, causation, mode of transmission, dissemination, control, and preventive countermeasures of infectious and non-communicable diseases, as well as environmental, occupational, behavioral, and chronic conditions. PA students will be introduced to research methodologies related to the study of disease and will investigate epidemiological trends across a variety of cultures, nationally and globally. Attention will be paid to professional responsibility, confidentiality, informed patient consent, and issues of patient welfare.

**PAS 522 Emergency Medicine (3 credits):** This course focuses on the specialty of emergency medicine including an understanding of pre-hospital care/emergency medicine system (EMS), and the interplay between 911 responders, the hospital emergency department, inpatient hospital services, and community medical providers in the primary care setting, as well as appropriate interaction with other medical providers in a variety of disciplines, including administrative. Emphasis is placed on the special skills and attitudes necessary and required to perform well in the emergency medical setting. As part of this course, students take the Advanced Cardiac Life Support (ACLS) course as well as the Pediatric Advanced Life Support (PALS) course.

**PAS 523 Essentials of Radiography (2 credits):** This case-based course provides students with a systematic method of interpreting common imaging studies seen in the primary care and emergency setting. Students will learn to appropriately select and correctly interpret imaging modalities including radiography, computerized tomography, ultrasonography, magnetic resonance imaging, and nuclear medicine imaging.

**PAS 524 Fundamentals of Surgery (3 credits):** This course is designed to provide the students with an introduction and an overview to the discipline of surgery. The management of acute surgical problems, critical illness, perioperative management of the surgical patient, nutrition, fluid and electrolytes, acid-base balance and elective surgical procedures will be discussed, as well as the pre- and post-operative care of surgical patients. Laboratory sessions will teach technical skills such as sterile technique, basic suturing techniques, pre-op scrubbing, pre-op draping, post-op dressing, surgical infections, wounds and wound healing, surgical bleeding, blood replacement, shock, universal precautions, and minor surgical procedures.
PAS 525 Clinical Medicine-III (3 credits): This is the third course in a sequence of three courses designed to teach the essentials of medicine. PA students learn an organ-system and problem-oriented approach to understanding the etiology, epidemiology, pathophysiology, manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice. Specific specialty areas and organ systems covered include Renal/Genitourinary, Immunology, oncology, and Hematology disorders in adult populations. They will continue to develop and refine culturally appropriate patient communication, medical history taking, and physical exam skills in adult, pediatric and geriatric populations. Students will continue to develop and refine culturally appropriate patient communication, medical history taking, and physical exam skills for a diverse patient population. For each disease or problem, related health promotion, disease prevention, patient education, continuity of care across the lifespan of patients will be considered. For each disease or problem, related health promotion, disease prevention, and patient education specific topics are also presented. Other professional issues are considered, including competency with various medical instruments and procedures.

PAS 526 Clinical Medicine Lab-III (2 credits): This is the third course in a sequence of three courses designed to teach the essentials of medicine. PA students learn an organ-system and problem-oriented approach to understanding the etiology, epidemiology, pathophysiology, manifestations, laboratory and diagnostic studies, and diagnosis and treatment of specific diseases encountered in general practice. Specific specialty areas and organ systems covered include Renal/Genitourinary, Immunology, and Oncology and Hematology disorders in adult, pediatric and geriatric populations. They will continue to develop and refine culturally appropriate patient communication, medical history taking, and physical exam skills. For each disease or problem, related health promotion, disease prevention, and patient education specific topics are also presented. Other professional issues are considered.

PAS 527 Introduction to the Clinical Experience (1 credit): This course is designed to further prepare students for the clinical phase of their training. Practical information and approaches to reimbursement, documentation, coding, billing, quality assurance and risk management in medical practice, legal issues in health care, patient safety, OHSA, HIPPA, Infection Control, Medical Errors, Documentation, Electronic Medical Record (EMR) and Diagnostic codes will be presented.

PAS 528 Capstone (1 credit): Review and discussion of research topics, project selection, written and verbal presentation of proposal abstract. Topic approval by the Course Director and principal faculty is needed for proposal.

PAS 529 Didactic Summative Evaluation (2 credits): This course provides a comprehensive review of the entire didactic phase and will involve a written exam and OSCE/OSLER evaluation. This course provides a summative evaluation of the didactic year. It will focus on evaluating history taking and physical examination performance skills, as well as communication and clinical reasoning ability, the ability to summarize.

