



LINCOLN MEMORIAL UNIVERSITY  
DEBUSK COLLEGE OF OSTEOPATHIC  
MEDICINE

DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES  
2016-2017 ACADEMIC YEAR

STUDENT HANDBOOK  
AND  
CATALOG

## TABLE OF CONTENTS

Welcome to the Physician Assistant Program. . . . .	7
Mission and Purpose of Lincoln Memorial University	8
Institutional Goals. . . . .	8
Mission of the LMU-DCOM Physician Assistant Program. . . . .	
PA Program Goals. . . . .	10
Non-Discrimination Policy. . . . .	11
LMU-DCOM Technical Standards for Admission and Retention. . . . .	11
Technical Standards for Admission to the PA Program. . . . .	11
Students with Disabilities. . . . .	13
PA Students with Disabilities. . . . .	14
Request for Accommodations. . . . .	14
Documentation Guidelines. . . . .	14
Grievance Procedure for Student with Disabilities. . . . .	16
Physician Assistant Education. . . . .	17
Competencies for the Physician Assistant Profession. . . . .	17
Physician Assistant Competencies. . . . .	18
Medical Knowledge. . . . .	18
Interpersonal and Communication Skills. . . . .	18
Patient Care. . . . .	19
Professionalism. . . . .	19
Practice-Based Learning and Improvement. . . . .	19
System-Based Practice. . . . .	20
PA Program Graduate Tasks and Functions	
Competencies/Outcomes. . . . .	21
Medical Knowledge. . . . .	21
Patient Care. . . . .	21
Interpersonal Communication Skills . . . . .	21
Professionalism. . . . .	22
Practice-Based Learning and Improvement. . . . .	22
System-Based Practice. . . . .	22
Procedures. . . . .	22
Typical Demands and Performance Requirements. . . . .	23
Typical Physical Demands. . . . .	24

Typical Working Conditions. . . . .	24
Student Performance Requirements. . . . .	24
Office of Admissions and Student Advancement. . . . .	25
Admission Criteria. . . . .	25
Basic Admissions Requirements. . . . .	25
Applicants with Foreign Coursework. . . . .	26
Applicant Interviews. . . . .	28
Health Requirements. . . . .	28
Accreditation. . . . .	30
University Regional Accreditation. . . . .	30
PA Professional Accreditation. . . . .	30
Accreditation Grievances. . . . .	30
PA Academic Schedule 2016-2017. . . . .	31
Academics. . . . .	32
Program Description. . . . .	32
Curriculum. . . . .	32
Schedule of Courses. . . . .	33
Course Descriptions. . . . .	34
Guidelines and Program Policies for the Clinical Year. . . . .	39
Course Descriptions. . . . .	39
Performance Evaluation. . . . .	41
PA Program Advising. . . . .	42
Academic Policies and Standards. . . . .	43
Requirements for Successful Completion of the Didactic Year. . . . .	43
Requirements for Successful Completion of the Clinical Year. . . . .	43
Requirements for Graduation . . . . .	43
Academic Standing. . . . .	43
Academic Progression. . . . .	44
Academic Probation. . . . .	44
Dismissal from the Program. . . . .	44
Problem/Conflict Resolution. . . . .	44
Credential Awarded. . . . .	44
General Academic Policies. . . . .	45

Attendance Policy. . . . .	45
Examination Attendance Policy. . . . .	46
Testing Procedures. . . . .	46
Dissemination of Examination Results. . . . .	47
Computerized Examination. . . . .	47
Grading Policy. . . . .	47
Academic Status (grading). . . . .	48
Grades. . . . .	48
Incomplete Grades. . . . .	48
Course and Faculty Evaluation. . . . .	48
Objective Structured Clinical Examination (OSCE). . . . .	48
General Non-Academic Policies. . . . .	49
Classroom Hours . . . . .	49
Current Contact Information. . . . .	49
LMU-DCOM Property. . . . .	49
Dress Code. . . . .	49
Proper Identification. . . . .	51
Confidentiality. . . . .	51
Employment While enrolled in the Program. . . . .	51
Malpractice Insurance Requirements.. . . .	51
Accessing Faculty. . . . .	51
Personal Items in the Classroom . . . . .	52
Academic Information . . . . .	52
Official Academic Records. . . . .	52
Student Grievances Regarding Grades. . . . .	52
Student Grievances Regarding Another Student. . . . .	53
Leave of Absence. . . . .	53
Pregnancy Policy. . . . .	54
Student Progress Committee . . . . .	55
Committee Procedures. . . . .	55
Appeals Process. . . . .	57
Appeals Committee. . . . .	57
Dismissal and Withdrawal. . . . .	58
Probation. . . . .	58
Disciplinary Procedures. . . . .	59
Initial Investigation. . . . .	59
Student Progress Committee Hearing. . . . .	59
Appeal to the Appeals Committee. . . . .	60
Conduct and Professionalism . . . . .	60
Professionalism. . . . .	60
Professionalism Expectations. . . . .	61

Physician Assistant Student/Patient Relationships. . . . .	62
Academic Integrity. . . . .	62
Cheating. . . . .	63
Plagiarism. . . . .	63
Code of Student Conduct. . . . .	63
Physician Assistant Professional Organizations. . . . .	65
American Academy of Physician Assistants (AAPA). . . . .	65
Student Chapter of American Academy of Physician Assistants (SAAPA).. . . . .	66
Physician Assistant Education Association (PAEA).. . . . .	66
Tennessee Academy of Physician Assistants (TAPA). . . . .	66
National Commission on Certification of the Physician Assistant (NCCPA). . . . .	67
Student Associations and Government Organization. . . . .	67
Registration of DCOM Student Organizations. . . . .	67
Annual Registration. . . . .	68
Student Sponsored Events. . . . .	68
Student Ambassador Program. . . . .	68
Campus Amenities. . . . .	69
Bookstore. . . . .	69
LMU-DCOM Outpatient Services. . . . .	69
Lon and Elizabeth Parr Reed Medical and Allied Health Library. . . . .	69
Food Service/Dining Hall. . . . .	70
Computing Services. . . . .	70
Telephone Services. . . . .	74
General University Policy Guidelines. . . . .	75
Alcohol and Other Drugs. . . . .	77
Sexual and Other Discriminatory Harassment. . . . .	80
Sexual Harassment. . . . .	80
Other Discriminatory Harassment. . . . .	81
Hazing. . . . .	82
Complaint and Reporting Procedures. . . . .	82
Sex Offense Prevention Programs and Procedures. . . . .	83
Education and Information. . . . .	83
Reporting Offenses. . . . .	84
Procedures. . . . .	84
Academic Environment. . . . .	84
Classroom Etiquette. . . . .	84
Eating and Drinking in Classroom. . . . .	85
Academic Freedom. . . . .	85

Policies and Procedures. . . . .	85
Fair Practices. . . . .	85
Health. . . . .	85
LMU Student Health Insurance. . . . .	86
On-campus health care services. . . . .	87
Clinical Academics. . . . .	87
Criminal Record Report. . . . .	87
Other Policies.. . . .	87
Holidays. . . . .	87
Vacations. . . . .	87
Inclement Weather. . . . .	87
Parking. . . . .	88
Security. . . . .	88
Public Relations and Marketing Guidelines. . . . .	89
Student Advancement. . . . .	90
Counseling. . . . .	90
Student Records. . . . .	90
Tuition and Fees. . . . .	92
Fee Payment. . . . .	92
Refund of Institutional Tuition, Room and Board Charges. . . . .	93
Reimbursement of Funds. . . . .	93
LMU Activities and Programs. . . . .	94
Campus Facilities. . . . .	94
College of Osteopathic Medicine Facilities. . . . .	96
LMU Administration. . . . .	96
DCOM Administration. . . . .	96
DCOM Physician Assistant Faculty and Staff. . . . .	96
Campus Map. . . . .	99
Appendix A: Code of Ethics. . . . .	100
Appendix B: Signature Page for Handbook.....	110
Appendix C: Participation as Human Subjects.....	111
Appendix D: Acknowledgement of Typical Demands for a PA Program.....	112

## WELCOME TO THE PHYSICIAN ASSISTANT PROGRAM

I would like to welcome you to the Physician Assistant program at Lincoln Memorial University-DeBusk College of Osteopathic Medicine (LMU-DCOM). We are happy to have you here. I am sure you will find the program both challenging and rewarding as you prepare to become highly skilled physician assistants. The faculty and staff will help you to take full advantage of the wonderful resources and rich experiences available to you here at LMU-DCOM.

This handbook is meant to give you an overview of the program as well as policies and procedures that require compliance. During orientation, the handbook will be reviewed, but you will need to take the time to read the handbook and ask any questions you might have regarding its contents. Please also review the LMU Student Handbook as the Handbook also holds information related to your education.

If you have any questions, please feel free to contact myself or any of the faculty members in the department.

On behalf of the PA Program faculty and staff, I extend our best wishes for a successful and rewarding educational experience. We look forward to working with you as you begin this new career!

Professionally,

Mr. Mark Moran, MPAS, PA-C  
Assistant Dean  
Physician Assistant Program  
LMU-DCOM

## **MISSION AND PURPOSE OF LINCOLN MEMORIAL UNIVERSITY**

Lincoln Memorial University is a values-based learning community dedicated to providing educational experiences in the liberal arts and professional studies. The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

The University is committed to teaching, research, and service. The University's curriculum and commitment to quality instruction at every level are based on the beliefs that graduates must be able to communicate clearly and effectively in an era of rapidly and continuously expanding communication technology, must have an appreciable depth of learning in a field of knowledge, must appreciate and understand the various ways by which we come to know ourselves and the world around us, and must be able to exercise informed judgments.

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational and research opportunities available to students where they live and through various recreational and cultural events open to the community, Lincoln Memorial University seeks to advance life in the Cumberland Gap area and throughout the region through its teaching, research, and service mission.

*Approved by the Board of Trustees May 5, 2006*

### **Institutional Goals**

Lincoln Memorial University is a private, independent, non-sectarian University with a clearly defined mission that distinguishes it from other educational institutions. While the University cherishes its heritage and rich traditions, it recognizes that dynamic growth and change are required to meet the needs of today's students. The University has identified the following goals, which are derived from its mission and reflect its vision for the future:

1. Secure and maintain fiscal integrity in all its activities, programs, and operations through concerted efforts to continuously increase its endowment and financial standing.
2. Provide quality educational experiences that have their foundation in the liberal arts and professional studies, promote high personal standards, and produce graduates with relevant career skills to compete in an ever-changing, increasingly global market.
2. Make educational opportunities available to all persons without reference to social status. The University seeks to stabilize undergraduate enrollment by strengthening recruitment efforts and increasing student retention through the creation of an academic and social environment that facilitates success and rewards achievement.



4. Advance the Cumberland Gap and tri-state region through community service programs in continuing education, leadership development, recreation, and the fine and performing arts.
5. Continue as a critical educational, cultural, and recreational center for the area, and to develop and maintain facilities, which are safe, accessible, and conducive to the development of body, mind, and spirit.
6. Attract and retain a highly qualified faculty and staff, committed to teaching, research, and service, by providing the best compensation program possible.
7. Commit resources to support the teaching, research, and service role of the institution and the faculty.
8. Continue to strengthen the faculty and staff development program with priority for allocation of resources determined by institutional needs.
9. Increase technology for all educational sites. Specifically, the University seeks to continuously improve its computer and other technological resources for faculty and students.
10. Develop and implement academic programs in response to anticipated or demonstrated educational need, and to continuously evaluate and improve the effectiveness of current programs.
11. Continue the tradition of providing a caring and nurturing environment where students, faculty, and staff with varied talents, experiences, and aspirations come together to form a community where diversity and growth in the pursuit of academic and career goals are encouraged. The University seeks to develop students' potential in a supportive environment while challenging them to grow intellectually and personally.
12. Provide high quality educational opportunities through selected undergraduate and graduate degree programs for students who live or work a significant distance from the Lincoln Memorial University main campus, and for whom other options are not as accessible or satisfactory.

## **PHYSICIAN ASSISTANT PROGRAM**

### **MISSION OF THE LMU-DEBUSK COLLEGE OF OSTEOPATHIC MEDICINE PHYSICIAN ASSISTANT PROGRAM**

#### **Mission Statement and Goals**

The Physician Assistant (PA) Program at Lincoln Memorial University-DeBusk College of Osteopathic Medicine recruits, educates, and mentors a diverse group of students to become physician assistants providing quality health care.

- Emphasizes primary care and preventive medicine and seeks to interest students in providing care to the medically underserved population within the Appalachian region and beyond;
- Promotes the physician/PA team care;
- Fosters an appreciation for research, leadership, and flexibility in meeting the changing needs of the health care climate;
- Empowers faculty and students to be advocates for the physician assistant profession for the delivery of primary health care.

#### **PA PROGRAM GOALS**

Provide an academic and clinical training experience that will prepare the culturally competent PA student to function as a nationally certified PA in a reliable and competent fashion by:

1. Teaching fundamentals of biomedical and basic sciences, clinical medicine, health policy, and technical skills, with an emphasis upon primary care practice.
2. Providing training and experiences that enable students to perform the duties and functions of a PA in diverse practice settings, incorporating evidence based medicine in clinical decision making and applying medical informatics and technology.
3. Providing basic foundational skills in scholarly inquiry, medical literary analysis, medical writing, and professional presentation.
4. Providing students with the opportunity to care for diverse patients, families, and populations in outpatient and inpatient settings with compassion, empathy, and tact, while supervised by a physician, PA, or nurse practitioner.
5. Inculcating basic aspects of professionalism, ethics, and other attributes required to establish and maintain appropriate collaborative relationships with patients, families, colleagues, and the community at large.
6. Providing medical services to underserved persons, including rural, minority, and geriatric groups, thereby developing an awareness of social and professional responsibility.
7. Providing an understanding of the approach to care of the whole person, and emphasis on the aspects of health care that include disease prevention and health maintenance, and an appreciation of the role of rehabilitation care in diagnosis and disease management.

## **NON-DISCRIMINATION POLICY**

In support of the Mission Statement and the principles on which it is based, Lincoln Memorial University is committed to equal opportunity for all students, staff, and faculty and to nondiscrimination in the recruitment, admission, and retention of students and the recruitment, hiring, promotion, and retention of faculty and staff.

Lincoln Memorial University reaffirms its commitment to personnel and educational policies that comply with the requirement applicable to equal opportunity/affirmative action laws, directives, executive orders, and regulations to the effect that no person at Lincoln Memorial University shall, on the basis of age, color, creed, disability, ethnic/national origin, gender, military status, pregnancy, race, religion, sexual orientation, or any other class protected by applicable law, be excluded from participating in, or be denied benefits of, any employment or educational opportunity.

### **Lincoln Memorial University DeBusk College of Osteopathic Medicine Technical Standards for Admission and Retention**

The Lincoln Memorial University-DeBusk College of Osteopathic Medicine (LMU-DCOM) seeks candidates who will be able to serve the needs of society by becoming skilled and effective physician assistants. To that end, LMU-DCOM requires its students to meet certain technical standards to ensure that LMU-DCOM graduates possess a certain level of cognitive and technical skill. The technical standards go beyond the curriculum's academic criteria and apply both to candidates for admission and to continuing students.

Students must be capable of successfully completing the entire LMU-DCOM course curriculum and achieve the Master of Medical Science degree in Physician Assistant Studies. In order to acquire the knowledge and skills to function in a broad variety of clinical situations and to render a wide spectrum of patient care, candidates for the Physician Assistant program must meet the established technical requirements in the following six areas: Observation and Visual Integration; Communication; Motor and Sensory; Intellectual, Conceptual, Integrative and Quantitative Abilities; Behavioral and Social Attributes and General Health.

### **TECHNICAL STANDARDS FOR ADMISSION TO THE PA PROGRAM**

All candidates for admission to the PA program must have the following essential skills and abilities in order to achieve the levels of competency stipulated for graduates by the faculty, accreditation agencies, and the standards of practice as a PA. Some accommodation may be able to be made for some disabilities in some of these areas, but the PA's role in the provision of health care requires that he or she be able to perform in an independent manner that does not compromise patient care.

1. Observation: the candidate must be able to observe demonstrations, visual presentations, lectures, laboratory studies and microbiologic specimens, and experiments in the basic medical and clinical setting. The candidate must be able to accurately observe a patient both close at hand and at a distance; this requires functional use of vision, sensation, and smell.

Visual integration: Adequate visual capabilities are necessary for proper evaluation and treatment integration, including the assessment of symmetry, range of motion, and tissue texture changes.

2. Communication: the candidate must be able to speak, hear, and observe patients to gather pertinent data, describe their observations (including activity and function, mood, and posture) and be able to perceive nonverbal communications. Candidates must be able to effectively and efficiently, and with sensitivity, communicate in English with patients, families, and colleagues, from different social and cultural backgrounds, orally and in writing, with clarity and accuracy.

3. Motor and Sensory: Candidates must have adequate gross and fine motor function and coordination to elicit information from patients via auscultation, palpation, and percussion and to use appropriate diagnostic techniques and instruments to complete movements made to provide routine and emergent medical care, and to perform common diagnostic procedures -- examples include, but are not limited to, performance of cardiopulmonary resuscitation, advanced cardiac life support, administering intravenous medications, suturing of simple and complex wounds, treatment of respiratory distress or bleeding, and routine obstetric and gynecologic care, as well as assisting in surgery. Candidates should have adequate sensory skills, including tactile sensory and proprioceptive capability. Candidates will also need to possess adequate visual skills to evaluate and treat patients and to assess symmetry and asymmetry, range of motion, and tissue texture changes. Candidates must be able to transport themselves from one location to another in a timely fashion in order to facilitate patient care responsibilities and to receive educational training. Strength, mobility and endurance: The provision of clinical treatment often requires upright posture with sufficient total body strength, mobility and cardiovascular endurance. Candidates and students must be able to tolerate physically taxing workloads.

4. Cognitive, Integrative, and Quantitative Skill: Candidates must exhibit skills in problem solving, and critical thinking, measurement, calculation, comprehension of three dimensional relationships and structural spatial relations consistent with medical practice. Candidates must be able to assimilate and learn large amounts of complex, technically detailed, information and to synthesize and apply concepts are rising from it to create diagnostic and therapeutic plans.

5. Behavioral and Social Skills: candidates must possess sufficient emotional health to allow them to optimally utilize intellectual, cognitive, and reasoning judgment required of medical professionals and must be able to quickly complete all duties and responsibilities commensurate with effective diagnosis and treatment of patients of all ages. Candidates must be able to demonstrate empathy, sensitivity, and the ability to quickly establish rapport with patients, exhibiting adequate interpersonal communication skills, compassion, concern for others, honesty, and integrity. Candidates must be able to tolerate physically demanding workloads (which may involve nights and weekends), noisy environments, long hours, and to maintain composure and emotional stability in challenging and stressful, changing circumstances and to

deal effectively with uncertain, possibly emotionally charged, situations. Candidates must be able to accept constructive criticism and respond via appropriate behavior modification. The PA program at Lincoln Memorial University-DeBusk College of Osteopathic Medicine has the freedom and ultimate responsibility for selection and evaluation of students, design, implementation and evaluation of curriculum, and determination of who will be awarded a degree and certificate of completion. Admission, retention, program completion, and graduation decisions are made based on satisfactory academic and clinical performance and upon nonacademic, behavioral factors which serve to ensure overall success in the PA profession.

Candidates for admission to the Lincoln Memorial University-DeBusk College of Osteopathic Medicine PA program will be required, if admitted, to certify in writing that they understand and meet the above technical standards. Candidates who feel that they may not or cannot meet these technical standards will need to contact the Americans with Disabilities Act (ADA) Coordinator at ext. 7090.

Lincoln Memorial University-DeBusk College of Osteopathic Medicine will attempt, to the best of its ability, to develop mechanisms by which otherwise qualified candidates for admission can be accommodated; however, the integrity of the curriculum and the need to provide optimal patient care must be maintained in order to ensure that all parts of PA education are delivered to all students.

LMU-DCOM is committed to ensuring that otherwise qualified disabled students equally enjoy the benefits of an osteopathic professional education. Upon request by a student with a disability, the University will make every reasonable accommodation to enable the student to meet the standards as long as such accommodation does not unreasonably interfere with or substantially alter the LMU-DCOM curriculum or interfere with the rights of other students or with the student's ability to adequately care for the patient.

The affiliate organizations, such as hospitals, that administer the clinical and practical portion of the LMU-DCOM curriculum, expect our students to perform their duties in a timely manner as such ability is a critical and essential part of the LMU-DCOM curriculum and of the practice of medicine in general. Therefore, extra time will generally not be granted to students in clinical scenarios including rotations and the clinical performance exam. Similarly, the use of trained intermediaries will generally not be approved in clinical situations. LMU-DCOM will make a determination regarding whether or not to grant an accommodation based on the individual circumstances.

Students wishing to request an accommodation for a disability should refer to the information listed below in the **Students with Disabilities** section of this Student Handbook setting forth the University's Disability Policy and the procedure for identifying and submitting documentation of a disability and for requesting an accommodation.

## **STUDENTS WITH DISABILITIES**

LMU does not discriminate, for purpose of admission to LMU or access to and treatment in LMU's programs or activities, on the basis of disability. Every effort is made to accommodate the needs of the students with disabilities attending LMU. As buildings on the LMU campuses are remodeled, care is taken to assure that persons with disabilities have sufficient access to those buildings. LMU

will also provide reasonable accommodations to students with properly documented disabilities. If a student with a disability has any issue or question about his/her disability, the Americans with Disabilities Act (“ADA”) and Section 504 of the Rehabilitation Act of 1973 (Section 504) he/she should contact the LMU-DCOM Assistant Dean of Students.