Total: 19
and document clinical encounter findings, and demonstration of psychomotor clinical and cognitive critical thinking skills. The summative evaluation will include a variety of assessment tools including multiple choice question examinations, the PACKRAT examination, comprehensive oral case presentations, standardized patient encounters, Objective Structured Clinical Examinations (OSCEs), and clinical procedure performance skill laboratories. Students will be individually evaluated by core and adjunct faculty members.

Total for Didactic Phase: 68
Appendix – 4

Clinical Phase Sequence

The clinical learning phase is 12 months in length. The clinical rotations are conducted at a variety of outpatient and/or inpatient clinical sites. There are seven mandatory clinical rotations and one elective clinical rotation. Students will be expected to develop core competencies in the following areas: medical knowledge, interpersonal & communication skills, patient care and professionalism. Students will also be expected to learn the professional competencies of practice based learning and focusing on the concept of systems-based practice for future lifelong learning.

Mandatory Rotations: There are a total of seven required clinical rotations each six weeks in length:

- Family/Primary Care Medicine
- Internal Medicine
- Psychiatry/Behavioral Medicine
- Pediatrics
- Obstetrics and Gynecology/Women's Health
- General Surgery
- Emergency Medicine

Elective Rotations: Students are also able to enroll in six-week elective rotations, designed to provide the physician assistant student with an opportunity in any of the following disciplines: (elective rotations are not limited to specialties below)

- Orthopedics
- Dermatology
- Gastroenterology
- Plastic surgery
- Cardiology
- Radiology
- ENT
- Urology
- Gerontology

Total rotations: 8 (5 credits per rotation)

- Required-7
- Elective-1
Appendix - 5

Clinical Rotation Descriptions

PAS 530 Family Medicine (5 credits): This applied integration core rotation provides an exposure to the principles and practices of community-oriented family care with an emphasis on disease prevention and health maintenance in adults as well as the opportunity to further techniques in history taking, physical examination, and health behavior counseling. The rotation will provide the PA students with the opportunity to learn how medicine is practiced in the office setting with a culturally diverse patient population of all ages. The students will be exposed to illnesses and problems common to this area of medical practice and learn the indications, limitations, and methodology of primary care procedures and therapeutic strategies utilized in this setting. During this rotation the student is expected to recognize the signs and symptoms of a variety of medical illnesses and become familiar with treatment plans appropriate to family medicine and geriatric populations. This rotation will offer clinical experience in ambulatory practice and/or inpatient and long term care facilities focusing on the knowledge, skills and abilities related to providing medical care for the life span of patients.

PAS 531 Internal Medicine (5 credits): During this rotation the student will learn to apply basic medical knowledge to the evaluation of problems encountered on a general medicine service. The formulation of an understanding of the various medical disorders in specific patients is accomplished during the accurate collection of data, the identification of problems, and the development of a plan for each problem. This rotation will allow the student to demonstrate knowledge and core competencies of medical training pertaining to the pathophysiology, risks, indications, limitations, methodology, procedures and therapeutic strategies used in the practice of internal medicine. During this rotation the student is expected to recognize the signs and symptoms of a variety of medical illnesses and become familiar with treatment plans appropriate to internal medicine. This rotation will offer clinical experience in inpatient and/or outpatient facilities providing medical care for adult and geriatric patients. Testing and evaluation for this rotation will be based on the knowledge, skills, and abilities related to internal medicine.

PAS 532 Pediatrics (5 credits): During this rotation the student learns to apply basic medical knowledge and skills to the evaluation of problems encountered on a general pediatric service. The emphasis in this setting is on the provision of primary, secondary and tertiary care to a child from birth through adolescence. The student is expected to demonstrate knowledge of the indications, limitations, and methodology of pediatric procedure and therapeutic strategies. An emphasis is placed on developing a comprehensive database and a systematic evidence-based approach to common pediatric problems and those of adolescence. The student is expected to recognize signs and symptoms of a variety of pediatric disorders. In addition, the student will demonstrate the appropriate evaluation of normal child development, well-child care, current immunization updates and ongoing patient education and health promotion.
**PAS 533 General Surgery (5 credits):** This rotation provides an orientation to patients of various ages with surgically manageable disease. The emphasis of the learning experiences is on the preoperative evaluation and preparation of patients for surgery; assistance during the intra-operative period to develop an understanding of team member roles and operative procedures; and the care of surgical wounds and post-operative complications. This rotation will provide the PA student with the opportunity to learn surgical principles, surgical pathology, and relevant laboratory studies as seen in surgical settings, as well as, indications, limitations, and methodology of surgical procedures and therapeutic strategies used in surgery today. During this rotation the student will recognize the signs and symptoms of a variety of surgical conditions and become familiar with treatment plans appropriate to surgery. This rotation will teach the student to respect and appreciate the contributions of other health care professionals in the overall delivery of health care and the importance of a team approach. This rotation will provide the student with access to patients in the inpatient setting, and may also include evaluating patients in the outpatient setting.

**PAS 534 Women's Health/OB-Gyn (5 credits):** The Women's Health/Obstetrics and Gynecology rotation exposes students to the spectrum of problems and issues associated with women's health care, primarily in an ambulatory setting. The learning experiences emphasize family planning, birth control, sexually transmitted disease recognition and treatment, cancer detection, prenatal care, the evaluation of common gynecologic problems, and offer exposures to delivery and the surgical management of gynecological disorders. Students will make use of the evidence-based approach to the delivery of medical care, tailoring it to the indications, limitations, and methodology as related to gynecology, and procedures and therapeutic strategies utilized in women's healthcare settings. During this rotation the student is expected to recognize the signs and symptoms of a variety of medical conditions and become familiar with treatment plans appropriate to women’s health, including gynecology and reproductive care. This rotation will offer clinical experience in inpatient and/or outpatient facilities providing medical care for this patient population.

**PAS 535 Emergency Medicine (5 credits):** This rotation provides an in-depth exposure to the illnesses and injuries sustained by children and adults that necessitate emergency care. The educational experience emphasizes the further development of the clinical skills necessary to perform focused medical interviews and physical examinations. This rotation will also provide the PA student with exposure to, and experience with, clinical procedures unique to the emergency environment and the diagnosis and treatment of patients of all ages in an acute setting. Emphasis is placed on developing skills in recognizing signs and symptoms of common emergencies, taking appropriate action to sustain life, collecting relevant data, and providing accurate assessment and management of a variety of acute and life threatening medical, surgical and psychiatric illnesses and injuries. The PA student will learn the indications, limitations, and the evidence-based methodology of emergency medicine procedures and therapeutic strategies. Students will demonstrate knowledge and
competencies appropriate to clinical problems encountered and the clinical procedures common to emergency medicine.

**PAS 536 Behavioral Medicine/Psychiatry (5 credits):** This rotation is designed to provide an understanding of the behavioral components of health, disease and disability. Exposure to patients with a variety of emotional illnesses and disabilities is used to develop informed history taking and mental status examination skills abilities to recognize and categorize psychiatric disturbances and techniques of early intervention and psychiatric referral. The rotation will provide the student with an understanding of the variety of emotional and psychiatric states along with basic Psychopathology and Pharmacotherapeutics. In this rotation, the students will augment and strengthen their deductive reasoning and clinical decision making skills by developing a systematic, evidence-based approach to common behavioral medicine problems. This clinical learning rotation will enable the student to develop skills to make a mental health assessment. Emphasis will be placed on developing clinical and communication skills, further strengthening students' ability to gain insight into the psychosocial aspects of comprehensive patient care.

**PAS 537 Elective Rotations (5 credits):** Students are also able to enroll in six-week elective rotations, designed to provide the physician assistant student with an opportunity in any of the following disciplines: Orthopedics, Dermatology, Gastroenterology, Plastic Surgery, Cardiology, Radiology, ENT, Urology, Gerontology, Pulmonology, Ophthalmology, Oncology and other approved specialties or area of interest.

**PAS 538 Clinical Summative Evaluation (2 credits):** This course is intended to assure that students have met defined program objectives for the knowledge, skills, and attitudes suitable for clinical practice. It will include a multi-system approach to assess physical examination and history taking skills, communication skills and the ability to summarize and document findings, make a differential diagnosis and treatment plan. This course will include standardized patient encounters with problem based Objective Structured Clinical Examinations (OSCEs), a comprehensive oral case presentation to a faculty member, completion of a comprehensive multi-choice examination, evaluation of the performance of specific clinical procedures on task trainers, evaluation of performance in a clinical scenario simulation and completion of the PACKRAT examination. Students will be individually evaluated and advised throughout this course by faculty members.