### ***Physician Assistant Students with Disabilities***

DCOM is committed to ensuring that otherwise qualified disabled students equally enjoy the benefits of a Physician Assistant education. Upon request by a student with a disability, the University will make every reasonable accommodation to enable the student to meet the standards as long as such accommodation does not unreasonably interfere with or substantially alter the DCOM-PA curriculum, interfere with the rights of other students, does not interfere with the student’s ability to adequately care for patients, and is a reasonable accommodation that does not create an undue hardship on the program or university.

The standards of clinical practice require that students and professionals be able to perform their duties in a manner subject to both physical ability and timeliness. As such, it is the philosophy of the DCOM –PA program that students must be able to train to the level of anticipated practice requirements. It is therefore paramount, that students, regardless of age, gender, race, language or disability be able to meet the aforementioned and agreed to technical standards.

### ***Request for Accommodations***

The following procedure must be followed in order for any student with a disability to receive accommodation:

- 1) The student must submit documentation of his/her disability to the DCOM Associate Dean of Students (guidelines for proper documentation are set forth below);
- 2) The DCOM Associate Dean of Students, acting as accommodations officer, will make a determination regarding the request.
- 3) The DCOM Associate Dean of Students will forward the pertinent information to the staff and faculty who will be responsible for the student’s education and assessment. .
- 4) Should accommodations be granted, they will be specifically documented in written form by the DCOM Associate Dean of students. Accommodations will be specifically limited to this documentation.

### ***Documentation Guidelines***

Students requesting accommodations or services from LMU because of a learning disability are required to submit documentation to determine eligibility for those accommodations or services in accordance with Section 504 and the ADA. A diagnosis of a learning disability does not necessarily qualify a student for academic accommodations under the law. To establish that a student is covered under Section 504 and the ADA, the documentation must indicate that the disability substantially limits some major life activity, including learning.

The following guidelines are provided in the interest of assuring that documentation of a learning disability is complete and supports the student’s request for accommodations. LMU will determine eligibility and appropriate services, case by case, based on the quality, recency and completeness of the documentation submitted. The following requirements provide students,

schools, and professional diagnosticians with a common understanding of the components of documentation that are necessary to validate the existence of a learning disability, the impact on the individual's educational performance, and the need for academics accommodations for the purpose of the ADA and Section 504. (10/05)

**A. A Qualified Professional Must Conduct the Evaluation**

The assessment must be administered by a trained and qualified (i.e., certified and/or licensed) professional (e.g., psychologist, school psychologist, neurophysiologist, education diagnostician, or student clinicians who are being supervised by a qualified professional) who has had direct experience with adolescents and adults with learning disabilities.

**B. Documentation Must be Current**

Reasonable accommodations are based on the current impact of the disability on academic performance. In most cases this means that a diagnostic evaluation should be age appropriate and relevant to the student's learning environment, and show the student's current level of functioning. If documentation does not address the individual's current level of functioning a reevaluation may be required. Physician assistant students must submit their evaluation and supporting documents thirty-days prior to matriculation.

**C. Documentation Must Include a Specific Diagnosis**

The report must include a clear and direct statement that a learning disability does or does not exist including a rule out of alternative explanations of learning problems. Terms such as "learning difficulty," "appears," "suggests," or "probable" do not support a conclusive diagnosis.

**D. Documentation Must be Comprehensive**

The documentation must include a summary containing relevant historical information, instructional interventions, related services, and age of initial diagnosis. The documentation must also include objective data regarding aptitude, achievement and information processing. Test scores (standard scores, percentiles, and grade equivalents) must also be included in the documentation.

**E. Recommendations for Accommodations**

A diagnostic report may include specific recommendations for accommodation(s). A prior history of an accommodation, without a demonstration of a current need, does not in and of itself warrant the provision of that accommodation. Each accommodation recommended by an evaluator should include a rationale. The evaluation should support the recommendations with specific test results or clinical observations. If an accommodation is not clearly identified in the diagnostic report, LMU will seek clarification and/or additional information either from the student's evaluator or from

another trained professional chosen by LMU. LMU will make the final determination as to whether appropriate and reasonable accommodations are warranted and can be provided. LMU reserves the right to request reassessment of the student's disability when questions arise regarding previous assessment or provision of services or accommodations or when the student requests additional services or accommodations above and beyond what has been previously provided to the student.

#### **F. Process for Receiving Reasonable Accommodations**

All documentation related to the student's disability and accommodations shall be maintained by the Assistant Dean of Students. Upon receipt of the documentation, the Assistant Dean of Students will meet with the student, either in person or by telephone, to discuss and make arrangements for accommodations for the upcoming semester. A Student Disabilities form will be completed listing the agreed upon accommodations, and will be signed by the student. Documentation of the approved accommodations will be forwarded to the PA Associate Program Director to ensure programmatic compliance with the accommodations.

Testing accommodations for students with learning disabilities will be equally administered as follows:

*This process shall be followed each semester for which the student wishes to request accommodations.*

If a problem arises concerning the reasonable accommodations, the student should contact the Associate Dean of Students (Ext. 7094).

#### ***Grievance Procedure for Student with Disabilities***

All grievances concerning any aspect of the services or accommodations provided to a student with a disability, or related to any issue related to Section 504 or the ADA, should be taken to the Associate Dean of Students who will forward the matter to the LMU-DCOM accommodations grievance committee. The LMU-DCOM grievance committee consists of three DCOM faculty members appointed by the Dean. The Associate Dean of students serves as ex-officio. The decision of the grievance committee is final.



## **Physician Assistant Education**

Taken from the Accreditation Standards for Physician Assistant Education (3<sup>rd</sup> edition).

*Physician assistants are academically and clinically prepared to provide health care services with the direction and responsible supervision of a doctor of medicine or osteopathy. The physician-PA team relationship is fundamental to the PA profession and enhances the delivery of high quality health care. Within the physician-PA relationship, PAs make clinical decisions and provide a broad range of diagnostic, therapeutic, preventive and health maintenance services. The clinical role of PAs includes primary and specialty care in medical and surgical practice settings. PA practice is centered on patient care and may include educational, research and administrative activities.*

## **Competencies for the Physician Assistant Profession**

*(Originally adopted 2005; revised 2012)*

### **PREAMBLE**

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

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

### **INTRODUCTION**

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

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

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

## **PHYSICIAN ASSISTANT COMPETENCIES**

### **Medical Knowledge**

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

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

### **Interpersonal & Communication Skills**

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

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

## **Patient Care**

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

Physician assistants are expected to:

- work effectively with physicians and other health care professionals to provide patient-centered care
- demonstrate compassionate and respectful behaviors when interacting with patients and their families
- obtain essential and accurate information about their patients
- make decisions about diagnostic and therapeutic interventions based on patient

information and preferences, current scientific evidence, and informed clinical judgment

- develop and implement patient management plans
- counsel and educate patients and their families
- perform medical and surgical procedures essential to their area of practice
- provide health care services and education aimed at disease prevention and health maintenance
- use information technology to support patient care decisions and patient education

## **Professionalism**

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

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

## **Practice-based Learning & Improvement**

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

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

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

### **Systems-based Practice**

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

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

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

*Taken From:*

*<http://www.nccpa.net/pdfs/definition%20of%20pa%20competencies%203.5%20for%20publication.pdf>*

## **LMU-DCOM PA Program Graduate Tasks and Functions Competencies/Outcomes**

At the time of graduation, students will have demonstrated knowledge and competence of the following tasks and functions. Verification of knowledge, skill confidence, and competence will be assessed by performance on objective tests, evaluation by clinical preceptors and/or direct observation by PA program faculty.

### **Medical Knowledge**

- Demonstrate an ability to obtain, perform and document a focused or comprehensive history and physical examination on an adult, geriatric, or pediatric patient and correctly identify abnormal findings
- Demonstrate an ability to effectively communicate an oral or written patient history, physical examination, signs, symptoms, differential diagnosis, and proposed treatment plan for a variety of populations such as pediatric, adult, and geriatric patients
- Evaluate signs and symptoms of disease processes and formulate an appropriate differential diagnoses to aid in diagnosis
- Demonstrate the ability to evaluate normal and abnormal lab and other diagnostic data
- Demonstrate an ability to develop an appropriate therapeutic plan taking into consideration patient specifics such as, socioeconomic factors, therapeutic interventions, indications, contraindications, side effects, and scientific evidence
- Demonstrate an ability to provide health care services especially relating to preventive medicine and health promotion.

### **Patient Care**

- Demonstrate an ability to counsel and instruct patients and their families regarding general health issues as well as specific medical conditions.
- Demonstrate an ability to provide health care services especially relating to preventive medicine and health promotion.
- Demonstrate basic life support and advanced cardiovascular life support skills.
- Demonstrate an ability and increased willingness to practice medicine in rural settings, especially those in the Appalachian region.
- Formulate and communicate a patient education plan/program for patients and/or their families
- Formulate and implement a plan for basic patient/family counseling
- Demonstrate the ability to correctly perform specific minor medical and surgical procedures and utilize aseptic technique

### **Interpersonal and Communication Skills**

- Demonstrate an ability to build and sustain effective relationships with patients, families and colleagues.
- Demonstrate appropriate physician assistant/patient relationships in all professional and non-professional situations
- Demonstrate compassionate behavior and good listening skills in controlled and routine clinical situations
- Demonstrate the ability to effectively communicate orally and in writing with patients,

families and other health professionals.

- Demonstrate an ability to collaborate with other health care professionals, including those from other disciplines, to provide patient-focused care.

### **Professionalism**

- Demonstrate respect for patients and families in clinical, professional and non-professional situations
- Demonstrate a commitment to advocate for the primacy of patients' welfare and autonomy.
- Demonstrate an awareness and understanding of the issues underlying human diversity.
- Demonstrate sensitivity and respect regarding differences in patients and colleagues' gender, race, culture, age, socio-economic status, sexual orientation, and physical or mental abilities.
- Demonstrate sensitivity

### **Practice Based Learning and Improvement**

- Demonstrate broad awareness of current clinical and scientific research findings.
- Demonstrate an understanding of clinical research methods and medical informatics.
- Demonstrate an ability to use clinical and scientific research findings to improve patient-care practices and outcomes.
- Demonstrate an ability to self-evaluate clinical encounters for the purpose of improving future practice.
- Demonstrate an ability to access, evaluate and assimilate current medical, research and technical literature.
- Demonstrate an ability to approach patient care in an open-minded and questioning manner.
- Compose a publishable medical research paper utilizing commonly accepted standards for medical writing

### **Systems Based Practice**

- Demonstrate knowledge of local, regional and national health care delivery systems and policy.
- Demonstrate understanding of how their patient care and professional practices impact other health care professionals and organizations as well as society as a whole.
- Demonstrate knowledge of how broader health care systems and societal demands affect health-care practices.
- Demonstrate an understanding of how various medical practices and delivery systems differ, especially in relation to their broader costs.
- Demonstrate an ability and desire to practice cost-effective health care.
- Demonstrate a commitment and ability to help patients receive the best possible care including assisting them in their interactions with an increasingly complex medical system.
- Demonstrate an awareness and understanding of rural health care needs and challenges, especially those existing in the Appalachian region.

### **Procedures**

At the time of graduation, PA students will have demonstrated the ability to perform the following procedures on human subjects and/or simulation devices:

1. Intravenous catheterization and medication administration
2. Basic life support and pediatric advanced life support

3. Advanced cardiac life support and neonatal resuscitation
4. Venipuncture and arterial puncture
5. Intramuscular, subcutaneous, and intradermal injections for adult and pediatric patients
6. Sterile/aseptic technique
7. Spinal stabilization
8. Vision screening
9. Administration of local anesthesia
10. Simple and complex laceration repair including use of Dermabond type agents, various techniques of wound suturing (including subcutaneous closure) and wound stapling.
11. Control of external hemorrhage.
12. Pelvic and rectal examination
13. Use of a glucometer
14. Interpretation of electrocardiogram
15. Chest and nasogastric tube placement in male and female patients
16. Straight and Foley catheterization of the urinary bladder of adult and pediatric patients
17. Placement of central lines in adult and pediatric patients
18. Ophthalmologic fluorescein staining
19. Use of peak flow meter and nebulizer and measure oxygen saturation
20. Apply techniques to avoid exposure to biomedical hazards, body fluids, and needle sticks.
21. Collect patient specimens including bacteriological samples, aerobic and anaerobic venous blood; gastric contents; sputum, sterile and non-sterile; stool; urine, sterile and non-sterile
22. Perform and/or interpret basic laboratory tests including office pregnancy test, strep screen, urinalysis (dipstick & micro), Hemoglobin & Hematocrit,
23. Preliminary assessment of routine x-ray studies
24. Collect vaginal or urethral cultures
25. Basic splinting and casting
26. Universal precautions as they pertain to patient care and OSHA regulations
27. Endotracheal intubation
28. Lumbar Puncture
29. Mini-mental status examination
30. Demonstrate proper use of surgical instruments
31. Dress wounds
32. Foreign body removal from eyes, ears, skin and nose

### **TYPICAL DEMANDS AND PERFORMANCE REQUIREMENTS**

The following outlines some examples of the demands and performance requirements required of the LMU-DCOM PA student. (Examples included are not limited to training opportunities offered at the LMU-DCOM program.)

#### *Typical Mental Demands*

The LMU-DCOM PA student must possess the ability to:

- Comprehend, retain, analyze and integrate a large amount of information related to medicine and process this information in an appropriate amount of time so as to not negatively impact patient care

- Engage in long hours of study in the classroom, labs, and clinical rotations
- Respond appropriately to constructive feedback
- Communicate effectively with students, instructors, clinicians and patients in written, and oral format.
- Participate in written and practical examinations, procedures, and demonstrations
- Collect patient data, perform the physical examination, formulate a treatment plan, and provide patient education

### **Typical Physical Demands**

The LMU-DCOM PA student must possess:

- Normal or corrected to normal visual and hearing acuity, hand and eye coordination, and manual dexterity
- Full range of motion including the capacity to sit for long periods in classroom
- The ability to assist patients in range of motion
- The ability to stand and walk for long periods of time in the hospital or clinic settings
- Capability to work long hours, stressful mental and physical situations, and exposure to various body fluids and communicable diseases

### **Typical Working Conditions**

The LMU-DCOM PA student must be able to:

- Work long hours in the clinical and classroom environments with exposure to individuals with various beliefs, hostile individuals, those with disabilities, communicable diseases, radiation, and toxic substances
- Examine and interact with diverse patient populations with different cultural beliefs and a wide variety of acute and chronic medical and surgical conditions

### **Student Performance Requirements**

The LMU-DCOM PA student will be required to perform

- Work in medical, surgical, emergency, ob/gyn, along with outpatient and inpatient settings on campus and off campus
- Full time didactic and clinical training
- Various medical and surgical procedures
- Pre-, peri-, and postoperative care

The LMU-DCOM PA Student will be required to:

- Demonstrate professionalism, and ethical demeanor, and an understanding of the medical law as it relates to physician assistants and the health care field
- Display an ability for mental and physical stamina by long hours in both the classroom and clinical settings



- Demonstrate knowledge, skills, and competencies to the level required by faculty
- Participate in community services
- Complete other duties to demonstrate aptitude for physician assistant profession

## **OFFICE OF ADMISSIONS AND STUDENT ADVANCEMENT**

The Office of Student Services, located in the DeBusk College of Osteopathic Medicine, is responsible for securing financial services and counseling for physician assistant students. In addition, the Office is a center of campus life and oversees all student activities, student government functions, student clubs, the student representative program and all other non-academic student-life issues. The Office is committed to creating an environment that is conducive to learning so that all physician assistant students fully reach their academic potential. The Office works closely with various college and university committees to create an environment that facilitates student learning. The Office has an open door policy and students are encouraged to come by the Office at any time of the day to ask questions, bring up concerns, or to simply stop in and say hello. The office of Admissions for the Physician Assistant program, is located on the fourth floor of the DCOM building. Both the DO and PA programs share the Student Services office located on the third floor.

The Lincoln Memorial University Office of Student Services will provide students with information on parking, housing, events, ticket sales, etc. in cooperation with the Office of Admissions and Student Advancement.

## **ADMISSIONS CRITERIA**

The admissions committee bases all decisions upon the applicant's overall and science grade point averages (GPAs), the personal interview, personal and professional references, GRE score, knowledge of the profession, and the applicant's written personal statements. It should be noted that the application process is very competitive and that completion of all prerequisites does not guarantee an interview for or acceptance to the program.

### **Basic Admission Requirements:**

Candidates for admission to the Lincoln Memorial University-DeBusk College of Osteopathic Medicine PA program must meet the following requirements:

Candidates for admission to the LMU-DCOM PA program must meet the following requirements:

1. Baccalaureate degree earned prior to matriculation from a regionally accredited university or college. Applicants must have official transcripts submitted directly to the Central Application Service for Physician Assistants (CASPA) at <https://portal.caspaonline.org/>.

Prerequisite courses completed with a grade of "C" or better from a regionally accredited college or university:

- General Biological Science with laboratory (two semesters, eight to ten semester hours or equivalent)
- Human Anatomy with lab and Human Physiology (separate courses of at least three to four semester hours each), or a combined anatomy and physiology course with lab, at least two semesters
- General Chemistry with laboratory (two semesters, eight to ten semester hours or equivalent)
- Biochemistry with lab (four to five semester hours equivalent)
- Organic Chemistry, with laboratory (four to five semester hours or equivalent)
  
- General Psychology (three semester hours or equivalent)
- Psychology elective (three semester hours or equivalent)
- Microbiology with lab (four to five semester hours or equivalent)
- English (six semester hours or the equivalent with at least one writing intensive course, such as English composition)
- Mathematics (three semester hours or equivalent of college algebra or higher)
- Medical Terminology (one semester) (Online courses from an accredited college or university are acceptable.)

**Applicants who have taken their prerequisite courses at different regionally accredited colleges or universities must have all official transcripts submitted directly from those colleges or universities to CASPA.**

Because of the rapid evolution of the basic sciences and the rigor of the program, it is highly recommended that applicants who have completed the pre-professional basic science prerequisite coursework greater than five years prior to application may want to review materials if accepted into the program.

Strongly recommended additional courses which will strengthen an application include statistics or biostatistics, advanced psychology, cell biology, embryology, epidemiology, histology, immunology, parasitology, pathogenic bacteriology, abnormal psychology, human sexuality, physics, technical writing, advanced chemistry and quantitative analysis.

2. It is required that the applicant has an overall and science grade point average of at least 2.5. In order to be competitive, most students will have cumulative and science GPAs of at least 3.2.

#### ***Applicants with Foreign Coursework***

Applicants who wish to use coursework completed outside the United States must submit their transcripts for evaluation to one of the following services:

World Education Services  
P. O. Box 745, Old Chelsea Station  
New York, NY 10113-0745  
212.966.6311  
[www.wes.org](http://www.wes.org)

Josef Silny & Associates  
7101 SW 102 Avenue  
Miami, FL 33173  
305.273.1616  
[www.jsilny.com](http://www.jsilny.com)

A course-by-course evaluation is required and all coursework must be designated as undergraduate, graduate or professional. The LMU-DCOM PA program will only honor evaluations from one of the above services. The completed evaluation must be sent to CASPA by the applicant after the course work has been evaluated by either one of the above services mentioned.

3. Applicants are also required to submit three required letters of reference which should be submitted to CASPA. References should include: at least one letter from a physician assistant (PA), osteopathic or allopathic physician (DO or MD) or other health-care professional and at least one letter from the applicant's pre-professional advisor, science professor or former employer.

4. Applicants must take the general test component of the Graduate Record Examination, GRE, within five years of the application date and have scores reported to Lincoln Memorial University (**school code: 1408**), (**PA code 0634**). Applicants will be required to log the score on CASPA when completing the application. There is no minimum score requirement. It is expected that successful applicants will have received GRE scores at or above 4.0 with the new scoring system or 1000 on the old scoring system.. Information about the GRE can be found at [www.gre.org](http://www.gre.org).

5. An applicant whose native language is not English needs to submit scores from the combined TOEFL and TSE examination unless the applicant is a graduate of a U.S. college or university. The minimum required score for the IBT (Internet Based Testing) is 79 and a minimum score of 26 is required for the speaking component.

6. [Meet all the technical standards for admission to the PA program.](#)

7. While not required, health care experience is strongly recommended for the PA Program applicant.

8. Complete the [supplemental application](#). Additional materials to be included with the supplemental application include:

- a complete curriculum vitae or resume
- a one-page typewritten, single-spaced statement on the personal qualities you possess that would make you a successful physician assistant.
- official GRE scores sent directly to LMU-DCOM
- TOEFL scores (if applicable)
- check/money order payable to Lincoln Memorial University of \$50 for the supplemental application fee.

9. Preference will be given to those applicants who live in TN, KY, VA, GA, NC, AL and WV by virtue of the application screening rubric which awards points to persons from those areas.

## **APPLICANT INTERVIEWS**

Completed applications are reviewed to determine if applicants will be invited to an on-campus interview. Selected qualified applicants will be invited to a designated PA program interview day, which will usually be held in the months of September through February. In order for a final admissions decision, all qualified candidates will be required to attend an on-campus interview. The on-campus interview provides the applicant an opportunity to learn more about the LMU-DCOM PA program, LMU and the local area. Conversely, the Program also has the opportunity to learn more about the applicant. The interview process will involve a general program orientation, facility tour, interviews with at least two faculty members and an opportunity to meet with representatives from the Financial Aid and Admissions offices. It should be noted that appropriate attire for the interview is professional/business.

After completion of the interview, the applicant's file will be sent to the PA program admissions committee for consideration and a final admissions decision. The committee will review the entire application for each interviewed applicant and will make a recommendation to the program director for final approval. On a rolling basis, the program director will then notify each applicant in writing of the admissions decision, usually within four to six weeks of the interview.

It should be further noted, applicants who, at the time of their interview, have not completed all required prerequisite coursework will be required to provide a plan on how the courses will be completed prior to matriculation if accepted into the program.

Applicants who have been conditionally accepted into the program who do not successfully pass prerequisite courses with a grade of "C" or higher, do not receive their Baccalaureate degree, or do not complete all prerequisite courses prior to the first day of class will not be allowed to matriculate into the program. Finally, applicants are reminded that being asked to interview does not guarantee acceptance to the Program.

### ***Health Requirements***

Prior to matriculation, all applicants to LMU-DCOM must submit certification of immunizations. Failure to maintain year-to-date immunizations can prevent a student from progressing in the program.

Applicants accepted for admission are required to submit a medical history and physical examination information form that has been completed and signed by a licensed health care provider prior to matriculation. Also, applicants must have their own health insurance policy and provide evidence of such at the start of each Academic Year. Students who do not fulfill this requirement will not be allowed to be involved in any activity that requires seeing patients, with no exceptions.

The PA program, in conjunction with requirements of all hospitals accredited by the Joint Commission on Accreditation of Healthcare (JCAHO) and/or Healthcare Facilities Accreditation Program

(HFAP) requires the following immunizations:

1. Annual PPD;
2. Chest radiography (every three years, if the PPD is considered positive);
3. Hepatitis B immunization (established by three reported dates of immunization or by documented testing of quantitative antibody titer);
4. Td (every 10 years);
5. Rubella immunity (established by two reported dates of vaccination or documented quantitative antibody titer).
6. Varicella immunity (established by documented history or quantitative antibody titer) or date of vaccination.

In order to assure our affiliated healthcare facilities that our students are appropriately immunized, the following PA program policy is in effect:

1. All PPDs must be effective and current on June 1st of every year.
2. Failure to provide a current TB evaluation will prevent the student from participating in any clinical activities for the following year.
3. All students must provide evidence of Hepatitis B immunization by June 1st. All Hepatitis B documentation must be completed on June 1st prior to going out on rotations. This documentation must be delivered to the Administrative Assistant of the Physician Assistant program. Failure to provide completed documentation will prevent the student from participating in any clinical rotations for the following year.

Healthcare facilities that act as clinical training sites may have requirements that differ from those listed above and will be considered in addition to those listed above as necessary.

Prior to matriculation, the students must have all of the following records on file with the Office of Admissions and Student Advancement:

1. Immunization status report documenting immunity to Td/TdaP, varicella, rubella, mumps, tuberculosis and hepatitis B.
2. Health History completed and signed by the student
3. Physical Exam completed and signed by a licensed health care provider (MD, DO, PA, NP)
4. Records Release Form authorizing DCOM to release health related information to DCOM affiliated training sites where the student will be rotating.

All the necessary paperwork will be mailed to the incoming students prior to matriculation.

## ACCREDITATION

### *University Regional Accreditation*

Lincoln Memorial University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, masters, specialist, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Lincoln Memorial University.

### *Professional Accreditation*

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation - Continued** to the **Lincoln Memorial University-DeBusk College of Osteopathic Medicine Physician Assistant Program** sponsored by Lincoln Memorial University. Continued accreditation is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*. Continued Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next comprehensive review of the program by the ARC-PA will be **March 2022**.

The accreditation standards are available at: <http://www.arc-pa.org/Standards/3rdeditionwithPDchangesandregionals4.24.08a.pdf>. Or at: Accreditation Review Commission on Education for the Physician Assistant, Inc., 12000 Findley Road, Suite 150, Johns Creek, GA 30097, (770) 476-1224.

### *Accreditation Grievances*

Students wishing to file a complaint related to the accreditation standards and procedures should make these complaints in writing to the Physician Assistant Program Director who will forward the complaint to the Dean.

**PHYSICIAN ASSISTANT PROGRAM  
ACADEMIC SCHEDULE  
2016-2017**

**Class of 2018**

<b>Summer I Semester 2016 (14w)</b>	
Orientation	May 16-17, 2016
PA Classes Begin	May 17, 2016
Memorial Day-No class	May 30, 2016
Independence Day	July 4, 2016
Last Day of Classes	August 19, 2016
Break	August 22-26, 2016
<b>Fall Semester 2016 (16w)</b>	
Classes Begin	August 29, 2016
Labor Day	September 5, 2016
Thanksgiving Break	November 24-25, 2016
Last Day of Classes	December 16, 2016
Break	December 19, 2016-January 3, 2017*
	*Subject to change based on University calendar
<b>Spring Semester 2017 (16w)</b>	
Classes Begin	January 4, 2017
Martin Luther King Day	January 16, 2017
Good Friday	April 14, 2017
Last Day of Classes	April 21, 2017
<b>Summer II Semester 2017 (12w+4w)</b>	
PA Classes Begin	April 26, 2017
Memorial Day - No class	May 29, 2017
Last Day of Classes	July 14, 2017
Break	July 17, 2017 - July 21, 2017
<b>First Clinical Rotation</b>	July 24, 2017 - August 18, 2017

- Fifth Semester: August 21, 2017 – December 22, 2017 (18w)
- Sixth Semester: December 25, 2017 - April 27, 2018 (18w)
- Seventh Semester: April 30, 2018 – August 3, 2018 (14w)
- Graduation: August 4, 2018

# ACADEMICS

## PROGRAM DESCRIPTION

The PA Program at LMU-DCOM offers graduate level professional education for students who desire to become Physician Assistants. The program will provide the academic and clinical training needed to practice as a competent, reliable extender of the physician. The program is a full-time, 27 month Master's degree level curriculum that provides students the opportunity to earn the appropriate degree and certificate of completion and to meet the eligibility requirements for the National Certification Examination for Physician Assistants.

## CURRICULUM

The LMU-DCOM PA program is a full-time graduate level 27 consecutive month curriculum divided into a 14 month didactic, preclinical phase and a 13 month clinical phase. The didactic program is conducted at the Lincoln Memorial University-DeBusk College of Osteopathic Medicine facility. The clinical portion of the program is provided at urban and rural single and multi-specialty clinics and community and tertiary hospital settings primarily in the southeastern United States with physician, PA, and nurse practitioner preceptors.

No advanced placement, transfer credit or credit for experiential learning, including previous medical or PA training, will be awarded for the program.

In the didactic phase of the curriculum, students will pursue intensive coursework in the basic medical, clinical, and behavioral sciences, which will include medical gross anatomy, clinical skills training, physical examination and history taking, physiology, pharmacology, pathophysiology, and PA professional issues. This phase of the curriculum will provide a foundation for the subsequent clinical phase of the program.

The clinical phase of the curriculum will be made up of four to eight-week rotations, which will include family practice, internal medicine, pediatrics, general surgery, emergency medicine, women's health, orthopedics and Behavioral Medicine. Elective experiences are available in many areas of medicine.

During the clinical year, students will be required to complete a capstone project which is a portfolio based project designed to provide the PA student with personal professional enhancement and the ability to produce / critique medical literature while gaining further education in selected medical topics. The student will work with their assigned mentor on the capstone project.



Curriculum for LMU-DCOM Physician Assistant Program  
PA Program Schedule of Courses

<u>Summer I Semester (318 contact hrs. 15 Sem. Hrs.)</u>	<u>Contact hrs.</u>	<u>Sem. hrs.</u>
PAS 500: Introduction to the PA Profession	18	1.0
PAS 510: Anatomy	120	5.0
PAS 520: Physical Diagnosis I	72	3.0
PAS 515: Physiology/Pathophysiology I	54	3.0
PAS 575: Public Health Issues	36	2.0
PAS 505: Pharmacology	18	1.0
<u>Fall Semester (351 contact hrs. 18.5 Sem. Hrs.)</u>	<u>Contact hrs.</u>	<u>Sem. hrs.</u>
PAS 516: Physiology/Pathophysiology II	36	2.0
PAS 521: Physical Diagnosis II	72	3.0
PAS 535: Pharmacology & Pharmacotherapeutics I	36	2.0
PAS 550: Clinical Medicine I		
Infectious Disease, Hematology, Renal, Endocrine, Cardiovascular, Pulmonology	171	9.5
PAS 560: Research Methods	36	2.0
<u>Spring Semester (351 contact hrs. 18.5 Sem. Hrs.)</u>	<u>Contact hrs.</u>	<u>Sem. hrs.</u>
PAS 517: Physiology/Pathophysiology III	36	2.0
PAS 536: Pharmacology & Pharmacotherapeutics II	36	2.0
PAS 551: Clinical Medicine II		
Gastroenterology, Neurology, Musculoskeletal, Reproductive, EENT	171	9.5
PAS 545: Clinical Skills I	72	3.0
PAS 540: Behavioral Medicine	36	2.0
<u>Summer II Semester (216 contact hrs. 11 Sem. Hrs.)</u>	<u>Contact hrs.</u>	<u>Sem. hrs.</u>
PAS 565: Surgery/Emergency Medicine	36	2.0
PAS 552: Clinical Medicine III		
Pediatrics, Geriatrics, Dermatology	90	5.0
PAS 546: Clinical Skills II	72	3.0
PAS 525: Medical Law, Ethics and the Health Care Delivery System	18	1.0

Total 63 hours didactic year

<u>Clinical Year</u>		<u>Contact Hrs.</u>	<u>Sem. Hrs</u>
PAS 600 Capstone Project	4 weeks		4
PAS 610 Family Medicine	8 weeks	320	4
PAS 620 Internal Medicine	8 weeks	320	8
PAS 625 Behavioral Medicine	4 weeks	160	4
PAS 630 Emergency Medicine	4 weeks	160	4
PAS 640 Surgery	4 weeks	160	4
PAS 650 Pediatrics	4 weeks	160	4
PAS 660 Elective	4 weeks	160	4
PAS 665 Selective	4 weeks	160	4
PAS 670 Women's Health	4 weeks	160	4
PAS 690 Orthopedics	4 weeks	160	4
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	52 weeks	*1920	52

\*Clinical Rotations are a minimum of 40 hours per week. Contact hours are listed at 40 hrs. a week

Total 115 credits for full program

## **PA Program Course Descriptions**

### **Summer I**

#### **PAS 500 Intro to PA Profession 1 credit**

This course is designed to introduce the student to the PA profession; its history, organizations, current trends in the profession, the physician/PA team, professionalism, patient consent, HIPAA, credentialing, and licensure. This course explores cultural issues and patient care, quality assurance, and risk management. Prerequisites: Matriculation into Physician Assistant Program. Lecture: 2 hour

#### **PAS 510 Anatomy 5 credits**

The Gross Anatomy course for the Physician Assistant students is focused on the body's structure. The course is organized according to six major body regions: upper limb; lower limb and back; thorax; abdomen; pelvis; and head and neck. Lectures, tutorials, and computer aided instruction will be given throughout the course. Students will work with prosections in the anatomy laboratory. Each student is expected to learn anatomical terminology as well as three-dimensional and radiological anatomy. Throughout the course students will be challenged to relate the anatomy to the solution of clinical problems. The latter is an integral part of the anatomy curriculum. Students will be evaluated by a series of written examinations and laboratory practicals. Lectures in neuroanatomy will be included in the course. Prerequisites: Matriculation into Physician Assistant Program. Lecture: 4.5 hours Lab: 9 hours

**PAS 520 Physical Diagnosis I 3 credits**

This course is designed to introduce the student to patient history taking and communication skills. Students will begin using medical diagnostic equipment as they develop the skills needed to perform complete and focused physical examinations. Students will examine assigned lab partners and simulated patient to gain the skills and knowledge to perform a thorough history and physical examination. The pediatric, adult, and geriatric physical examinations will be emphasized. Prerequisites: Matriculation into Physician Assistant Program. Lecture: 4 hours  
Lab: 4 hours

**PAS 575 Public Health Issues 2 credits**

The course is designed to address public health issues, introduce the student to promotion of health and lifestyle changes as well as prevention of disease. Identification of community resources and health services will be researched. Prerequisites: Matriculation into Physician Assistant Program. Lecture: 4 hours

**PAS 515 Physiology/Pathophysiology I 3 credit**

This is the first of four courses in Physiology and Pathophysiology. Students will acquire basic knowledge of general principles of cellular physiology, fundamentals of biochemistry, immunology and microbiology, as well as an introduction to cardio-renal physiology. The course precedes the Pharmacology I and Clinical Medicine I courses and is designed to lay the foundation for those courses. Prerequisites: Matriculation into the Physician Assistant Program  
Lecture: 1 hour

**PAS 505 Pharmacology 1 credit**

This course will introduce students to the general principles of pharmacology (pharmacokinetics, pharmacotherapy, and pharmacodynamics). The focus will be the basic science principles that provide the foundation for clinical pharmacology and Pharmacotherapeutics. The course will also review human biochemistry and physiology as it relates to pharmacokinetics. Prerequisites: Matriculation into the Physician Assistant Program. Lecture: 1 hour

**Fall**

**PAS 516 Physiology/Pathophysiology II 2 credits**

This is the second of four course series in Physiology and Pathophysiology. Students acquired basic knowledge of general principles of physiology, fundamentals of biochemistry, immunology and microbiology during the first course (PAS 515). In this course, students will build on this knowledge to understand the physiology, and apply this knowledge to analyze the pathophysiology of the cardiovascular, renal, endocrine, respiratory and nervous systems. This course covers these systems before the Pharmacology and Clinical Medicine courses; and is designed to lay the foundation for those courses. Prerequisites: PAS 510, PAS 515, PAS 520  
Lecture: 3 hours

**PAS 550 Clinical Medicine I 9.5 credits**

This course is designed to study the etiology, presentation, evaluation and management of various diseases and disorders. Students will learn how to appropriately order and interpret diagnostic tests and formulate differential diagnosis and management plans for common diseases found in the primary care setting. Emphasis in this course will be on the infectious disease, hematology, renal, endocrine, cardiovascular, and pulmonary systems. Prerequisites: PAS 510, PAS 515, PAS 520 Lecture: 9.5 hours

**PAS 521 Physical Diagnosis II 3 credits**

This course is a continuation of PAS 520 Physical Diagnosis II. Students will learn the components of the physical examination, recognize abnormal and normal findings, and communicate the information in oral and written formats. The pediatric, adult, and geriatric physical examinations will be emphasized. Simulated patients will be used to enhance history taking and physical examination skills. Prerequisites: PAS520

**PAS 535 Pharmacology & Pharmacotherapeutics I 2 credits**

This is the first of three courses in Pharmacology and Pharmacotherapeutics. Students will be introduced to the general principles of pharmacology, pharmacokinetics, pharmacotherapeutics, and pharmacodynamics. The course runs parallel to the Clinical Medicine systems and is designed to provide the background for appropriate use of pharmaceuticals in the treatment of disease. Focus is on identifying drug classes, side effects, recognizing adverse drug reactions, drug-drug interactions, mechanisms or action, importance of patient education to assist in the compliance of medications and avoiding problems. When indicated, information will be provided on over the counter and alternative medicines. Prerequisites: PAS 510, PAS 515 Lecture: 2 hours

**PAS 560 Research Methods 2 credits**

This course is designed, with emphasis on the incorporation of evidence-based medicine, to acquaint the student with common research methodology. Students will learn how to construct a research proposal that would be acceptable to peers and external reviewers. Students will produce a proposal, including the topic, research question(s), review of the literature with an emphasis upon evidence-based studies, proposed methodology and design, and bibliography. The student will learn how to perform medical literature searching strategies that yield optimal results. Methods for critically appraising the medical literature are emphasized throughout the course along with strategies for keeping up with new medical findings. Prerequisites: Successful completion of the first summer and fall term in the professional phase of the program. Lecture: 2 hours

## **Spring**

### **PAS 536 Pharmacology & Pharmacotherapeutics II 2 credits**

This is the second of three courses in Pharmacology and Pharmacotherapeutics. Students will be introduced to the general principles of pharmacology, pharmacokinetics, pharmacotherapeutics, and pharmacodynamics. The course runs parallel to the Clinical Medicine systems and is designed to provide the background for appropriate use of pharmaceuticals in the treatment of disease. Focus is on identifying drug classes, side effects, recognizing adverse drug reactions, drug-drug interactions, mechanisms of action, importance of patient education to assist in the compliance of medications and avoiding problems. When indicated, information will be provided on over the counter and alternative medicines. Prerequisites: PAS 535, PAS 550  
Lecture: 2 hours

### **PAS 551 Clinical Medicine II 9.5 credits**

Continuation of PAS 550 studying the etiology, presentation, evaluation and management of various diseases and disorders. Students will learn how to appropriately order and interpret diagnostic tests and formulate differential diagnosis and management plans for common diseases found in the primary care setting. Emphasis in this course will be on the musculoskeletal, neurologic, GI, and reproductive systems. Prerequisites: PAS 510, 515, 520, 521, 535, 550  
Lecture: 9.5 hours

### **PAS 517 Physiology/Pathophysiology III 2 credits**

This is the third of four course series in Physiology and Pathophysiology. In this third course, students will acquire the knowledge of the physiology of the gastrointestinal and reproduction systems. In addition, they will learn to integrate knowledge of all physiologic systems to acquire a comprehensive knowledge of pathophysiology and its clinical application in common emergency / critical care conditions. These lectures are in pairs focusing on a particular point from the pathophysiological and clinical point of view. We believe this approach will help to provide a strong basic science foundation that clinical knowledge can be built upon. This course covers these topics before the Pharmacology and Clinical Medicine courses; and is designed to lay the foundation for those courses. Prerequisites: PAS 510, PAS 515, PAS 516, PAS 530, PAS 535, PAS 550. Lecture: 2 hours

### **PAS 545 Clinical Skills I 3 credits**

This is the first of a two semester course in clinical skills and procedures. Students will be instructed in skills such IV placement, injections, arterial blood gases, nasogastric tube placement, urinary bladder catheterization, casting and splinting, suturing, lumbar puncture, ACLS, and indications and interpretation of radiographs, along with introduction to billing and coding. Students will have the opportunity to enhance their skills by completing simulations. Prerequisites: Successful completion of the first summer and fall term in the professional phase of the program. Lecture: 2 hours Lab: 2 hours

### **PAS 540 Behavioral Medicine 2 credits**

This course is designed to provide the student with tools to evaluate, diagnose, and manage psychiatric conditions. Students will gain an appreciation for the Diagnostic and Statistical Manual (DSM) classifications of mental illness as well as the importance of timely referrals to

other healthcare professionals. Information will be provided on behavioral issues that impact health, the genetic and environmental aspects of behavioral disorders, etiology and treatment of substance abuse, responses and coping mechanisms for stress, growth and development, life cycle development, personality development, human sexuality, death and dying and bereavement. Prerequisites: PAS 530, PAS 550, PAS 535 Lecture: 4 hours

## **Summer II**

### **PAS 552 Clinical Medicine III 5 credits**

Continuation of PAS 550 and 551 studying the etiology, presentation, evaluation and management of various diseases and disorders Students will learn how to order appropriate and interpret diagnostic tests and formulate differential diagnosis for common disease found in the primary care setting. Emphasis in this course will be on the eyes, ears, nose and throat (EENT); pediatrics, and dermatology. Geriatric topics not previously covered throughout the clinical medicine systems will be discussed. Prerequisites: PAS 515, PAS 516, PAS 535, PAS 536, PAS 550, PAS 551. Lecture: 14 hours

### **PAS 546 Clinical Skills II 3 credits**

This course is a continuation of PAS 545. This is the second of a two semester course in clinical skills and procedures. Students will be instructed in skills such as gloving and gowning, sterile techniques, surgical scrub, wound care and dressing, FAST exam and slit lamp evaluation. This course will also contain several other hands on learning experiences for the students as a bridge from the didactic to clinical year. Additional simulations will be conducted during this course. Prerequisites: PAS 510, PAS 545, PAS 550, PAS 551 Lecture: 4 hours Lab: 4 hours

### **PAS 565 Surgery/Emergency Medicine 2 credits**

This course is designed to present the etiology, pathophysiology, clinical manifestations, and the appropriate management of medical emergencies. Emphasis is also placed on acute care and management of surgical conditions. Prerequisites: PAS 510, PAS 515, PAS 516, PAS 517, PAS 535, PAS 536, PAS 545, PAS 550, PAS 551 Lecture: 4 hours

### **PAS 525 Medical Law, Ethics & the Healthcare Delivery System 1 credit**

This course is designed to provide a basic level of knowledge in the structure and function of the healthcare delivery system, medical law, and ethical theories and issues as they apply to the PA and PA/physician team. Issues discussed will include reimbursement, inequality to accessing health care issues, health care policies, and the roles of the different members of the health care professional team. Prerequisites: Matriculation into the Physician Assistant Program Lecture: 1 hour

## **GUIDELINES AND PROGRAM POLICIES FOR THE CLINICAL YEAR\***

The LMU-DCOM Physician Assistant Program policies include specific policies and guidelines for the clinical year that includes the following:

The clinical year is composed of several components. LMU-DCOM PA students must successfully complete the following:

- a. Two (8) eight week clinical rotations
- b. Eight (4) four week clinical rotations
- c. All required End of Rotation (EOR) days
- d. EOS Examinations and case presentations
- e. All Summative Evaluations/Assessments
- f. Typhon Logging of all Patients
- g. Procedure logs and Preceptor
- h. Site evaluations
- i. Capstone Portfolio Project

### **COURSE DESCRIPTIONS**

Course description for clinical rotations and the Capstone Portfolio project are listed below. Specific objectives are included for each rotation.