**Total Clinical Phase Credits 42**

**Total Curriculum Credits 110**
Appendix – 6

Computer Resources

Lenoir-Rhyne University offers a variety of computing locations across campus for faculty, student, and staff use. There are 137 computers available on campus. [http://it.lr.edu/labs](http://it.lr.edu/labs)

**Computer Labs (137 stations)**
- Carl Rudisill Library-Room 203, Room 205, Room 210, 1st Floor Lobby, 2nd Floor Lounge
- D.E. Rhyne Memorial Building-Room 150, Room 158
- McCrorie Center-Room 208
- Mauney Schaeffer Hall-Room 118, Room 128
- Cromer Student Center-Room 100

Hardware purchased and supported - Dell Latitude E Laptops, Dell OptiPlex Desktops & Monitors, Apple MacBook Pro Laptops and Apple iMac Desktops

Software licensed and supported:
- Microsoft Windows 7 Operating System
- Microsoft Office 2010 Suite, which includes: Microsoft Word, Microsoft PowerPoint, Microsoft Excel, Microsoft Access, Microsoft Outlook, Microsoft Publisher, Microsoft Visio, Microsoft Project, Microsoft Dynamics, Microsoft FRx and Microsoft Internet Explorer
- Apple OSX Operating System
- Adobe Creative Suite CS5 Design Premium, which includes: Adobe Photoshop CS5, Adobe InDesign CS5, Adobe Illustrator CS5, Adobe Dreamweaver CS5, Adobe Flash CS5, Adobe Acrobat 9 Professional
- Ellucian Power CAMPUS
- College Board Power FAIDS
- IBM SPSS
- Dean Evans & Associates EMS Professional
- AVG Antivirus
- Cisco Systems VPN Client
- Mozilla Firefox
- Google Chrome
- Apple Safari
- Bible Works

The University adds and updates software on a continuous basis in order to address the needs of students, faculty and its many educational programs.
Appendix – 7

Library Services

Lenoir-Rhyne University has a campus library equipped with medical books, texts, and journals. Students and faculty have access to medical texts and journals through University holdings and consortia agreements; however there is no designated medical library on campus. The library has several medical databases to support its health and medically related programs.

Through the various consortia LRU provides access to a number of holdings that increase the options for supporting resources used by faculty and students in Hickory, Columbia, and Asheville. The following resources are available to all campuses: Appalachian College Association (ACA), Carolina Consortium, Charlotte Area Educational Consortium (CAEC), and Lyrasis/OCLC, NC LIVE, North Carolina Independent Colleges and Universities (NCICU), and Mountain College Library Network (MCLN).

Lenoir-Rhyne University’s Carl A. Rudisill Library provides an array of resources to serve the current needs of graduate students, staff, and faculty at all three of its campuses. The physical holdings include over 150,000 physical volumes and 4,651 DVD and video resources. The library maintains 61 print periodical subscriptions and subscribes to over 26,000 unique titles through electronic databases. The library provides online access to 127,385 electronic books, and 69,000 streaming music files and documentary film. Journal Finder, which lists all journals LRU has access to, has 6,195 journals in Health Sciences, and 4,545 in the Medical Sciences. In preparation for the PA program the library staff has acquired additional resources in the health and medical sciences focusing on those specific to the needs of the students and faculty of the PA program.

University students, faculty, and staff may access electronic resources anytime, on or off campus, from any web-enabled computer through the Library website from the University homepage. Rudisill Library’s Online Computer Library Center (OCLC) and Iliad system facilitates interlibrary lending and borrowing for the Hickory, Columbia, and Asheville campuses.

The library resources developed specifically for the PA Program (PA LibGuide) can be found at http://libguides.lr.edu/pa
### Tuition & Fees

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Didactic Phase: (Spring I – Spring II): $49,000
Clinical Phase: (Summer II – Spring III): $28,000

*Tuition adjustments are made yearly for each new entering cohort class. Tuition rates for each specific cohort will remain the same through the 27-month program.*

Tuition: $77,000 for the total program/Acceptance Fee: $1,000 non-refundable is added to the first semester tuition

- Required Student Equipment/Scrubs/White Coat: $700 Estimate
- Required Text Books: $4700 Estimate
- Recommended Books: $500 Estimate
- NCCPA PANCE: $ 450
- PACKRAT $40 per exam (will be taken 3 times)
- Clinical Tracking Software (Typhon)- $90
- End of Rotation Examinations ~ $210
- VH Dissector ~ $99
- PANCE Review Test Bank questions -$299
- Clinical Year Course Fee-$4000
- Total Estimated Cost Related to Program: ~ $87,008
- Additional Student Costs (yearly): Physical Examination, Drug Screen and Background Check.
Appendix 9

University Appeals Process

Appeal

If an individual who is found responsible for violations of the academic integrity wishes to make appeal, the appeal form must be completed and filed with the Office of the Dean of Students within seventy-two (72) hours after the date in which the student receives the letter indicating responsibility and sanctions (or 72 hours after receiving notification from the Office for Academic Affairs of suspension or expulsion).

One’s right to seek appeal does not necessarily imply that an appeals hearing will be held. When an Appeal is filed, the basis or bases of the appeal must be indicated. There are four bases for appeal:

- The evidence did not warrant the decision;
- The decision did not warrant the sanction;
- Proper procedures were not followed that may have had a bearing on the decision;
- There was possible bias/prejudice on the part of one or more of the hearing officers that may have had a bearing on the decision.

The Dean of Students will review the validity of the appeals request. In order for an appeal to be considered valid, the student or faculty member must explain how his/her reasons for appealing have the potential to change the original finding by the SCC or by the faculty member who adjudicated the incident. Appeals without warrant will be denied; if there are no grounds under the criteria listed above for the appeal, additional consideration will be denied. If the Dean of Students views the request as possessing potential validity, the appeal shall be forwarded, with all evidentiary materials, to the Provost.

It is not the purpose of the appeals process to reheat fully the proceedings of the original incident. In determining the outcome of the appeal (regarding the decision and/or the sanctions), an appellate body will rely upon a "reasonable person" standard: were the original decisions and/or sanctions imposed by the faculty member or the SCC conclusions that could be reached by a reasonable person, applying appropriate diligence and community standards, and reaching a proper standard of proof (i.e., preponderance of evidence standard)?

During the appeals inquiry, the Provost will review all evidence from the faculty member’s Incident Report Form and documents and/or the materials from the SCC hearing. The appellant will be permitted to present his/her reasons for appeal. The Provost may ask any questions of the appellant he/she believes to be relevant to the appeal. Upon completion of appeals inquiry, the Provost may select one of the following courses of action:

- Reverse the decision of the SCC or faculty member.
- Uphold the decision but reduce the sanction (if any).
Uphold the decision but make the sanction (if any) more severe.
Uphold the decision and leave the sanction (if any) unchanged.

The Provost may not remand the incident to the original decision venue for reconsideration. He/she will report the decision to the student in writing within 48 hours of the determination. The Provost may reveal his/her reasoning for the decision but is not required to do so.

If the student or the faculty member involved believes that grounds for appeal of the Provost’s decision is in order, s/he must put such grounds in written form and deliver the written appeal to the chair of the University Judicial Board within 72 hours of receipt of the decision.

All relevant materials from the previous hearing/inquiry of the SCC and/or faculty member shall be forwarded to the chair of the Judicial Review Board. The chair of the Judicial Review Board shall examine the basis for the appeal and determine its validity. The chair shall decide either to uphold the decision of the Provost or to convene the Judicial Review Board to review the prior decisions. In case of suspensions or expulsions, the Judicial Review Board will automatically convene to review the appeal.

The Judicial Review Board may follow one of the four courses of action:
- Reverse the decision of the Provost.
- Uphold the decision but reduce the sanction (if any).
- Uphold the decision but make the sanction (if any) more severe.
- Uphold the decision and leave the sanction (if any) unchanged.

A student who files an Appeal must receive a final decision within two weeks of the filing date, barring extenuating circumstances. The Chair shall provide to the parties in the appeal a written notification of the decision. The decision of the Judicial Review Board is final. An appellate (student or faculty member) may withdraw an Appeal at any time prior to the beginning of a scheduled hearing.
Appendix 10

Student Grievance Policy & Procedures Form

Please complete the following form in its entirety and press "Submit" to process your complaint.

Last Name: ________________________________________________________

First Name: ________________________________________________________

Middle Initial/Name: ________________________________________________

Local or Campus Address: ____________________________________________

____________________________________________________________

Phone: ________________________

Email: _________________________

Student I.D. Number: ____________________________

Describe the nature of your complaint including any prior action taken to date (please be detailed in your narrative):

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

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