#### **PAS 600 Capstone Project            4 credits**

This course is designed to enable PA students to interpret research, write scholarly papers on approved topics in clinical medicine and do various other activities, including obtaining certifications, community service projects, presentations, and participation in continuing medical education which lead to professional development of the student. Prerequisites: Successful completion of the didactic phase of the program.

#### **PAS 610 Family Practice    8 credits**

This is a required 8 week rotation in family practice under the supervision of a clinical site preceptor. The student will gain experience and be able to integrate the knowledge and skills learned during the didactic phase to interact with patients and their families, order and interpret lab and diagnostic tests, evaluate, and manage patients effectively. Students will have the opportunity to manage acute and chronic care patients. (Minimum of 40 hours a week) Prerequisites: Successful completion of the didactic phase of the program.

#### **PAS 620 Internal Medicine Rotation    8 credits**

This is a required 8 week rotation in internal medicine under the supervision of a clinical site preceptor. The student will gain experience and be able to integrate the knowledge and skills learned during the didactic phase to interact with patients and their families, order and interpret lab and diagnostic tests, evaluate, educate patients about health maintenance, review patient records and evaluate established patients for their continual medical care. Students will have the opportunity to manage acute and chronic care in addition to patient education. With experience

in both inpatient and outpatient settings, the student will be able to recognize emergent, acute, and chronic diagnoses and participate in the necessary continuity of care for each. (Minimum of 40 hours a week) Prerequisites: Successful completion of the didactic phase of the program.

**PAS 625 Behavioral Medicine Rotation 4 credits**

This required 4 week rotation will provide clinical training, under the supervision of the site supervisors, in the evaluation and management of patients with psychiatric disorders. Students will be exposed to a variety of disorders across the age spectrum that will increase their ability to utilize the DSM classification system, best determine the need for routine versus emergent care, provide appropriate counseling methodologies and to better understand the medicinal aspects of psychiatric care. (Minimum of 40 hours a week) Prerequisites: Successful completion of the didactic phase of the program.

**PAS 640 Emergency Medicine Rotation 4 credits**

A 4 week required clinical experience under the supervision of the site preceptor in which the student will have the opportunity to evaluate and treat a wide variety of urgent, emergent and life-threatening conditions. The student will learn to triage patients, interact with patients' families, and become more proficient at taking rapid accurate histories, performing physical examinations, ordering appropriate diagnostic tests, and formulating a treatment plan. The student will have the opportunity to make oral presentations to preceptors. Clinical procedures performed during this rotation may include suturing, endotracheal intubation, and ACLS. (Minimum of 40 hours a week) Prerequisites: Successful completion of the didactic phase of the program.

**PAS 630 Surgery Rotation 4 credits**

This is a required 4 week rotation in surgery under the supervision of a clinical site preceptor. The student will participate in pre, peri, and postoperative care. Students will gain experience in the evaluation of acutely ill surgical patients, assist in surgery, and identify indications, contraindications, and potential complications. (Minimum of 40 hours a week) Prerequisites: Successful completion of the didactic phase of the program.

**PAS 650 Pediatric Rotation 4 credits**

This is a required 4 week rotation in pediatrics under the supervision of a clinical site preceptor. The student will refine their history taking and physical examination skills in the pediatric population, perform well child checks, evaluate children for developmental milestones, and diagnose and treat acute and chronic illnesses in children and adolescents. The student will have the opportunity to educate and counsel the patient and their parent or guardian. (Minimum of 40 hours a week) Prerequisites: Successful completion of the didactic phase of the program.

**PAS 660 Elective Rotation 4 credits**

This is a required 4 week rotation in a field chosen by the student. This experience gives the student the opportunity to enhance their knowledge and skills in a particular specialty of medicine. The site must be approved by the Director of Preceptor Recruitment and Development. (Minimum of 40 hours a week) Prerequisites: Successful completion of the didactic phase of the program.



**PAS 665 Selective Rotation 4 credits**

This required 4 week rotation will take place in an approved area of the LMU-DCOM PA program's core Medical or Surgical rotation requirements. This experience gives the student the opportunity to further enhance their knowledge and skills in a primary field of medicine. Though selected by the student, the rotation must be approved by the Director of Preceptor Recruitment and Development. These rotations will generally be selected from sites that have already been established by the Program though new site development is possible, pending need. This rotation may also be utilized to "extend" any other required rotation based on space availability and prior approval. (Minimum of 40 hours a week) Prerequisites: Successful completion of the didactic phase of the program.

**PAS 670 Women's Health Rotation 4 credits**

This is a required 4 week rotation under the supervision of the site preceptor in which students will have the opportunity to see a wide variety of concerns related to female reproductive system. Students will further develop their knowledge of assessment and treatment, preventive care, and screening recommendations of women's health issues. The rotation will also provide the opportunity for the student to become more familiar with women's health exams, pregnancy, menopause, and infertility. The student will have opportunities to participate in pre- and post-natal care. (Minimum of 40 hours a week) Prerequisites: Successful completion of the didactic phase of the program.

**PAS 690 Orthopedics 4 credits**

This is a required 4 week rotation in orthopedics under the supervision of the site preceptor. Students will have the opportunity to develop skills to care for patients with orthopedics problems that can be found in the primary care setting. Students will have the opportunity to participate in pre-, intra-, and postoperative care. (Minimum of 40 hours a week) Prerequisites: Successful completion of the didactic phase of the program.

\*There is a separate handbook specific to the clinical year.

**PERFORMANCE EVALUATION**

Students in the PA program are participants in a professional training program whose graduates assume health care provider positions requiring a high level of responsibility and accountability. Students will, therefore, be evaluated not only on their academic and clinical performance, but also on their interpersonal skills, reliability, appearance, and professional conduct. Students' performance will also be evaluated based on medical knowledge, clinical skills, and demonstrated competency as well as professional attributes.

Students who do not meet the minimum requirements for advancement will be referred to the Student Progress Committee; such students may be placed on probation, suspension, or be dismissed from the program.

All students accepted into the LMU-DCOM program must agree to adhere to all rules, policies, and regulations regarding all University students and those that are specific to the PA program.

## **PA PROGRAM ADVISING**

Each incoming PA student is assigned a faculty advisor. You should consider the advisor a key support and primary contact during the academic career. Your faculty advisor will:

- Assist students understanding of policies and practices of the PA Program and LMU-DCOM.
- Respond to questions or concerns about course requirements and expectations, performance criteria, academic standing, and professionalism.
- Provide feedback on your progress in course and/or rotation requirements, faculty expectations, graduate competencies and program goals.
- Provide support for your personal and professional growth. This support can include referring you to appropriate professionals should difficult situations arise.
- Discuss academic performance in an effort to optimize your learning experiences.
- Assist you with plans to address issues of academic difficulties on an as needed basis.
- Mentor your progress for Capstone portfolio and similar projects.

**Students are expected to meet with their assigned advisors at least once a semester during the didactic year.**

**Students must meet with your faculty mentor within one week of any exam failure.**

Students on probation, in conjunction with their advisor, must develop a written academic plan as described/requested by the Student Progress Committee.

**Your advisor may refer you to available PA Program LMU-DCOM resources/facilities and provide you with information to assist you to meet your personal and educational goals. Please note that at NO TIME may your Academic Advisor act as your medical provider or as a professional counselor.**

## **ACADEMIC POLICIES AND STANDARDS**

### ***Requirements for Successful Completion Of The Didactic Year***

1. Follow all policies and procedures published by LMU-DCOM and the Physician Assistant Program.
2. Achieve a grade of "C" (70%) or higher in all didactic courses.
3. Successfully complete summative examinations.
4. Submit documentation of health requirements for the clinical year.
5. Obtain BLS and ACLS certification prior to entering clinical rotations.
6. Comply with the professionalism and Code of Student Conduct expectations.
7. Meet minimum competency thresholds in all domains

### ***Requirements for Successful Completion Of the Clinical Year***

1. Follow all policies and procedures published by LMU-DCOM and the PA Program.
2. Achieve a grade of "C" (70%) or higher in all clinical rotations.
3. Achieve passing preceptor evaluation scores.
3. Successfully complete written and practical summative evaluations.
4. Comply with the professionalism and Code of Student Conduct expectations.
5. Meet minimum competency thresholds in all domains

### ***Requirements for Graduation***

A student will be recommended for the Master of Medical Science in Physician Assistant Studies degree and the Certificate of Completion provided they:

1. Successfully completes all components of the program (didactic, clinical, and the capstone);
2. Fulfillment of all financial obligations to Lincoln Memorial University

### ***Academic Standing***

A student who is in good standing in the Department of Physician Assistant Studies will have met the following criteria:

1. Achieve a grade of "C" (70%) or higher in **all** didactic and clinical courses required by the LMU-DCOM Physician Assistant Program.
2. Meet the LMU-DCOM and Physician Assistant Program professionalism (expectations) and Code of Student Conduct expectations.
3. Comply with all LMU-DCOM and Physician Assistant Program policies and procedures.

### ***Academic Progression***

Progression in the Physician Assistant Program is contingent on continued mastery of program objectives, course content, competency minimums and the demonstration of behaviors consistent with a health care professional. Students who fail a course or clinical rotation will be placed on academic probation and will be required to repeat that course/clinical rotation on a schedule determined by the Department with a resultant delay in graduation or as prescribed by the Student Progress Committee (SPC). Should the student fail the same course/clinical rotation a second time, immediate dismissal from the Program will occur and reapplication to the Program will not be allowed. Students failing a second, but different, course will appear before the Student Progress Committee for review. Students who fail to meet Professional Expectations will meet with the SPC and be placed on academic probation.

### ***Academic Probation***

Students who fail a PA Program course/clinical rotation or do not meet the *Professional Expectations* or Code of Student Conduct expectations will meet with the SPC and be placed on Academic Probation and notified in writing by the Chair of the SPC. In the written notification, the Chair will specify the reason(s) for academic probation, the requirements for removal from academic probation and the deadline for completing these requirements.

### ***Dismissal from the Program***

Students who do not meet the defined progression standards will be subject to dismissal as defined in the didactic *Academic Progression* section. Students dismissed from the program may wish to review the Student Progress Committee section of this Handbook and Catalog to determine available appeal processes.

### ***Problem/Conflict Resolution***

When a PA student identifies a conflict or problem with a course, the student should follow this list of steps:

1. First, talk with the course instructor. If this does not resolve the concern then:
2. Talk with the Director of Didactic Education. If the issues are still not resolved then:
3. Talk with the PA Program Director

If a student is experiencing personal problems, the student should speak with their faculty advisor. The advisor will try to guide the student to appropriate resources, such as student services or referral to outside agencies.

## CREDENTIAL AWARDED

Upon successful completion of the PA program, students will be awarded a Master of Medical Science degree in Physician Assistant Studies (MMS) from Lincoln Memorial University-DeBusk College of Osteopathic Medicine and a Certificate of Completion. The graduate is then eligible to sit for the Physician Assistant National Certifying Examination (PANCE). This examination is administered through the National Commission on Certification of Physician Assistants (NCCPA).

## GENERAL ACADEMIC POLICIES

### *Attendance Policy*

Attendance at all classes, laboratories, clinical experiences, and events scheduled by the department are **mandatory**.

1. Attendance is required, however each student will have a set number of allowable absences for each semester in the amount of **four, four hour blocks of time**. This must be taken as whole blocks not in partial segments. These may be used at any time except at times when a guest lecturer, simulation, OSCE or lab is scheduled (consult the latest version of the schedule before making a request).
2. Students **MUST** notify their assigned faculty mentor or a didactic faculty member by e-mail no less than 24 hours prior to the time block they wish to take off. The faculty member will review the student's time log for that semester and update the record accordingly. After permission is granted the relevant course directors will also be informed as a courtesy.
3. The student is responsible for all material that was provided/ covered during the times they have elected to be absent. No special sessions or reviews will be provided.
4. Students must swipe their ID badge at the beginning of each new class. The timing should be no more than 10 minutes before or after the start of the class.
5. Students found to be absent without notifying their mentor or a didactic faculty member will be considered to have an unexcused absence and will be required to meet with an administrative faculty member for further disposition.
6. Students utilizing more than the allotted absences will be reviewed for possible presentation to the SPC.
7. Students who miss (or will miss) an examination in any course **MUST** meet with the Director of Didactic Education for consideration. Any student missing an exam for illness will be required to provide a note from their medical provider. Students must make-up the exam according to the *Examination Policy* and as determined by the Director of Didactic Education.

8. Students with extenuating circumstances such as illness, injury, family stress will be worked with on an individual case by case basis but MUST report such issues as early as possible in order to be considered.

### ***Examination Attendance Policy***

Examination content is derived from course objectives, assigned readings, classroom, and lab experiences. Re-scheduling an examination can be accommodated under the following extreme circumstances:

- A personal illness with medical attention from a personal health care provider. (A signed medical note of excuse may be required);
- Illness of a family member. (Documentation from a health care provider may be required);
- Death in the immediate family (including spouse, significant other, parents, siblings, grandparents, or in-laws)

If you cannot attend an examination, you are required to notify the Director of Didactic Education as soon as possible by calling 423-869-6821. Missing an exam or assignment is not consistent with the *Professional Expectations* and may be cause for referral to the PA program Student Progress Committee. Any student missing an exam for illness will be required to provide a note from their medical provider. Students must make-up the exam at 8am on the first day of return to school. See Attendance Policy Above

### ***Testing Procedures***

Attendance for all examinations is mandatory. All personal items (including wireless devices) will be left in the individualized student lockers prior to entering the exam. Students should practice appropriate testing preparation by making restroom stops and preparing approved drink containers (clear, unlabeled spill proof containers) before entering the exam room. It is generally frowned upon for a student to leave the exam unless for a reason of urgency. Students who need to be excused from the exam must obtain permission from the in room proctor, who will record the time and reason for the student's exit. No extra time will be given to complete the test due to a rest room break. The student's exam must remain with the proctor until the student returns. Should a student leave an exam and not return, the exam will be forced to submit and graded as is. Students are not allowed to wear hats/caps into or during the exam. Students will not be allowed to ask the proctor any questions during the examination regarding definitions, interpretations or to clarify statements. Students will be given a pre-determined graduated amount of time per question per semester on the multiple-choice exams in preparation for taking the PANCE at the completion of the training. Any student who arrives late for an examination will not be given extra time to complete the test and will have to meet with the PA Director of didactics before entering the testing room. Any behavior during the examination process that raises any suspicion that the examination process is compromised will result in all involved students being referred to the Student Progress Committee.

All examinations are the property of the DCOM Assessment Office and the LMU-DCOM Physician Assistant Program. Copying of examinations and related testing materials, in full or part, for any reason will be regarded as cheating and theft and disciplinary actions will be instituted. Other students(s) receiving, viewing, or duplicating such stolen examination materials will be treated as an accomplice, and subject to disciplinary action.

### ***Dissemination of Examination Results***

Feedback on student examination performance will be disseminated through a secured site on Blackboard. Students will see their individual scores when they log into the Blackboard. The DCOM Assessment Office does post the mean for the examination. It is the policy of the DCOM-PA program that examinations will not be made available for review. Examinations are viewed by the program as an assessment tool, and not a learning tool. Students may approach course directors for general feedback regarding individual exam performance.

### ***Computerized Examination***

Exams are administered through the DCOM assessment office via computer software loaded on the personal laptops. An exam is considered complete once the student submits the exam voluntarily or the time on the exam expires. It is the student's responsibility to download exams at the appropriate time and assure that the software is functioning correctly. If a student believes their exam results were altered by a malfunction of the testing software, he or she must immediately notify the assessment office and the Director of Didactics. The exam submission will be reviewed and any changes made will be at the sole discretion of the Director of Didactics.

### ***Grading Policy***

The DCOM Assessment Office logs all grades onto Blackboard and generates the grade sheet from the grades found for each of the individual students in each course. The Course Director, the Director of Didactic Education or Director of Clinical Education and the Program Director sign off on the forms and submit the grade forms to the LMU Registrar's office within ten days from the last exam of the semester. The grade for each PA student will reflect the evaluation criteria as stated in the course syllabus. Final course grades for all LMU-DCOM PA Program courses will be expressed using the following scale:

A=90 -100

B=80 - 89

C=70 – 79

F= < 70

I=Incomplete

IP=In Progress (students continuing a clinical rotation into subsequent semesters will be assigned an IP until the rotation is complete.)

### ***Academic Status (grading)***

The academic status or grading of physician assistant student performance is determined at the end of each semester. Grades are determined through averaging scores collected through assignment(s) scores, quiz(zes), practical results, and course/system exams. Each course has a syllabus which will explain in detail how the grades are calculated.

### ***Grades***

For both didactic and clinical courses, within seven working days after the final course/system/rotation exam the course/system/rotation director submits a final grade report. The grade report includes the percentage grade achieved in the class and a letter grade – either A, B, C or F. Pluses and minuses are not used. At the end of every semester the students will receive their grades through Web Advisor.

### ***Incomplete Grades***

PA students whose academic work at the end of a course is incomplete may be given, at the course instructor's discretion, a grade of incomplete (I). Students who receive an incomplete will be given a schedule for completion by the course director.

### ***Course and Faculty Evaluation***

Student feedback, by way of surveys, is one method in which the level of academic effectiveness is assessed. At the end of each course, students are provided electronic evaluation form(s) for the purpose of collecting feedback on the course and faculty involved in teaching the course. Data from this evaluation is kept confidential and used for faculty and course developmental purposes. No punitive action is made to students completing the evaluation. Comments are to be constructive to assist in improving the course, program, or instructor.

### ***Objective Structured Clinical Examination (OSCE)***

Clinical encounter exams utilizing standardized patients related to competency of clinical medical knowledge, skills, and professionalism is administered to all physician assistant students throughout the 27 months of the program. These exams use paid professional actors. A student who misses a scheduled OSCE with a paid patient actor will be charged a \$50.00 remediation fee. This fee will be charged regardless of the reason for the absence. Professional attire is mandatory for the OSCE. Unprofessional dress will result in points being deducted from the grade.



## GENERAL NON-ACADEMIC POLICIES

### *Classroom Hours*

Physician Assistant Program classes generally run from 8:00 am until 5:00 pm Mondays thru Fridays. On occasion, there may be some weekend and/or evening classes or seminars. Classes are mandatory and every effort will be made to notify students far in advance of class times that fall on weekends and/or evenings.

### *Current Contact Information*

Please make sure that the PA Program Administrative Assistant and Admissions Coordinator for the PA program have your current address and phone number on file at all times during the didactic year. If your address and/or phone number changes, please submit that information immediately.

### *LMU-DCOM Property*

In several of the first year courses, students will be required to submit papers, presentations and/or notes. All assignments and projects submitted for any first year course are the property of the LMU-DCOM Physician Assistant Program and may not be available for return to the student

### *Dress Code*

In keeping with the professional nature of the LMU-DCOM PA program, all PA students are expected to dress in an appropriate manner both in the classroom and in the clinical setting. Being neatly dressed and well groomed exemplifies a professional appearance.

The dress code is described as Business Casual. For the PA program, business casual can also be described as the attire appropriate for caring for patients.

EACH STUDENT IS REQUIRED TO FOLLOW THE DRESS CODE AS OUTLINED BELOW:

**CLOTHING SHOULD ALLOW FOR ADEQUATE MOVEMENT DURING PATIENT CARE, AND SHOULD NOT BE TIGHT, SHORT, LOW CUT OR EXPOSE THE TRUNK WITH MOVEMENT.**

**CLOTHING SHOULD NOT BE TORN OR RIPPED, AND SHOULD APPEAR WELL KEMPT.**

**Slacks, Pants, and Suit Pants** Slacks that are similar to Dockers and other makers of cotton or synthetic material pants, wool pants, flannel pants, dressy capris, and nice looking dress synthetic pants are acceptable. Inappropriate slacks or pants include jeans (regardless of color), sweatpants, exercise pants, Bermuda shorts, short shorts, shorts, bib overalls, leggings, pajama jeans, and any spandex or other form-fitting pants such as people wear for biking or exercise.

**Skirts, Dresses, and Skirted Suits** Casual dresses and skirts, and skirts that are split at or below the knee are acceptable. Dress and skirt length should be at a length at which you can sit comfortably in public. Short, tight skirts that ride halfway up the thigh are inappropriate for work. Mini-skirts, skorts, sun dresses, beach dresses, and spaghetti-strap dresses are inappropriate for the office.

**Shirts, Tops, Blouses, and Jackets** Casual shirts, dress shirts, sweaters, golf-type shirts, and turtlenecks are acceptable attire for work. Most suit jackets or sport jackets are also acceptable attire for the office, if they violate none of the listed guidelines. Inappropriate attire for work includes tank tops; midriff tops; shirts with potentially offensive words, terms, logos, pictures, cartoons, or slogans; halter-tops; tops with bare shoulders; sweatshirts, and t-shirts unless worn under another blouse, shirt, jacket, or dress.

**Shoes and Footwear** Conservative athletic or walking shoes, loafers, clogs, sneakers, boots, flats, dress heels, and leather deck-type shoes are acceptable for work. Flashy athletic shoes, thongs, flip-flops, slippers are not acceptable in the office.

**Jewelry, Makeup, Perfume, and Cologne** Should be in good taste, with limited visible body piercing. Remember, that some employees are allergic to the chemicals in perfumes and makeup, so wear these substances with restraint.

**Hats and Head Covering** Hats are not appropriate inside. Head Covers that are traditionally required for religious purposes or to honor cultural tradition are allowed.

**JEWELRY** Watches, wedding bands and/or engagement rings are permissible as appropriate. No excessive bracelets or necklaces. Earrings - no more than two earrings per ear and no exaggerated dangling or oversized earrings. **No ear lobe expanders are allowed.** No other visible body piercings are permitted.

**NAILS** Fingernails should be kept trimmed and without nail polish (on clinical sites).

**TATTOOS** Students may not exhibit tattoos.

**PERFUME / AFTER-SHAVE** No excessive or heavy perfumes or after-shaves/colognes. (No perfumes or after-shave/colognes during clinicals).

**HAIR** Hair should be clean and arranged so as not to interfere with providing patient care.

**NAMETAGS** Which identifies you as an LMU-DCOM PA student is **mandatory** at all times, and must be worn on either your lab coat or clothes while at the clinical site **and** in the classroom. See below.

**PROFESSIONAL ATTIRE** A **Short**, consultant style, white lab coat will be worn when out in the clinical setting or scrubs when appropriate.

### ***Proper Identification***

All students are required to acquire an LMU Student ID Card. All students are required to have a valid form of photo ID on them at all times while on campus (including LMU ID and license). If a faculty member, staff member, security officer, Resident Director or Resident Assistant asks a student to present an ID, the student must present identification immediately. Failing to provide, or refusal to provide requested identification can result in disciplinary action, including a \$25.00 fine.

PA students must always identify themselves as “physician assistant students” to faculty, patients, clinical site staff, and never present themselves as physicians, residents, medical students, or graduate physician assistants. While in the LMU-DCOM PA program, students may not use previously earned titles (i.e. RN, MD, DO, EMT, Ph.D., Dr. etc.) for identification purposes. LMU-DCOM identification badges must be worn at all times while on campus and during clinical experiences.

### ***Confidentiality***

Students must respect the confidentiality of patients and fellow students and are not permitted to discuss patients’ or fellow students’ by name outside the clinical or academic setting. For academic presentations and H&P assignments, please use patients’ initials or first name only.

### ***Employment while enrolled in the Program***

Because of the intensity of the LMU-DCOM PA program, students are ***strongly discouraged*** from seeking or maintaining employment during the entire program. If a PA student chooses to work during the first year of the program, it is his/her responsibility to ensure that employment does not interfere with or hinder academic progress. Having a job is not an excuse for missing lectures, examinations, clinical labs, or assignments. During the clinical year, students will be required to rotate through a clinical site a minimum of 40 hours a week. In addition, students may be required to take on call, weekends, holiday, evenings, and/or nights. Students are not allowed to work for the program or be substituted for staff at clinical sites.

### ***Malpractice Insurance Requirements***

All PA students are provided with have malpractice insurance supplied by LMU-DCOM. A copy of this policy will be given to you prior to starting second year clinical rotations.

### ***Accessing Faculty***

In addition to teaching, PA faculty members have administrative, college and clinical responsibilities. Time spent with faculty should be for counseling, advisement, academic questions or other concerns related to the LMU-DCOM PA program. PA faculty members generally maintain an “open door” policy for student access. Please use good judgment and respect faculty members’ time. If extended periods of time are needed, please consult the faculty member in regards to making an appointment.

### ***Personal Items in the Classroom***

All personal items must be taken home on a daily basis. The PA classroom may be used for other events during the day, evening or weekend and security of personal items cannot be offered.

## **ACADEMIC INFORMATION**

### ***Official Academic Records***

The Office of the Registrar houses official academic records. The student's permanent academic record may contain the following:

- Name
- Social Security number or numeric identifier
- Chronological summary of Lincoln Memorial University coursework and grades
- Transfer credits, special credits (SC), and credits by examination (CE)
- Degree earned
- Date(s) degree requirements completed and degree conferred

Students receive their grades electronically through Web Advisor. Any student wishing to receive a printed copy of his/her grades must submit a written request to the Registrar's Office.

To receive due consideration, any challenge regarding the accuracy of a student's academic record must be submitted in writing by that student to the Registrar within one year of the term in question.

The student may obtain or have forwarded to designated parties copies of his/her academic transcript by submitting a written request to the Office of the Registrar. The University cannot transmit any transcripts electronically (FAX). The cost of each transcript is \$5.00. The student's account with the Finance Office must be paid in full and Perkins student loans must be in a current non-defaulted status prior to the release of any official grades or academic transcripts.

### ***Student Grievances Regarding Grades***

If a student has a grievance about an academic issue, and the matter has not already been referred to the SPC, and the student has already discussed the matter with the course director, then the student may enter the appeals process. When making an appeal the student should first consult the Physician Assistant Program Director. At the meeting between the student and the Physician Assistant Program Director, the student should present a written summary of the grievance. The Physician Assistant Program Director will make a determination that day or soon thereafter. If the student is not satisfied with the decision, the next appeal source is the Vice President and Dean of DCOM who will make a final decision regarding the grievance.

### ***Student Grievances Regarding another Student***

A grievance concerning another student is made in written format to the Physician Assistant Program Director. All parties in receipt of a student grievance should respond as soon as possible but should take no longer than five working days following receipt of the grievance.

### ***Leave of Absence***

A leave of absence may be granted from the PA Program for one of the following reasons: 1) a medical emergency; 2) a financial emergency; 3) maternity; 4) a call to active military service; or 5) pursuit of an academic endeavor other than the regular classroom work, either on campus or at another recognized teaching facility 6) or at the discretion of the PA program where appropriate. Students wishing to take a leave of absence should contact the Associate Director of the PA Program for further instructions. Only students who are in good standing with the PA Program can be granted a leave of absence without condition.

A leave of absence in good academic standing is one way in which a student is granted a leave of absence having no failures at the time the leave of absence is granted. The student must meet personally with the Associate Director of the PA Program to discuss the reasons for the leave. The student must then submit a written request for a Leave of Absence to the Associate Director of the PA Program who is responsible for approving or not approving the request. The student will receive a letter from DCOM outlining any requirements about the student's return to campus. Leave of Absences are granted for no more than one year. Students who are absent longer than their given leave of absence may be at risk of having to reapply or restart the program.

A leave of absence, not in good academic standing, is one in which the leave of absence is granted to a student who has one or more failures on his or her transcript in any one term including the term in which the request for a leave of absence is made. A student who is granted a leave of absence not in good academic standing must meet with the Student Progress Committee before he or she is reinstated. The Committee will decide if the student should be readmitted to continue his or her physician assistant studies. Students can appeal the SPC decision to the Appeals Committee by contacting the Associate Dean of Students in DCOM.

Before a student's leave of absence can begin, he or she must go through DCOM's prescribed check out procedure. The student must also meet with the Office of Financial Services to discuss how the leave will affect their financial aid eligibility. The official date of the Leave of Absence will be the date of receipt of the student's official request. Any tuition refunds or outstanding balances will be based on this date. Forms for this check out are available from the Office of Admissions and Student Advancement-PA Program.

Students seeking to return from a leave of absence must ensure that all approved terms and conditions of the leave are submitted in writing before reinstatement will be granted. The submission of this paperwork is the responsibility of the student and must be submitted in writing to the PA Program Director four months prior to the semester they wish to be readmitted.

Students granted a medical leave of absence must have a licensed physician certify in writing that the student's physical and/or mental health is sufficient to continue in their medical education, before they will be allowed to return to the LMU-DCOM PA Program. This letter must be submitted to the PA Program Director.

Students granted a financial leave of absence must, before their return to DCOM, prove to financial departments of DCOM that they have the financial capability to advance in their education.

Students who are enrolled in the LMU DCOM Student Health Plan may continue their coverage and the coverage for their dependents during leave of absence under State Continuation Coverage for the greater of:

- a) Three months; or
- b) If your coverage under the group would end while you are pregnant, six months after the pregnancy ends; or
- c) If you coverage under the group Agreement would end because of divorce or death of the Subscriber, fifteen months.

Students wishing to continue the health coverage under State Continuation must notify the Plan Administrator immediately due to change in student status (i.e. start of leave of absence). Please notify:

Robin Mace  
LMU-DCOM  
6965 Cumberland Gap Pkwy  
Harrogate TN 37752  
423-869-6747  
[Robin.mace@lmunet.edu](mailto:Robin.mace@lmunet.edu)

Upon returning from leave, the student may re-enroll in the student health plan regardless of whether or not they maintained coverage through-out leave, provided the number of course hours taken is deemed appropriate

### ***Pregnancy Policy***

Students who become pregnant while enrolled in the PA program should notify the PA Program Director as soon as possible. A student wishing to continue in the program must submit a note to the PA Program Director from their health care provider stating they are able to continue in the didactic/clinical phase of the program, need a leave of absence, or has restrictions. Time off due to pregnancy will need to be made up and will delay graduation. All requirements must be completed successfully and chronologically in order to graduate.

## STUDENT PROGRESS COMMITTEE

The purpose of the Student Progress Committee (SPC) is to ensure that every graduate of LMU-DCOM PA Program has the medical skills, knowledge and competency as well as clinical and professional judgment to assume the responsibilities of a physician assistant. The Committee will monitor student progress and ensure that all students meet the academic, competency and professional requirements necessary for graduation. The Committee, appointed by the PA Program Director, is composed of PA program faculty, DCOM faculty, one LMU PA alumni and the Associate Dean of Students who serves ex-officio.

At the end of each grading period the committee reviews the academic progress of students assigned either an “F” or “I” in a course. After reviewing the student’s file the committee may recommend one of the following: repeat the failed course, to dismiss the student or to otherwise alter the student’s course of study as outlined below. The Committee’s decisions are provided to the student and forwarded the Program Director. The SPC’s decision is the PA program’s decision.

### *Committee Procedures*

At the end of every grading period, once the SPC chairman is given the final course grades the chairman sets the meeting date, provides an agenda to the members, informs the students of the meeting and the reason(s) for being called, and convenes the meeting. The meeting will be held as soon as possible following submission of the final course grades. Minutes will be kept by a recording administrative assistant. All considered and discussed student cases are submitted to a vote, with a simple majority ruling. The chair will be a non-voting member except in the instance of a tie.

The student will be required to meet with the committee to answer questions and to submit any information that is felt relevant to their case. Other than the student, administrative assistant, witnesses as applicable, and the committee members, no one else will be present at the meeting.

In addition to students who failed a course, the committee may also interview students who have: received negative comments on clinical rotations or accused of unethical behavior, such as lack of professionalism, dishonesty, theft, and violation of patient confidentiality (See Disciplinary Procedures in the Student Handbook).

Students who fail a clinical rotation will appear before the SPC for evaluation. The SPC will decide one of the following:

<b>First Failure</b>	Failed Exam	Repeat rotation <b>and</b> retake exam Be placed on Academic Probation	Pass retake exam and Pass preceptor Eval.	<ul style="list-style-type: none"> <li>Remain on Academic Probation</li> <li>Delay of graduation</li> </ul>	
	<b>And/or</b> Failed Preceptor Eval.		Fail retake exam <b>OR</b> Preceptor Eval.	<ul style="list-style-type: none"> <li><b>Considered Second Failure</b></li> </ul>	
<b>Second Failure</b>	Failure of any <u>second</u> Exam <b>or</b> any <u>second</u> Preceptor Eval. (same or different rotation)	SPC has option to dismiss student from program	Repeat Rotation <b>and</b> retake exam	Pass Preceptor Eval. <b>AND</b> pass retake exam	<ul style="list-style-type: none"> <li>Remain on Academic Probation</li> <li>Delay of graduation</li> </ul>
				Fail <b>either</b> Preceptor Eval. or retake exam	<ul style="list-style-type: none"> <li><b>Considered Third Failure</b></li> </ul>
<b>Third Failure</b>	Failure of Exam or Preceptor Eval. (same or different rotation)	<ul style="list-style-type: none"> <li>Dismissal from the Program</li> </ul>			

Students who fail to meet the standard of professionalism will appear before the SPC. The SPC will decide one of the following:

1. The student be mentored in professionalism.
2. The student will be dismissed from the DCOM-PA program.

The student will be notified immediately of the SPCs decision, and a letter will be sent to the student for documentation purposes.



### *Appeals Process*

A student wishing to appeal the SPC decision must submit a letter to the Associate Dean of Students (Dr. Casey Bassett) within 5 working days of receiving notification of that decision. The Associate Dean of Students will review the SPC decision and the student's appeal, and, after investigation, determine if the appeal should be forwarded to the Appeals Committee. The student's status will remain *unchanged* until the appeals process is finalized.

### *Appeals Committee*

The appeals committee shall be comprised of three faculty members not involved in the original SPC decision, including:

1. The PA Program Director
2. A PA faculty member not involved in the original SPC decision – appointed by the Associate Dean of Students for a two year term.
3. A DCOM faculty member not involved in the original SPC decision – appointed by the Associate Dean of Students for a two year term.

The committee will:

1. Accept and review a letter of appeal from the student.
2. Hear the student's appeal in person (if requested).
3. Determine if the SPC gave the student due process and followed prescribed procedure and pertinent precedent.
4. Forward their decision to the Assistant Dean of PA Studies and the Associate Dean of Students within 5 working days.

The committee will **NOT**:

1. Meet with or consider testimony from any additional witnesses or representatives for the student.
2. Entertain any information NOT presented to the SPC.
3. Entertain any information NOT relevant to the reason for the student being brought before the SPC or its related decision.
4. Amend or alter the original SPC decision.

The committee may make the following recommendations:

1. The committee may confirm the SPC decision.
2. The committee may uphold the student's appeal.

If the student's appeal is upheld, the appeals committee will return the student to SPC for reconsideration.

The final decision regarding the appeals process and the student's status is made by the Dean of DCOM based on the recommendation(s) of the Appeals committee. This final decision will be reported to the Dean of Students who will inform the appealing student.

### ***Dismissal and Withdrawal***

The LMU-DCOM PA Program reserves the right to dismiss any PA student at any time prior to graduation. Circumstances warranting such action may be of an academic, legal or professional nature. It is imperative that any student who leaves LMU-DCOM for any reason goes through the check-out procedure before their dismissal, withdrawal, or Leave of Absence can be said to be final. Failure to complete this exit procedure will cause LMU-DCOM and the PA Program to withhold all records pertaining to the student's attendance. The check-out procedure is as follows:

1. If the student is withdrawing, he or she must supply the PA Program Director with a letter of resignation.
2. If the student is being dismissed, the Chairperson of the Student Progress Committee should inform the PA Program Director of the dismissal as soon as possible and communicate with the physician assistant student who is being dismissed that a check-out is in order.
3. As soon as the Office of Admissions and Student Advancement is formally notified of the physician assistant student leaving school, it will produce a memorandum stating the change in the PA student's status to all DCOM offices and the appropriate professors. Before leaving campus, the student needs to undergo an exit interview with:
  - Admissions and Student Advancement Office;
  - Financial Services Office;
  - Security;
  - Library
4. When the student completes all of these obligations, DCOM will then release student records upon the proper request. Dismissal and check-out forms are available in the DCOM Office of Admissions and Student Advancement.

### ***Probation***

All students who fail a course or courses or appear before the SPC are placed on academic probation. Because students on probation need to focus on academics or making modifications to their behavior, and not extracurricular activities, the following rules apply: Students on probation may not hold any student government position, they may not attend any local or national medically related meetings, fundraisers, or any club activities, they must meet with their advisor regularly, and they must submit a written plan to the Chair of the SPC or designated advisor summarizing how they plan to improve their academic performance.

## **DISCIPLINARY PROCEDURES**

### ***Initial Investigation***

When a report alleging student misconduct comes to the PA Program Director, the student is immediately notified of the allegations. If the student does not respond within twenty-four hours he or she may be immediately suspended. The Chair of the PA Program Student Progress Committee will conduct an initial investigation by taking written and oral statements from the complainant (person making the allegations) and any witnesses. The student who is charged will be notified of the allegations. The student will be given a chance to present his or her case to the SPC. Once all sides have been heard, the SPC will make a decision based on review of the allegations and the testimony heard during the meeting. The SPC will notify the PA program Director immediately of their decision. If the student is found guilty, he or she may be subject to immediate dismissal from the program. If the student accepts the findings, then he or she will sign a statement acknowledging acceptance of the findings and agreement to abide by the SPC decision. If the student is not satisfied with the findings, then the student has the option of having the case heard by the Dean of DCOM. If the student poses a threat to the college community, the Dean may temporarily suspend the student from attending classes until the issue is resolved.

### ***Student Progress Committee Hearing***

Because this is not a criminal court, the level of proof for a decision shall be “substantial evidence” and not the strict criminal law standard of “proof beyond a reasonable doubt.” If a student fails to appear before the SPC, the matter will be resolved in his/her absence.

1. All proceedings are confidential. The meetings are closed to anyone not in the University community. Only the committee members, the administrative assistant and the accused student will be allowed to attend the meeting.
2. At least three days prior to the start of the meeting the student will be notified of the specific reasons for which they are called before the SPC.
3. If the student feels that one of the committee members is biased then the student may request to have this person removed and replaced with another faculty member. The request should be made to the chair three days prior to the start of the meeting. If one of the regular members of the SPC cannot attend the meeting then a temporary member will be appointed for the length of the hearing.
4. The Chair will remind committee members that the hearing is confidential. The proceedings will be recorded in writing by a secretary. Any previous disciplinary problems will not be raised at this point.
5. The ‘plaintiff,’ if the case is due to an accusation of misconduct or unacceptable professional behavior, will present their statements to the committee. The committee may choose to ask questions at this point. The student will not be present for this portion of the hearing.
6. The student will be encouraged to present any information they feel is relevant to their case and to answer questions as needed from the SPC.

7. Following the presentation of the evidence, the Chair shall request that everyone, other than the committee members leave the room. The committee will deliberate, voice opinions, and a ballot will be taken to decide whether the student has violated standards of acceptable conduct. A majority vote will rule.
8. If the committee determines that a violation has occurred then the deliberations will move into the penalty phase. At this point, any prior disciplinary problems will be provided to the committee. After the Committee is finished deliberating it will immediately notify the student of their conclusions, and inform the PA program Director.
9. A follow-up letter will be mailed to the student outlining the SPC decision for the purpose of written documentation.

## **CONDUCT AND PROFESSIONALISM**

### ***Professionalism***

An important aspect of any professional educational curriculum is the development of professional behaviors and role identity. Evidence shows that unprofessional behavior exhibited during training is a predictor of future problems with state regulatory boards and the need for disciplinary actions (Papadakis, Hodgson, Teherani and Kohatsu, 2004). Since such behavior presents a potential danger to the provision of good patient care and issues for the credibility of the profession, they share equal importance to content knowledge and manual skills. The Physician Assistant Program considers breeches of professional conduct as important academic deficiencies.

Recognizing the responsibility to develop appropriate professional behaviors the LMU-DCOM Physician Assistant program sets expectations for professional conduct and evaluates students in this sphere to document satisfactory acquisition of these important behaviors.

The National Board of Medical Examiners has identified behaviors consistent with professionalism. These behaviors are listed below. Each member of the Department (student and faculty) should strive to model these behaviors as a mode to ensure quality patient care and growth of the profession. As a mechanism to assist students in the acquisition of these professional skills a monitoring system has been established to identify unprofessional behaviors in both the didactic and clinical years of the program. Students identified as exhibiting unprofessional behaviors will be provided with remediation opportunities. Students who reflect a pattern of unprofessional behavior (deficiencies identified in two or more courses or clinical experiences) will be placed on academic probation and will receive documentation of these deficiencies in letters of reference provided by the department. Severe infractions of professional behavior will be grounds for academic dismissal.

## *Professionalism Expectations*

### **Altruism**

1. Helps colleagues and team members who are busy
2. Takes on extra work to help the team
3. Serves as knowledge or skill resource to others
4. Advocates for policies, practices and procedures that will benefit patients
5. Endures inconvenience to accommodate patient needs

### **Honor and Integrity (honesty)**

1. Admits errors and takes steps to prevent reoccurrence
2. Deals with confidential information appropriately
3. Does not misuse resources (i.e. school property)
4. Attributes ideas and contributions appropriately for other's work
5. Upholds ethical standards in research and scholarly activity
6. Requests help when needed
7. Assumes personal responsibility for mistakes

### **Caring and Compassion**

1. Treats the patient as an individual, considers lifestyle, beliefs and support systems.
2. Shows compassion to patients and maintains appropriate boundaries in professional relationships
3. Responds to patient's needs in an appropriate way
4. Optimizes patient comfort and privacy when conducting history, physical examination and procedures

### **Respect**

1. Respects institutional staff and representatives; respects faculty and colleagues during teaching sessions
2. Adheres to local dress code
3. Participates constructively as a team member
4. Adheres to institutional and departmental policies and procedures
5. Displays compassion and respect for all patients even under difficult circumstances
6. Discusses patients/faculty/colleagues without inappropriate labels or comments

### **Responsibility and Accountability**

1. Presents self in an appropriate manner to patients and colleagues
2. Completes assignments and tasks in a timely manner
3. Responds promptly when called or when pages, emails or phone calls are sent
4. Intervenes when unprofessional behavior presents a clear and present danger
5. Uses resources effectively
6. Responds appropriately to an impaired colleague
7. Reacts to other's lapses in conduct and performance
8. Makes valuable contributions to class, rounds and group interactions

9. Elicits patient's understanding to ensure accurate communication of information
10. Facilitates conflict resolution
11. Remains flexible to changing circumstances and unanticipated changes
12. Balances personal needs and patient responsibilities
13. Provides constructive feedback

### **Excellence**

1. Has internal focus and direction, sets goals to achieve excellence
2. Takes initiative in organizing, participating and collaborating with peer groups and faculty
3. Maintains composure under difficult situations
4. Inspires confidence in patients by proper preparation for clinical tasks and procedures

*Adapted from Behaviors Reflecting Professionalism National Board of Medical Examiners.*

### ***Physician Assistant Student/Patient Relationships***

The relationship between the physician assistant student and patient should always remain at a professional level. The student is not to engage in relationships with patients that are construed as unethical or illegal. Dating and intimate relationships with patients is never a consideration. Unprofessional conduct will be considered improper behavior and will be grounds for disciplinary action, including dismissal from DCOM.

### ***Academic Integrity***

It is the aim of the PA faculty of LMU-DCOM to foster a spirit of complete honesty and a high standard of integrity. The attempt of any physician assistant student to present as his/her own work that he/she has not honestly performed is regarded by the faculty and administration as a very serious offense and renders the offender liable to severe consequences and possible suspension.

### ***Cheating***

Dishonesty of any kind on examinations or written assignments, unauthorized possession of examination questions, the use of unauthorized notes during an examination, obtaining information during an examination from another physician assistant student, assisting others to cheat, altering grade records, or illegally entering an office are instances of cheating.

### ***Plagiarism***

Offering the work of another as one's own without proper acknowledgement is plagiarism; therefore, any medical student who fails to give credit for quotations or essentially identical material taken from books, magazines, encyclopedias, or other reference works, or from the themes, reports, or other writings of a fellow medical student has committed plagiarism. Physician Assistant students should become familiar with any standing policies differing from these general expectations as per their academic department and / or school.

## CODE OF STUDENT CONDUCT

The principle guiding the university regulation of student conduct will be that of responsible student freedoms. Students will be given the greatest possible degree of self-determination commensurate with their conduct and the consequences of their actions, in accordance with the stated purpose of Lincoln Memorial University.

Students are required at all times to maintain high standards of private and public conduct on campus and at university-sponsored events. To lie, cheat, steal or break one's honor under any circumstances is recognized as intolerable conduct. Violation of other accepted rules of behavior, whether or not covered by specific regulations, subjects a student to disciplinary actions. Claims of ignorance of commonly accepted rules or specific regulations will not be accepted as an excuse for violations.

Routine administrative regulations are enforceable by responsible university administrative units, i.e., LMU Finance Office, Office of Security, Director of Housing, Dean of Students, Resident Directors and Resident Assistants. University officials reserve the right to bring a charge against any student through the Dean of Students with due process observed. Any student who presents a clear and present danger to other members of the university community or who impedes the academic process will be subject to appropriate administrative action up to and including suspension on an interim basis pending a hearing by the appropriate judicial system, which may result in a permanent suspension. Parents and/or legal guardians financially responsible for their LMU student will not necessarily be notified of any violations of the Code of Student Conduct.

Students have certain guaranteed rights as well as responsibilities as an enrolled student at LMU. Interestingly, the guarantee of these to all students is dependent upon all students' understanding and participation and promotion of these rights. The following list of rights and responsibilities of the typical full-time student constitutes the Code of Student Rights and Conduct. The rights of a student may vary according to the student's circumstances, individual status, residential, nonresidential, etc.). Each university student will have the following rights and responsibilities:

- to enjoy and promote the freedom of an open and unprejudiced, full campus life experience without regard to race, national origin, creed, culture, gender, age, sexual orientation, or religion.
- to attend classes and receive proper instruction in courses while completing assignments to the best of one's abilities and resources.
- to use facilities, buildings and grounds as designated for student use while being cognizant of and abiding by the policies of LMU and the laws of Claiborne County, the State of Tennessee and the United States of America.
- to have access to one's financial, academic and/or disciplinary files while being cognizant of one's financial, academic and disciplinary status with the university.

- to register early for the next academic term by meeting one's financial obligations to the university by paying tuition, fees and assessed fines in a timely manner.
- to receive a catalog at the beginning of one's enrollment to better one's understanding of the university and of academic programs.
- to participate in the structured evaluation of instructors each year by honestly completing evaluations during the designated times.
- to interact with faculty and administrators by seeking their advice when needed and responding to them when called upon to do so.
- to expect the campus and its facilities to be maintained to promote cleanliness and safety while using the campus in such a way to promote cleanliness and safety.
- to receive a Student Handbook each academic year to better one's understanding of the rules and regulations of LMU.
- to drive and park on the campus by registering one's vehicle and understanding traffic policies.
- to receive proper notice and due process in judicial situations as designated in the judicial procedures by checking one's mail and answering all summonses.
- to expect an environment free from any form of harassment by following the appropriate channels to report any such harassment.
- to be represented in Student Government Association by voicing opinions and ideas to SGA members and voting in campus wide elections.
- to join and participate in any or all student organizations for which one qualifies for membership by joining and participating in those student organizations which correspond with one's interests and abilities.
- to participate in intramural and other student activities and cultural events according to the policies regarding each event by watching and listening for information concerning programmed activities and attending those that correspond with one's interests and abilities.
- to benefit from all services provided by LMU to students at no charge or at a reasonable user fee by becoming aware of and making use of services available to students as desired or needed.



- to reside in a campus residence hall, if abiding by the policies of the hall and campus, upon availability by living on-campus if unmarried, under 21 years of age and not residing with a parent or legal guardian within a 65 mile radius of LMU.
- to maintain and expect from all others a mature and professional bearing of citizenship in all social and academic environments on or off campus. (7/30/04)
- to maintain and expect from all peers a constant high aiming standard of personal academic and social integrity..

## **Physician Assistant Professional Organizations**

### **American Academy of Physician Assistants (AAPA) ([www.aapa.org](http://www.aapa.org))**

The American Academy of Physician Assistants was founded in 1968 by the first graduates of the Duke University PA program. The Academy is the voice of physician assistants in all specialties. In 1973, the Academy and the Physician Assistant Education Association (then APAP) opened an office in Washington DC. Graduates of accredited physician assistant programs are eligible for fellow membership. There are other categories of membership including but not limited to students, physicians, and PAs who are retired or no longer practicing. The Academy has a federated structure representing the Department of Veterans Affairs, the Army, Navy, and Air Force, the Public Health Service, and all 50 states including the District of Columbia and Guam. The AAPA also recognizes caucuses, special interest groups, and specialty organizations. The Academy also recognizes the students that make up the Student Academy of the AAPA (SAAAPA). All the groups send representatives to form the AAPA House of Delegates (HOD) which makes the policies and meets at the AAPA national meeting in May each year.

“The mission of the American Academy of Physician Assistants is to promote quality, cost-effective, accessible health care, and to promote the professional and personal development of physician assistants.” The AAPA Vision is “Physician assistants will be worldwide leaders vital to providing and improving the medical care of all people.”

#### ***Student Chapter of the American Academy of Physician Assistants (SAAPA)*** ***(<http://saaapa.aapa.org/index.htm>)***

Students who are enrolled in the LMU-DCOM Physician Assistant program are eligible for membership and office in the Student Chapter of the American Academy of Physician Assistants. The chapter involves itself in my activities throughout the year including community service activities. Students who are elected House of Delegates (HOD) and Assembly of Representatives (AOR) may participate with the AAPA.

### **Physician Assistant Education Association (PAEA) (<http://www.paeonline.org/>)**

PAEA was founded in 1972 as the Association of Physician Assistant Programs (APAP) to address important issues in PA education. This group was established by a group of PA

educators and is the only organization in the United States dedicated to the physician assistant education programs. APAP initially operated under the American Academy of Physician Assistants. As of May, 2006, the association became independent to advance its mission.

PAEA's mission is to pursue excellence, foster faculty development, advance the body of knowledge that defines quality education and patient-centered care, and promote diversity in all aspects of physician assistant education. (<http://www.paeonline.org/mission.html>)

To accomplish its mission, PAEA will:

- Encourage and assist programs to educate competent and compassionate physician assistants.
- Enhance programs' capability to recruit, select, and retain well-qualified PA students.
- Support programs in the recruitment, selection, development, and retention of well-qualified faculty.
- Facilitate the pursuit and dissemination of research and scholarly work.
- Educate PAs who will practice evidence-based, patient-centered medicine.
- Serve as the definitive voice on matters related to entry-level PA education, nationally and internationally.
- Foster professionalism and innovation in health professions education.
- Promote interprofessional education and practice.
- Forge linkages with other organizations to advance its mission.

### **Tennessee Academy of Physician Assistants (TAPA) (<http://www.tnpa.com/>)**

The Tennessee Academy of Physician Assistants is a constituent chapter that represents the interests of PAs in the state. The Tennessee Academy offers continuing medical education conferences twice a year and has legislative representation at the national, state, and local levels. "TAPA's mission is to promote quality, cost-effective and accessible healthcare, and to promote the professional and personal development of Physician Assistants."

### **National Commission on Certification of the Physician Assistant (NCCPA) ([www.nccpa.net](http://www.nccpa.net))**

The National Commission on Certification of the Physician Assistant was established in 1975 and is the only national certifying body for physician assistants. Each of the 50 states, the District of Columbia and US Territories require NCCPA certification for initial licensure. The NCCPA assures that physician assistants are meeting appropriate levels of knowledge and clinical skills for the profession. Physician assistants must graduate from an accredited PA program and pass the Physician Assistant National Certifying Examination (PANCE). PAs are required to earn 100 hours of continuing education every two years as well as taking the Physician Assistant National Recertification Examination (PANRE) or the Pathway II exam every six years.

## **STUDENT ASSOCIATIONS AND GOVERNMENT ORGANIZATION**

The Student Government Association (SGA) is the official voice for students. SGA is open to all students and welcomes proposals and participation from the entire body. SGA is responsible for dispersing funds for student activities; acting as liaison for the PA student body; promoting the PA profession; supporting club and classroom activities; and working to improve the quality of life for all students. Students serving as SGA officers, club presidents, student ambassadors, representatives at national meetings, or in any similar position must be in “good standing” in the PA program and not on academic or professional probation. Any officer placed on probation by the Student Progress Committee (SPC) will have to resign. Students are encouraged to develop, organize and participate in student associations and government organizations; however students may not hold more than one elected position at the same time. Elections for offices are held each summer shortly after the new class matriculates into the program. The Office of Admissions and Student Advancement is responsible for providing the support for these associations or organizations. Every student organization is required to have a faculty advisor. The advisor for the Dr. George Stanley Thompson PA Student Society is the Director of Preceptor Recruitment and Development and assisted by the Director of Didactic Education. The Physician Assistant Program is responsible for providing support for this organization.

### ***Registration of DCOM Student Organizations***

In an effort to encourage a formal, organized system of student activities, DCOM has adopted processes and policies concerning the registration of student organizations. The registration process is designed to permit students to create a formal organization which is intended to fulfill a common purpose, to provide opportunities for student interaction through participation in managing the affairs of the group and implementation of activities/programs and to foster individual student growth and development through responsible involvement in co-curricular activities.

Registration of a student organization results from compliance with the criteria and conditions stated below, and it does not directly or indirectly imply the approval of the organization or its activities by DCOM. Organizations must secure registration forms from the Office of Admissions and Student Advancement annually which includes the securing of a DCOM advisor, in order to take advantage of the privileges accorded registered student organizations by the DCOM.

### ***Annual Registration***

Once student organizations receive official recognition, the organizations must retain LMU support through the following criteria:

1. Completion of a registration form each academic year
2. Participation in SGA (*honor societies excluded*)
3. Leadership and advisement of a full-time faculty or staff member
4. Approval of organizational activities and events through the Office of Student Services
5. Cooperation with LMU policies and procedures
6. Contribution to and support of the philosophy and mission of LMU
7. Participation in the annual leadership conference
8. Completion of successful semester evaluation
9. Completion of all necessary forms (available in the Office of Admissions and Student Advancement).
10. Completion of a service project that benefits the local community

### ***Student Sponsored Events***

Any off-campus event conducted by the Dr. George Stanley Thompson PA Student Society must be approved by the PA Program Director. This includes but is not limited to all talks, seminars, exhibits, fundraisers, workshops, and courses. Any on-campus event must be approved by both the Associate Dean of Students and the PA Program Director.

### ***Student Ambassador Program***

Student Ambassadors are selected by the LMU-DCOM PA Program to represent the PA program. Their primary role will be to assist with admissions and recruiting efforts. Students are eligible to be representatives during their first year, at which point they can contact the PA Program Director to indicate their interest.

On the days when potential students are brought in for their interviews or open houses, the student ambassadors will provide tours, have lunch with potential students, and talk to potential students about student life at DCOM.

## CAMPUS AMENITIES

### *Bookstore*

The LMU Bookstore, located in the Student Center, is maintained for the benefit and convenience of students. The purchase of new and/or used textbooks and other materials necessary for classes can be made in the Bookstore. Also for sale are various novelty items as well as health and beauty aids. The Bookstore hours are 8:30 AM to 4:00 PM, Monday through Friday. Physician assistant students may also purchase books by telephone (423-869- 6306 or through the Worldwide Web at [www.efollett.com](http://www.efollett.com) with UPS delivery (at physician assistant student cost). The main buy-back of textbooks takes place at the end of each semester; however, the Bookstore will buy back textbooks throughout the semester at wholesale prices. *See University Handbook for further detail on bookstore purchases and refunds.*

### *LMU-DCOM Outpatient Services*

There are two outpatient clinics.

#### **Harrogate:**

The LMU-DCOM clinic located across the street from the LMU main entryway serves the community by appointment or walk-in. Hours of clinic operation are Monday – Friday, 8:00 a.m. to 5:00 p.m. The clinic is closed during the lunch hour from 12:00 noon – 1:00 pm.

#### **New Tazewell:**

The LMU-DCOM clinic is located in New Tazewell on Hwy. 33. The hours of operation are Monday-Friday 7am-5pm, closed from 12-1pm for lunch.

Appointments can be made at either clinic by calling 423-869-7193.

### *The Lon and Elizabeth Parr Reed Medical and Allied Health Library*

#### *Fall and Spring Semesters*

- Sunday 2pm-12am
  - Monday 8am-12am
  - Tuesday 8am-12am
  - Wednesday 8am-12am
  - Thursday 8am-12am
  - Friday 8am-4:30pm
  - Saturday 10am-5pm
- 
- \*Hours are different during university holidays, summer terms, and the last few weeks of each semester. Check the library Web site for changes in library hours.

## ***Food Service/Dining Hall***

Chartwells Services provides food services on campus in the dining hall.

## ***Computing Services***

The official manner of communication from the administration and faculty to students is via e-mail. LMU physician assistant students are required to use and read all e-mail correspondences from DCOM and the University.

### ***Student Computer Accounts – Email/University Computers/Web Advisor***

Students will have at least two user accounts that they will be responsible for during their tenure at Lincoln Memorial University (LMU). These accounts use the same user name (typically, *firstname.lastname*) and start out with the password as your 6 digit birthday (MMDDYY). In the event two students have the same first and last name, a sequential number is added to the end of the last name, (ex. [sheree.schneider1@lmunet.edu](mailto:sheree.schneider1@lmunet.edu)). In addition to the primary two user accounts, most students will receive a Learning Management System user account. Blackboard is the university's learning management system. The same user name will apply to network access, email, WebAdvisor, Pathway and the Learning Management System. Although all these accounts have the same user name, they are separate accounts and changing the password on one does not automatically change the password on the other.

All students receive a user account to login to the computers attached to the LMU network infrastructure (including computers that are located at our extended campuses). This user account is also used to check email using LMU's web based email, Outlook Web Access (OWA). See the section on **University Email** for more details.

All students also receive a user account to login to LMU's web based portal to our administrative system, WebAdvisor. This account allows students to check grades and financial information. See the section on **University WebAdvisor** for more details.

It is your responsibility to ensure that all of your LMU passwords remain confidential. LMU does not accept responsibility for any password-related breach of security. We recommend you change your password every 30 days. You have the option to decline the assignment of a user name and password to access any accounts at LMU and may do so by contacting Information Services.

At any time, if you are having difficulty accessing your accounts, please check the Information Services website for documentation at <http://www.lmunet.edu/is> or call the IS Help Desk at 423-869-7411.

### ***University Email***

Every student is issued an email account. Some faculty require submission of homework assignments via email. Students may choose to access their email on the University computer systems, from their resident hall rooms on their personal computers, or from home on their personal computers. LMU supports a web based email client that can be accessed from any computer that has access to the Internet. The syntax for LMU student email addresses is [username@lmunet.edu](mailto:username@lmunet.edu). You can confirm your user name on WebAdvisor. See the section on University WebAdvisor for more details. Students can access the web-based client from LMU's website under the section Current Students & Faculty or using <http://www.lmunet.edu/exchange>. We encourage our students to use their LMU email accounts for all communication during their tenure at LMU. All LMU incoming and outgoing email is scanned for viruses. The computers (both desktops and laptops) located in the Library are dedicated for student use, to complete homework assignments and check their email. Additional computer workstations are available in smaller computer labs located on the Harrogate Campus and at our extended campus sites. Open hours for each of the labs are posted at each location.

### ***University WebAdvisor***

WebAdvisor can be accessed from any computer by going to the Current Students & Faculty page on the LMU website, <http://www.lmunet.edu>. After your initial login with your birth date, you are required to change your password. Your new password must be 6 to 9 characters and contain both letters and numbers and is case sensitive. Students are encouraged to obtain their class schedules, financial records and grades via WebAdvisor. Grades are not mailed and will not be given out over the telephone. WebAdvisor is a secure portal that requires a user name and password for access. This is a separate user account than your email but does have the same user name (User ID). To find or verify your username, choose "What's my User ID?" from the WebAdvisor main page and follow the prompts.

### ***University Internet – Resident Students***

Internet access is available in all residence halls on campus. Students must bring their own computer with the following minimum requirements: Pentium IV or compatible with CD-ROM. It must be equipped with a Network Interface Card (NIC) for a high-speed connection. Microsoft Windows is the only platform fully supported for computers attaching to LMU's network. Microsoft Windows Professional (version 2000 or XP) is the preferred operating system; however, Windows Vista is supported. Windows Millennium is not supported. There is no technical support available for Macintosh operating systems. Students should bring copies of any software that is installed on their computer—LMU cannot provide distribution CD's even if the student can provide an authentic license key.

Students are less likely to experience technical issues if their computer is new. Additional software is often needed in order to complete homework assignments. The software is installed on all computer lab systems but if students want to complete these assignments from using their personally owned computers, it is the responsibility of the student to purchase the necessary software. Microsoft Word is the campus standard word processing software. Many vendors, including the campus bookstore, provide student discounts for Microsoft Software and only ask

to see the student's registration form as proof of educational status. The Microsoft Office Suite which includes Word, PowerPoint, and Excel is not part of the Windows Operating System.

Students who wish to connect to the Internet will be required to install a network access control (NAC) client. This client is used by the University to assure that the student computer has updated virus protection, is running an authentic operating system and has all the necessary security patches for that operating system installed. This client is a not-intrusive application that can easily be removed when the student disconnects from the University's network. Students will not be allowed to connect to the network without this application. Each resident hall is assigned a student Resident Technical Assistant (RTA). The RTA is the person who is responsible for assisting students with technical support necessary to gain access to the campus network.

### ***University Internet – All Students***

Wireless Internet access (WAP) is accessible at several locations within the University network infrastructure. Students will be able to use their personal computers (laptops only) to access the WAP at the Library, student center, and other access points on the Harrogate campus and other extended campus sites. The minimum requirements for laptops accessing the WAP are a PIV laptop equipped with a wireless access card. Microsoft Windows is the only platform fully supported for computers attaching to LMU's network. Microsoft Windows Professional (version 2000 or XP) is the preferred operating system. Students on campus have experienced some technical difficulties with XP Home addition. There is no technical support available for Macintosh operating systems. Students should bring copies of any software that is installed on their computer—LMU cannot provide distribution CD's even if the student can provide an authentic license key. Students can find information regarding the policies and procedures associated with this service from LMU's website under the section Current Students & Faculty, Information Services, or using the URL <http://www.lmunet.edu/is>. For assistance with wireless access, please reference our Information Services help desk documentation at this same web address.

### ***Network Data and Email Storage***

All students have access to a limited amount of storage on the University network. This storage is routinely backed up. Students are responsible for maintaining the data that is stored on the University network. Students can find information regarding the policies and procedures associated with this service from LMU's website under the section Current Students & Faculty, Information Services, or using the URL <http://www.lmunet.edu/is>.

### ***University Printing/Photocopying***

Printers are strategically located in each of the buildings (including our extended campus sites). These units are available for student use and are fee-based. Students have 500 sheets of paper at no cost for printing. Additional prints are charged at a rate of \$0.10 per print. Students can find information regarding the policies and procedures associated with this service from LMU's website under the section Current Students & Faculty, Information Services, or using the URL <http://www.lmunet.edu/is>.



### ***Computer Maintenance – Personal Computers (Desktop or Laptop)***

Use a systematic approach to determine whether problems are a result of hardware, software, network or configuration options. Be sure that the latest AntiVirus and its current updates are installed on your computer and that scans are routinely run. Make sure you run Windows updates frequently. Download an anti-spyware product like Microsoft Defender. Many problems can be avoided by safeguarding and restricting access to your computing resources. Use caution when visiting websites. Do not download free software unless you are convinced it will not be harmful to your computer. Check the Information Services website for helpful information about maintaining your PC, <http://www.lmunet.edu/is>.

### ***Data Backup – Personal Computers (Desktop or Laptop)***

Perform routine back-ups of your files. If you have the resources to make a disk image of your system, do this on a regular basis. Store your original software packages, licensing information, back-up files and disk images in a very safe place. As soon as you detect or suspect a problem, immediately run the antivirus scans and diagnostic utilities, make back-ups of your files or create a new disk image. If your vendor has supplied diagnostic or trouble shooting utilities, run them as soon as possible. If you need assistance, contact the vendor's support Web site or telephone their technical support. If you have recently installed new software, verify that it was done using the proper technique and that all the settings and options are correct. You may want to "uninstall" it and restart your computer to see what effect it has on the problem. Sometimes uninstalling will not remove all traces of the program from your computer. Visit the software vendor's Web site or call their technical support for assistance.

Most LMU courses are web-enhanced. If you participate in a web-enhanced or online course at LMU, it is your responsibility to make sure you have a working computer. If something happens to your computer during the course, you should make immediate provisions with an outside vendor to get the computer repaired as quickly as possible. During the time the computer is being repaired, you can use the library or lab computers. Keep in mind these computers are often in high demand—you should plan appropriately.

### ***Telephone Services - Fax/Courtesy Phones/Long Distance/Cell Phones***

There is one phone line per room. Students must bring their own telephones and/or answering machines. All local calls are free; however, in order for students to make long distance calls from these phones, long distance calling cards must be used. Long distance calling cards may be purchased in the LMU Book store. The dialing area for LMU is (423) and the exchange is 869. Students phones are behind a Private Telephone Switch (PBX) similar to rooms in a hotel and students must dial 9 to get an outside line. Student phone numbers are not listed in the local phone book. Student phone numbers will not be given to callers via the switchboard and cannot be accessed using any of LMU's toll-free numbers. Students can call faculty, staff and fellow students on the PBX using the four digit extension number.

A couple of resident halls will be using IP Phones this semester. IP Phones can only be used in conjunction with LMU's current PBX system. These resident halls will be equipped with telephone instruments.

Courtesy phones are strategically located in each of the buildings (including our extended campus sites). These phones can be used similarly to the phones in the resident halls. In order for students to make long distance calls from these phones, long distance calling cards must be used.

Faxing capabilities will be available for students via the multifunction machines mentioned in the **University Printing/Photocopying** section. Again in order for students to fax long distance from these phones, long distance calling cards must be used. There will be a fee associated with the number of pages that are faxed (similar to the cost associated with print/copy). Information regarding the policies and procedures associated with this service are still in the planning stages and will be available as they develop at <http://www.lmunet.edu/is>.

Cingular wireless is the cell phone vendor choice for University faculty and staff. Students who purchase a Cingular plan will utilize free mobile to mobile minutes if they need to contact security or other LMU faculty and staff on their cell phones. Both Cingular and Verizon have sufficient cell phone cover in the Harrogate area. Cingular service is more prominent in Harrogate's border city of Middlesboro, Kentucky and Verizon is more prominent in Harrogate's border city of Ewing, Virginia. There is limited or no cell phone service for most of the other popular cell phone vendors.

## **General University Policy Guidelines**

1. The University does not accept responsibility for loss of personal property due to theft, fire or vandalism. Students are encouraged to research and purchase renter's insurance. Students should also be aware if their property is covered under their parents' or guardians' homeowner's policy. All students are encouraged by the Office of Safety and Security to properly secure their property while on campus.

2. All students are required to acquire an LMU Student ID Card. All students are required to have a valid form of photo ID on them at all times while on campus (including LMU ID and license). If a faculty member, staff member, security officer, Resident Director or Resident Assistant asks a student to present an ID, the student must present identification immediately. Failing to provide, or refusal to provide requested identification can result in disciplinary action, including a \$25.00 fine.

3. Students may not possess, consume, sell, use or be in the presence of alcoholic beverages or nonprescription narcotics on campus grounds, in University buildings or at University activities (see "Policy on Alcohol and Other Drugs").

4. Use of any tobacco product is prohibited in all University buildings.

5. Penalties related to violations of alcohol and narcotic prohibition can result in disciplinary actions including suspension or expulsion from the University (see "Policy on Alcohol and Other Drugs").

6. All types of guns, ammunition, explosives (including firecrackers and other fireworks and other flammable materials) or any other potentially dangerous weapons or paraphernalia, concealed or visible (including bladed items over three inches long), or potentially dangerous and unauthorized recreational equipment (such as archery equipment or paintball guns) are prohibited on campus, and are finable offences. A fine of \$500.00 (possible arrest) will result from the discharge of firearms at any time on LMU property. The potentially dangerous weapons will be removed from LMU property. Anyone wishing to temporarily store weapons on campus must apply for such arrangements for storage with the Chief of Security before these items are brought on campus property. Hunting is not permitted on the campus or surrounding parklands or farmlands owned by the University.

7. Any form of abuse of any person or property on the campus will result in immediate action including payment of damages, fines, and possible removal from campus housing and/or suspension. Abuse / Harassment / Intimidation / Stalking / Vandalism of any person or property on campus will result in immediate action including but not limited to: prosecution by local authorities, payment of damages, fines, possible removal from campus housing, suspension, or expulsion. Sexual Harassment is addressed within "Sexual Harassment Policy." Definitions: "Harassment," according to Tennessee Code Annotated (TCA) 39-170308, occurs when someone "Threatens, by telephone or in writing, to take action known to be unlawful...and knowingly annoys or alarms the recipient," or "Place...telephone calls anonymously, or at...hours known to be inconvenient to the victim, or in an offensively repetitious manner, or without a legitimate purpose of communication, and...Knowingly annoys or alarms the recipient." "Intimidation," occurs when someone "injures or threatens to injure or coerces another person with the intent to unlawfully intimidate another from the free exercise or enjoyment of any (lawful) right or privilege," or "damages, destroys or defaces any real or personal property of another person with the intent to unlawfully intimidate another from the free exercise or enjoyment of any right or privilege..." "Stalking," occurs when someone "intentionally and repeatedly (two or more separate occasions) follows or harasses another person in such a manner as would cause that person to be in reasonable fear for being assaulted, suffering bodily injury or death." "Vandalism," occurs when someone "knowingly causes damage to or the destruction of any real or personal property of another..." "Assault," occurs when someone "Intentionally, knowingly or recklessly causes bodily injury to another...Intentionally or knowingly causes another to reasonably fear imminent bodily injury; or...Intentionally or knowingly causes physical contact with another and a reasonable person would regard the contact as extremely offensive or provocative." Students, faculty, and staff are encouraged to consult current TCA listings for more specific information on these laws and to report all incidents of these crimes

immediately.

8. Falsely reporting fires, bomb threats or other emergencies (either to LMU personnel or local 911 / police force dispatch personnel), falsely setting fire alarms and the non-emergency use of emergency equipment will result in immediate administrative action leading to possible suspension from the University and prosecution through state and federal laws. Tampering or damaging smoke detectors is subject to a \$250.00 fine and possible suspension.

9. Unauthorized entry into another student's room, faculty or staff offices, or any other campus facility is considered a serious violation and will result in immediate disciplinary action. This includes unauthorized entry into any facility outside of regular working hours.

10. Setting off, dismantling, tampering with, or disarming "Emergency Only" residence hall exits can result in a finable offense (up to \$250.00).

11. Theft of University property or of someone's personal property is against the law. Penalties may include campus sanctions as well as civil prosecution.

12. Giving false testimony to an investigating staff member or to a member of any of a judicial committee, attempting to intimidate or coerce witnesses, or seeking revenge against anyone due to their role in a disciplinary procedure will result in appropriate disciplinary action.

13. Giving false names or identification to any inquiring LMU staff person will result in disciplinary sanctions.

14. Harassment of another person, whether physical or verbal, is not tolerated and will be stopped, including possible removal of the offender from the University (see "Sexual Harassment Policy" and other definitions of harassment).

15. Littering the campus is offensive to everyone. Anyone found littering is subject to a \$25.00 fine and will be assigned appropriate community service.

16. A student's behavior is not only a reflection of his/her own choices, but is also a strong reflection upon the caliber of students enrolled within the University community. The University reserves the right to discipline students who commit certain off-campus violations of university policies.

17. The University reserves the right to require the withdrawal of a student due to physical or emotional reasons. The student may be considered for readmission / continued enrollment upon producing documented medical evidence satisfactory to a medical advisor selected by the University which proves that the condition requiring withdrawal has been corrected.

18. Any student who has not completed registration properly in an appropriate amount of time or who has not paid his/her account according to arrangements made with the Finance Office and Financial Aid Office is subject to administrative withdrawal from classes. A reasonable attempt will be made to contact the student before such action is taken.

19. The falsification of University documents of any kind is prohibited.

20. The University respects an individual's right to express themselves uniquely and strongly, however, when instances of complaints regarding reported or witnessed "foul" or "offensive" language or insinuations are filed with or by University administrators, the Office of Student Services will treat each case individually in order to address the appropriateness of the material in question and whether it contributes to or subtracts from the mission of the University. All of the above stated offences may be dealt with on a case-by-case basis and according to the determinations of the seriousness of each incident may result with sanctions ranging from a simple warning to the ultimate expulsion of the student or students from the institution.

### ***Alcohol and Other Drugs***

In compliance with Section 1213 of the Higher Education Act of 1965, as added by Section 22 of the Drug Free Schools and Communities Amendments of 1989 (Public Law 101-226), Lincoln Memorial University offers a drug prevention program through the Office of Counseling and Lifestyle Management within the Office of Student Affairs. The program emphasizes campus policy on illicit drugs and alcohol, legal sanctions for illicit use within Tennessee and the United States and a description of health risks associated with the use of illicit drugs and alcohol, counseling and treatment available to the campus community, and LMU disciplinary sanctions for illicit use by the campus community.

1. Standards of conduct regarding unlawful possession, use, or distribution of illicit drugs and alcohol on LMU property or as part of any LMU activities (including off-campus activities):
  - a. Public drunkenness is not permitted on campus. Drunken persons who are violent, uncontrollable, or aggressive are subject to arrest. (Also see "Sanctions for underage drinking, possession, or intoxication")
  - b. All underage students apprehended for alcohol consumption, possession, or intoxication will be reported in numerical form to the Tennessee Bureau of Investigation (TBI) in LMU's monthly report to the agency. In addition, all students who are arrested for being intoxicated, regardless of age, will be reported numerically to the TBI.
  - c. Any LMU-DCOM recognized student organization that organizes or sponsors a sanctioned off-campus event where alcohol is served, used, or sold must use a third-party vendor, such as a hotel or restaurant, to serve the alcohol. The third party vendor must have a cash bar with individual students paying for their own alcohol. Monetary transactions will be between the individual students and the third party; *there will be no monetary transaction between the LMU student organization and the third party vendor.* Student association funds will not be used to pay for alcohol; likewise, members of the club will not participate in serving the alcohol. Any student organization that violates this rule will be sanctioned.
  - d. Students living in graduate student housing complexes (residents are aged 21 or older) may have alcohol in their apartments. Having alcohol in their apartment does not exempt them from the "Excessive Noise Policy." Students having a large party in an apartment which disrupts the other residents will be written up by the Residence Hall Director. Alcohol may not be consumed outside of their apartments in the common areas.

e. Graduate students (age 21 or older) who live in undergraduate housing may not have alcohol in their rooms.

2. Legal sanctions for the unlawful possession or distribution of illicit drugs and alcohol: Applicable Tennessee Law for the unlawful possession or distribution of illicit drugs and alcohol: "Definition of a minor: The 'age of majority' for purposes related to alcoholic beverages in Tennessee is defined as twenty-one years of age." [Tennessee Code Annotated - 1-3-105].

"Possession or consumption by a minor: It is unlawful for persons less than twenty-one years of age to purchase, possess, consume, or transport alcoholic beverages, including beer and wine" [T.C.A. - 1-3-13(b)]. "Finally, minors may not purchase, receive or possess alcoholic beverages in a public place" [T.C.A. - 57-4-203(b)(2)]. "Sale or gift to a minor: It is a misdemeanor for any adult to furnish or buy alcoholic beverages for a minor, [T.C.A. - 39-6-929(b) and 57-5-301(d)(2)]. "Miscellaneous: It is unlawful in Tennessee "for any person to buy another, any intoxicating liquor from any persons" [T.C.A. - 39-6- 9051]. "Sale or gift to an intoxicated person: Licensed vendors and others are prohibited from selling or furnishing alcoholic beverages to 'visibly intoxicated' persons" [T.C.A. - 57-4-203(c)]. "Criminal offenses and penalties - Habitual drug offenders - Class X felonies:

a. Except as authorized by - - 39- 6-401 - 39-6-419 and title 53, chapter 11, parts 3 and 4, it is unlawful for any person to manufacture, deliver, sell, or possess with intent to manufacture, deliver or sell, a controlled substance, or for two (2) or more persons to conspire to manufacture, deliver, sell, or possess with intent to manufacture, deliver or sell, a controlled substance; provided, however, that no agreement shall be deemed a conspiracy unless some act be done to effect the object thereof. Any person who violates this subsection with respect to a controlled substance is guilty of a felony in respect to most illicit drugs.

b. It is unlawful for any person knowingly or intentionally to possess a controlled substance unless the substance was obtained directly from, or pursuant to, a valid prescription or order of a practitioner while acting in the course of his professional practice, or except as otherwise authorized by - - 39-6-401 - 39-6-419 and title 53, chapter 11, parts 3 and 4. ... (d)

It shall be unlawful and shall constitute a Class X felony for a person to be engaged as a habitual drug offender. As used in this subsection, a 'habitual drug offender' is defined as one who engages in the protracted and repeated manufacturing, delivering, selling, processing with intent to manufacture, deliver, sell or conspiring with another with intent to manufacture, deliver, sell or possess with intent to manufacture, deliver or sell any controlled substance under any schedule or combination of schedules, unless a person is otherwise permitted by law to engage in one or more of the activities included herein" (T.C.A. - 39-6-417(a)(b)(d)]. "Unlawful drug paraphernalia uses and activities. 'Except when used or possessed with he intent to use by a person authorized by - - 39-6-401 - 39-6-419, 53-11-301 - 53-11-414, to dispense, prescribe, manufacture or possess a controlled substance, it is unlawful for any person to use, or to possess with intent to use, drug paraphernalia to plant, propagate, cultivate, grow, harvest, manufacture, compound, convert, produce, process, prepare, test, analyze, pack, repack, store, contain, conceal, inject, ingest, inhale, or otherwise introduce into the human body a controlled substance in violation of this part.'" [T.C.A. - 39-6-456]. T.C.A. (1987 Cum. Supp.)

3. The scope and impact of health risks from alcohol and drug abuse are both alarming and well-documented, ranging from mood-altering to life threatening, with consequences that extend beyond the individual to family, organizations and society at large. There are physical, emotional, spiritual, social and occupational risks involved with the use of alcohol and drugs.

Some of the physical health risks of drug use include, but are not limited to heart problems, infections, malnutrition, convulsions, respiratory paralysis, emphysema, high blood pressure, and possible death. Drug use can also lead to legal problems, financial hardships, and social and occupational difficulties. Some of the physical risks of using alcohol are chronic addiction, blood disorders, brain damage, cirrhosis, hepatitis, heart problems, lung infection and stomach ulcers. Mentally, there may be increased stress, depression, contemplation of suicide, impaired thought process, memory loss, and increased incidents of psychosis. Lincoln Memorial University, therefore, conducts regular programs to educate its students, faculty, and staff that consumption and/or abuse of alcohol and other drugs may alter behavior, distort perception, impair thinking, impede judgment, and lead to physical or psychological dependence.

4. A description of alcohol and drug counseling, treatment or rehabilitation to students: Lincoln Memorial University – DCOM in conjunction with Cherokee Mental Health provides a comprehensive alcohol and drug prevention program for students in need of assistance. Faculty, staff, students, and concerned family members may refer students for to Cherokee Mental Health directly or to the Office of Admissions and Student Service. Students receiving counseling on campus as a result of alcohol, drug, or personal concerns can do so with the assurance that strict counseling confidentiality will be observed. If dismissal from the university is made, assessment and rehabilitation at the student's expense may be required for reentry to the institution.

5. Disciplinary sanctions will result from standards of conduct violations regarding the unlawful possession, use, or distribution of illicit drugs and alcohol on LMU property or as a part of any LMU activities. Student consumption, possession, sale, distribution, or being in the presence of alcohol and other drugs on the LMU campus is prohibited. Sanctions include, but are not limited to:

a. Sale and/or distribution to a minor: Removal from the residence hall with no refund of housing fees and revocation of visitation privileges in any campus residence hall.

b. Public drunkenness: Those who are violent, uncontrollable, or aggressive are subject to arrest. Other offenses subject to second offense

consequences "possession or consumption" above.

c. Alcohol served, used, or sold at campus activities on campus will result in the probation and/or suspension of the sponsoring organization. (See Student Organization Council Handbook)

Possession, consumption, sale, or use of illicit drugs is against local, state, and Federal law. Suspension and expulsion from the university and arrest will be consequences of these serious infractions

## **SEXUAL AND OTHER DISCRIMINATORY HARASSMENT**

LMU is committed to maintaining study and work environments that are free from discriminatory harassment based on sex, race, color, national origin, religion, pregnancy, age, military status, disability or any other protected discriminatory factor. Sexual or other discriminatory harassment of its students is strictly prohibited, whether by nonemployees (such as contractors or vendors), other students, or by its employees, and LMU will take immediate and appropriate action to prevent and to correct behavior that violates this policy.

Likewise, students are strictly prohibited from engaging in harassing behavior directed at LMU's employees, its visitors, vendors and contractors. All students must comply with this policy and take appropriate measures to create an atmosphere free of harassment and discrimination. Appropriate disciplinary action, up to and including, suspension, expulsion, termination from employment or being banned from LMU properties, will be taken against individuals who violate this policy.

### ***Sexual Harassment***

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors or other verbal or physical contact of a sexual nature. This conduct constitutes unlawful sexual harassment when:

1. Submission to this conduct is explicitly or implicitly made a term or condition of an individual's employment or academic success;
2. Submission to or rejection of this conduct is used as the basis for an employment or academic decision; or
3. 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 work environment.

Sexual harassment refers to behavior that is not welcome, is personally offensive, is debilitating to morale and interferes with academic or work effectiveness. It frequently (though not necessarily) occurs as an abuse of authority where the parties are in an unequal power relationship. Sexual harassment may take different forms. One specific form is the demand for sexual favors. Other forms of harassment can include:

Verbal: Sexual innuendoes, suggestive comments, jokes of a sexual nature, sexual propositions, implied or explicit threats, and offensive or obscene language.

Non-Verbal: Sexually suggestive objects, graffiti, cartoons, posters, calendars, writings, pictures, graphic commentaries, suggestive or insulting sounds, leering, whistling, stalking, staring and making obscene gestures.

Physical: Unwanted or unwelcome physical contact, including touching, pinching, grabbing, holding, hugging, kissing, brushing the body, assault and rape.

While sexual harassment usually involves members of the opposite sex, it also includes "same sex harassment," (*i.e.*, males harassing males and females harassing females).

Sexual harassment may be subtle or overt. Some behavior that is appropriate in a social setting is not appropriate in the workplace or in an academic environment. Regardless of the form it takes, verbal, non-verbal or physical, sexual harassment is inherently destructive, insulting and demeaning to the recipient and will not be tolerated at LMU.



### ***Other Discriminatory Harassment***

Other discriminatory harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of race, color, religion, national origin, pregnancy, age, military status, disability, or other protected discriminatory factor, when such conduct (1) has the purpose or effect of creating an intimidating, hostile or offensive work or academic environment; (2) has the purpose or effect of unreasonably interfering with an individual's work or academic performance; or (3) otherwise adversely affects an individual's employment or academic opportunities.

Examples of discriminatory harassing conduct include, but are not limited to, using epithets, slurs, negative stereotyping, threatening, intimidating or hostile acts or words, or showing, exhibiting or creating written or graphic material that denigrates or shows aversion or hostility toward an individual or group because of race, color, religion, national origin, pregnancy, age, military status, or disability.

**All students must avoid any action or conduct that might be viewed as discriminatory harassment (whether sexual or other). Approval of, participation in or acquiescence in conduct constituting such harassment is a violation of this policy. Note: Individuals may be disciplined for behavior which is not so severe as to independently constitute unlawful harassment, but which is nonetheless offensive.**

### ***Hazing***

All forms of hazing on the part of any individual, group of individuals or organizations are subject to civil and University disciplinary action. No initiation or other activity shall be undertaken which endangers the health and safety of an individual, or demands an individual to engage in conduct of an unbecoming or humiliating nature, or in any way detracts from an individual's academic pursuits.

For purposes of this policy and University disciplinary action, LMU defines *hazing* to include any action taken or situation created, wherever it occurs, which induces mental or physical discomfort, embarrassment, harassment, or ridicule. Such actions including paddling, creation of excessive fatigue, physical or psychological shock, wearing apparel which is conspicuous and not in good taste, public ridicule of students, buffoonery, morally degrading or humiliating games or events, work sessions which interfere with regulations or policies of LMU or the laws of the State of Tennessee. Tennessee law [T.C.A. §47-7-123] prohibits hazing and offers the following definitions: (1) "Hazing" means any intentional or reckless act in Tennessee on or off the property of any higher education institution by one (1) student acting alone or with others which is directed against any other student, that endangers the mental or physical health or safety of that student, or which induces or coerces a student to endanger such student's mental or physical health or safety.

"Hazing" does not include customary athletic events or similar contests or competitions, and is limited to those actions taken and situations created in connection with initiation into or affiliation with any organization; and (2) "Higher education institution" means a public or private college, community college or university. (b) Each higher education institution shall adopt a written policy prohibiting hazing by any student or organization operating under the sanction of the institution. The policy shall be distributed or made available to each student at the beginning of each school year. Time shall be set aside during orientation to specifically discuss the policy and its ramifications as a criminal offense and the institutional penalties that may be imposed by the higher education institution.

### ***Complaint and Reporting Procedure***

Students have the responsibility to bring any form of harassment or hazing that they experience or observe to the immediate attention of LMU. They need not complain first to the offending person. All complaints or reports should be directed either to the DCOM Associate Dean of Students or to the LMU Vice President for Enrollment Management and Student Services. A prompt, thorough, and fair investigation will be conducted based on the individual's statement of what has occurred. In an effort to protect the individual who reports or complains of harassment, to encourage prompt reporting, and to protect the accused's interests during the pending investigation, access to information related to the investigation will be maintained on a strict "need to know" basis and all individuals involved in an investigation will be instructed not to discuss the matters in question outside of the investigation. LMU will retain confidential documentation of all allegations and investigations and will take appropriate corrective action to remedy all violations of this policy.

Investigations will normally include conferring with the parties involved and any named or apparent witnesses. Signed statements from the parties and witnesses will usually be requested, though complainants are not required to make a written complaint. All complainants and witnesses will be protected from coercion, intimidation, retaliation, interference or discrimination for raising a bona fide complaint or properly assisting in an investigation. If the investigation reveals that the complaint is valid, prompt and appropriate corrective action designed to stop the harassment immediately and to prevent its recurrence will be taken.

Retaliation against any complaining individual, any witness, or anyone involved in a complaint is strictly prohibited. LMU will follow up any complaint or investigation as appropriate to insure that no retaliation occurs. Students should *immediately* report any perceived retaliation to the DCOM Assistant Dean of Students or to the LMU Vice President for Enrollment Management and Student Services. The University will not tolerate retaliation and will take prompt and immediate steps to eliminate it.

Whether a particular act or incident produces a discriminatory employment or academic effect or amounts to harassment, or whether it otherwise violates this policy, requires a factual determination based on all the facts and circumstances. Given the nature of this type of discrimination, the University recognizes that false accusations of sexual or other discriminatory harassment can have serious effects on innocent individuals. Therefore, if after investigating any

complaint or report, it determines the complaint or report is not bona fide and was made in bad faith or for an improper purpose, or that an individual has provided false information regarding a complaint or investigation, disciplinary action may be taken against the individual who filed the complaint or who gave false information.

LMU trusts and expects that all students will continue to act responsibly to establish and maintain a pleasant and respectful community environment, free of discrimination or harassment, for all. LMU has a zero tolerance policy for sexual or other discriminatory harassment. Thus, students are subject to discipline for any inappropriate behavior.

Questions or concerns about this policy or the complaint and reporting procedure should be directed to the Office of Admissions and Student Advancement.

## **Sex Offense Prevention Programs and Procedures**

### ***Education and Information***

Sex offense prevention education is part of orientation. Prevention literature and contact information for local agencies is available in the Student Services lobby and at the Tagge Center for Academic Excellence, and students are encouraged to contact Student Services counselors (Duke 202) with any additional concerns or requests for information.

Students may access the TBI's Tennessee Internet Crime Information Center's Sexual Offender Registry (for Claiborne County) at:

[http://www.ticic.state.tn.us/SEX\\_ofndr/sor\\_short\\_county.asp](http://www.ticic.state.tn.us/SEX_ofndr/sor_short_county.asp). For Bell County, KY:

<http://kspsor.state.ky.us/>. For Lee County, VA: <http://sex-offender.vsp.state.va.us/>.

### ***Reporting Offenses***

Students who experience, witness or are otherwise informed that a sexual offense has occurred should, at the student's option, contact local law enforcement, a campus security officer, or university official as soon as possible (see Security Team contact information below). Prompt reporting is important in order to preserve available evidence, to obtain necessary treatment and support for the victim and to prevent further harm to others.

### ***Procedures***

LMU will cooperate with lawful investigatory processes related to criminal investigations. In addition, allegations of sexual offenses brought against a student will be handled pursuant to the University's Sexual Harassment policy and procedures. The University may impose disciplinary action against a student even in the absence of a criminal report, arrest or conviction. Sanctions may include, but are not limited to, disciplinary probation, suspension or expulsion. The DCOM Office of Admissions and Student Services may, upon request or out of concern for safety, make adjustments to a student's academic or living situation.

## **ACADEMIC ENVIRONMENT**

The University considers both the in-class and the out of the classroom learning spaces to be equally important, therefore we strive to create in both cases environments conducive to optimal learning. The following are policies and encouragements designed to enhance and guarantee such a campus experience for our students:

### ***Classroom Etiquette***

To maintain an environment conducive to learning in the classroom and laboratory, the Department has established the following guidelines. Activities that distract from the classroom environment and interfere with the conduct of the educational process are prohibited. Such activities include emailing, instant messaging, cell phone usage or receiving calls when not on silent mode, headsets for music, surfing the internet aside from direction by faculty as a part of the conduct of the classroom, bringing animals to class, bringing children in class (except as requested by faculty), conducting conversations outside of class participation and distracting peers or faculty from the conduct of the learning process. Such activities are not consistent with the Professionalism Expectations. Faculty have responsibility to maintain the classroom environment and will ask those who engage in distracting activity to leave the room.

Frequent breaks are given during the day. Please make every attempt to limit your egress and reentry to class by using break time to attend to needed activities. Students who violate this policy may be asked to leave. We apologize for any inconvenience this may cause but we must respect the rights of all students to concentrate without interruption.

### ***Eating and Drinking in Classrooms***

To maintain a safe and clean environment, no eating, drinking or smoking will be permitted in any classroom, laboratory or auditorium. Student violators will be referred to the Physician Assistant Program Director for disciplinary action.

### ***Academic Freedom***

College and University students are both citizens and members of the academic community. As citizens, students should enjoy the same freedom of speech, peaceful assembly, and right of petition that other citizens within the University mission enjoy; and as members of the academic community, students are subject to the obligations which accrue to them by virtue of this membership. Faculty members and administration officials should ensure that institutional powers are not employed to inhibit such intellectual and personal development of students as is often promoted by their exercise of the rights of citizenship both on and off campus. (*Adapted from the 1992 American Association of University Professor's statement on Student Rights and Freedom*).

# **POLICIES AND PROCEDURES**

## ***Fair Practices***

PA students have equal access to facilities and programs of the Lincoln Memorial University-DeBusk College of Osteopathic Medicine as students of other programs. LMU-DCOM is committed to equality of opportunity and does not discriminate against applicants, students, or employees based on race, religion, color, creed, national origin, gender, age, sexual orientation, or disability. All policies concerning equal opportunity/affirmative action, sexual harassment, discrimination, and conflicts of interest are found in the *LMU Student Handbook* and in this *Handbook and Catalog*.

## ***Health***

### ***Acquired Immunodeficiency Syndrome (AIDS)***

The following guidelines, recommended by the American College Health Association, are based on facts derived from the best currently available medical knowledge about Acquired Immunodeficiency Syndrome. The University reserves the right to revise this statement based on further advanced information on AIDS. Because Lincoln Memorial University is an educational institution, its main response to AIDS will be educational in nature. The LMU Health and Safety Committee will be responsible for disseminating the latest information on AIDS and AIDS prevention to the campus community. The Health and Safety Committee will serve as AIDS information and review committee to evaluate AIDS related situations on a case- by-case basis and continue to update the AIDS policy as necessary.

1. There is no medical justification for restricting the access of persons with AIDS, AIDS Related Complex (ARC), or a positive HIV antibody test to campus facilities or activities.
2. Most students, faculty, or staff who have AIDS, ARC, or a positive HIV antibody test will not have restricted access to facilities or activities.
3. Consideration of existence of AIDS, ARC, or a positive HIV antibody test will not be part of the initial admission decision to the institution.
4. Consideration of existence of AIDS, ARC, or a positive HIV antibody test will not be part of the decision regarding residence hall assignment except in the following situation: Immunocompromised students may require special (separate) housing accommodation for their own protection, and this will be provided when such housing is available and only with the permission and consent of the student involved. Although a good faith attempt will be made to provide such accommodations, the institution is under no obligation to create such an accommodation when one is not readily available.
5. Students, faculty, or staff are encouraged to inform campus authorities (i.e. students inform the Vice President for Enrollment Management and Student Services; faculty/staff inform the Vice President for Academic Affairs and Provost) if they have AIDS, ARC, or a positive HIV antibody test so the university can meet the needs of the individual. All medical information must be handled by Lincoln Memorial University authorities in a strictly confidential manner.

6. No specific or detailed information concerning complaints or diagnosis will be provided to faculty, administrators, or parents, without the expressed written permission of the individual. No recording of AIDS-related information will be entered in University records without the individual's consent.

7. An effort will be made by the Health and Safety Committee and other University personnel to provide educational measures whereby the Lincoln Memorial University population at large may learn the facts about AIDS and AIDS prevention.

8. While the above guidelines should prove applicable in almost all AIDS-related cases, Lincoln Memorial University reserves the right to apply or disregard these guidelines on a case-by-case basis.

***LMU Student Health Insurance*** Effective with the Fall 2008 semester, Lincoln Memorial University is requiring that all students have health insurance. Students will be charged the appropriate premium on their student accounts automatically as they register for six or more credit hours. The plan design information is located at:

<http://www.lmunet.edu/dcom/pa/insurance.shtml>.

If students fall below full time, insurance options will be evaluated and communicated to the student by the LMU-DCOM benefits administrator.

***WAIVERS:*** The benefits administrator will be contacting you via e-mail concerning the online waiver process.

Students who do not have up-to-date health insurance will not be allowed to participate in any activity that involves patient contact. This may result in the student not being able to fulfill the requirements of certain courses and activities which could have a detrimental effect on the student's progress.

***On-campus health care services*** A special feature of the plan will be no out-of-pocket costs for most office visits for students who receive care at the LMU-DeBusk College of Osteopathic Medicine, Outpatient Services department located on the main campus. Routine visits are the ones that do not require copay, but if there is lab work, x-rays, or something more in depth there will be a charge. Also, always ask to be sure the provider you are about to see participates in this plan.

For those who choose not to use this service, there is an affordable office co-pay and annual deductible. The plan is also accepted at many area health care providers. Please review the summary of benefits for an overview of the plan.

- In accordance with accreditation, PA students will not be allowed to be seen or treated by PA faculty members. A policy has been put into place in the clinic that will insure that this procedure is followed. This policy also includes immunizations.

# CLINICAL ACADEMICS

## *Criminal Record Report*

All physician assistant students must have an updated criminal record report from a University approved vendor before starting the Physician Assistant Program and prior to the start of clinical rotations. Failure to comply with this mandate will result in denial to matriculate or an enrolled student being withdrawn from the PA program. The student will sign a disclosure and release form indicating knowledge of this policy and their belief that they do not have any criminal history that would disqualify them from clinical experience or patient contact. These reports are purchased at the expense of the physician assistant student. The appropriate forms are available through the Office of Admissions for the Physician Assistant Program.

## OTHER POLICIES

### *Holidays*

Official LMU Holidays (Offices closed/no classes): In addition to the mid semester break which varies from year to year, DCOM is closed on the following days: Labor Day, Thanksgiving Day and the Day following Thanksgiving, Good Friday, Memorial Day, Fourth of July. During the clinical year, students must follow the calendar designated by the LMU-DCOM PA Program's Director of Clinical Education.

### *Vacations*

Vacation dates can be found in the Academic Calendar or Clinical Rotation schedule.

### *Inclement Weather*

Radio and television stations (listed below) will be contacted and every effort made to have morning or daytime cancellations posted/announced by 6:00 a.m., along with a recorded announcement on the LMU main campus telephone number: (423) 869-3611. Cancellation of Harrogate campus site evening classes (those beginning at 6:00 p.m. or later) will be announced by 4:30 p.m. using the same venue.

### **Radio and Television Stations**

- Campus - WLMU, WRWB, LMU-TV
- Corbin, KY, WCTT, WKDP, WYMT-TV
- Harlan, KY - WHLN, WFSR, WTUK, WYMT-TV
- Harrogate, WRWB/WLMU, WANO-TV18
- Jonesville, VA, WSWV
- LaFollette, WLAF, WQLA
- Middlesboro, KY - WXJB, WFXV, WMIK
- Morristown - WMTN, WCRK
- Pennington Gap, VA - WSWV
- Pineville, KY, WRIL, WYMT-TV

- Regional - WOKI, WIVK, WATE-TV, WBIR-TV, WVLT-TV
- Rose Hill, VA, WSWV
- Tazewell, WNTT, WCTU

### *Parking*

All medical and physician assistant students, faculty, and staff vehicles must be registered with the University Office of Student Services during the completion of academic registration. Vehicle registration covers one academic year, ending on the last day of the summer session. A registration fee of \$30.00 is assessed per student. Parking hangtags are issued upon registration and indicate status as student or faculty / staff. Hangtags are transferable to other vehicles as approved by the Office of Student Services. Hangtags must be visible in the front windshield.

### *Security*

Lincoln Memorial University has an in house security service which provides supervision for the entire campus in conjunction with LMU standards and policies and State of Tennessee certification requirements. Security is administered and monitored through the LMU Office of Student Services. At least one security officer is on duty seven days per week, 24 hours per day to secure campus facilities, protect and assist campus students, personnel, visitors and to monitor traffic regulations. **The security office is located in the Grant Lee building on the campus of LMU.** All students, faculty, staff, and visitors are encouraged to report criminal activity and any other safety concern as soon as safely possible. Upon request, reports can be submitted through a "voluntary confidential reporting process."

In the event of an emergency or any other security need, look for an officer or phone the Security Office at (423) 526-7911 (Cell phone), or phone the Assistant Dean of Students at 423-869-7094 Monday through Friday 8:00 a.m. to 4:30 PM.

In accordance with Public Chapter 317, "College and University Security Information Act," enacted July 1, 1989, in the state of Tennessee, LMU submits monthly crime statistics to the Tennessee Bureau of Investigation (TBI). Specific policies and procedures are available upon request from the Dean of Students Office. In the event of an emergency or any other security need, look for an officer, call a security officer at (423) 526-6526 (dial in your phone number), phone the Security Office at 869-6338, or phone the Dean of Students at (423) 869-6433, Monday through Friday 8:00 a.m. to 4:30 PM. Warnings (crime, emergencies, or weather-related) particular to the University community are coordinated through all or a combination of the following: LMU Security, the Office of the President, the Office of Student Services, and the LMU Health and Safety Committee (12/18/03). Resident Directors should be contacted Saturday and Sunday and after 4:30 p.m. Monday through Friday (see "Residence Halls" for RD telephone numbers).

Crime statistics are reported to the TBI according to TBI policies for Tennessee colleges and universities. The TBI requires all Tennessee colleges and universities to report specific crimes that have been reported to and investigated by Tennessee authorities. Crime Statistics at LMU for the past calendar years are listed in the general student handbook in accordance with Regulatory Citations 34 CFR 668.46(b)(1) & 34 CFR 668.46(c)(1)-(2).



## ***Public Relations and Marketing Guidelines***

1. The full formal name of our school is Lincoln Memorial University-DeBusk College of Osteopathic Medicine. When referring to the school in external communication, on first reference it should be “Lincoln Memorial University-DeBusk College of Osteopathic Medicine (LMU-DCOM).” Subsequent references should be “LMU-DCOM.” ***Please note the dash in the full formal name and the full formal acronym.*** Please use the full proper name and acronym. If space constraints are an issue, the first reference may be shortened to “LMU-DeBusk College of Osteopathic Medicine.” When referring to the school for an internal audience (i.e., the LMU campus community), the reference can be “DeBusk College of Osteopathic Medicine (DCOM).” When referring to the University as a whole, use “Lincoln Memorial University (LMU).”
2. All media contact is handled through the Office of Marketing and Public Relations. Students and student clubs should not submit press releases, calendar items, photographs, advertisements or other submissions to any media outlet without express permission from the Office of Marketing and Public Relations. If you wish to send something to the media, please forward all the information to Amy and she will submit on your behalf.
3. All media contact requires prior approval from the Office of Marketing and Public Relations. If you are contacted to provide comment to any media outlet, refer the inquiry to Amy for follow-up.
4. Any student or student club activity that requires public use of the LMU or LMU-DCOM name (both events and merchandise) requires approval from the Office of Marketing and Public Relations, among others. Consult the approval form provided by the Office of Admissions and Student Advancement for more information. (see #5)
5. Student clubs are prohibited from using the LMU-DCOM academic seal on any merchandise or publications. Students may use the LMU-DCOM shield, the PA Program logo or the appropriate word mark. (see #4)
6. All officially-sanctioned student club websites must be hosted through the LMU-DCOM site. Student club websites not hosted through the LMU-DCOM site must carry a disclaimer.
7. In the case of any adverse event, the Office of Marketing and Public Relations is the sole point of contact between LMU-DCOM and the public. In any crisis or emergency, refer all inquiries to Ms. Martin for follow-up.
8. This document may not cover all Marketing / PR situations that may arise. When in doubt, consult with Summer Martin.

# STUDENT ADVANCEMENT

## *Counseling*

The PA program faculty work closely to track individual student problems. In the case of any academic or non-academic issues that are impeding a student's progress, Cherokee Health Services are used for mental health needs. This service is available 24-hours a day for students needing personal and/or family support. All services will remain confidential and will not be recorded or filed in the student's academic file.

Personal counseling is available to students through the Office of Student Services. Referral to local counseling and assistance resources is available upon request by the student.

Student Services provides an alcohol and substance abuse education program, *Prime For Life*, as a resource to students, staff and faculty. Topics include the disease concept of alcoholism, effects of alcohol and other drugs, drinking and driving, responsible decision making regarding the use of addictive drug and treatment options. The alcohol and drug education program is not a treatment program; rather it emphasizes education, intervention and support.

Academic counseling is available through the Office of Student Services, the Tagge Center for Academic Excellence (second floor of the library), the student's academic advisor.

The Tagge Center for Academic Excellence is a service of Lincoln Memorial University providing a variety of free assistance to meet student needs. Some of the services provided include writing assistance and training in test preparation and test taking. To receive desired assistance or to schedule an appointment, the student needs only to visit the Center in the Harold M. Finley Learning Resources Center (library).

## *Student Records*

Student grades are recorded, stored and secured with the Lincoln Memorial University Registrar. All other student records will be maintained in the Office of Admissions of the Physician Assistant Program. The privacy of student records is noted under Public Law 93-980. Requests from students to have their records released must be made in writing. Verification of enrollment will only be made for educational reasons. For instance, verifications will not be made to employers or landlords. In these cases the students should use letters of acceptance, transcripts, or receipts of payment. DCOM students wishing to review their records must call X6669 and make an appointment with the Admissions Coordinator for the Physician Assistant Program.

### ***Right to Privacy under Public Law 93-980***

The University complies with the provisions of the Family Education Rights and Privacy Act (FERPA), 1974, as amended. This law maintains that the institution will provide for the confidentiality of medical student education records.

No one outside the institution shall have access to, nor will LMU disclose any information from, physician assistant students' education records without the written consent of physician assistant students except to personnel within the institution, to officials of other institutions in which physician assistants students may seek enrollment, to persons or organizations providing physician assistant students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health and safety of physician assistant students or other persons. Additionally, according to 1998 Higher Education Amendments, the University is authorized by law to contact parents or guardians when physician assistant students under the age of 21 commit serious or repeated violations directly or indirectly involving our drug and alcohol policies. All the exceptions are permitted under the Act.

PA students may not inspect and review financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one medical student, in which case LMU will permit access only to that part of the record which pertains to the inquiring PA student.

PA students can access their "medical student information" by using the Web Advisor account. Each medical student is given a PIN number to access the following information; schedule, transcript, financial records and financial aid. This information will remain confidential as long as physician assistant students secure their PIN numbers. Lincoln Memorial University maintains a list of all persons, except other college officials, who have received a copy of the student's education record.

### ***Financial Services***

The Director of Financial Services is responsible for providing qualified students the appropriate documentations and counseling to secure financial assistance in the form of loans, scholarships, and grants.

## Tuition and Fees

### Estimated 2016-2017 Program Costs-Didactic and Clinical Years (Fees are subject to change.)

		<b>Total</b>
Tuition	\$11,950.00/semester	\$83,650.00
Technology fee	\$25.00/semester	\$175.00
Testing fee	\$120.00/year	\$240.00
Parking	\$30.00/year	\$60.00
Health insurance	\$8,015.00*	\$8,015.00*
Student activity fee	\$75.00/semester	\$525.00
Medical equipment	\$1,000.00**	\$1,000.00**
Uniforms	\$150.00	\$150.00
Books (didactic and clinical years)	\$2,000.00	\$2,000.00
AAPA dues (highly recommended)	\$75.00	\$75.00
TAPA dues (highly recommended)	\$75.00	\$75.00
Drug screen	\$240.00/year#	\$480.00#
Background check	\$75.00/year	\$150.00
Graduation Fee	\$400.00	\$400.00
 BLS/ACLS/ PALS Fee	 \$225.00	 \$225.00
 PANCE	 \$475.00	 \$475.00
Clinical Rotations Tracking	\$112.00	\$112.00
Laptop Computer	\$1,000.00##	\$1,000.00##
<b>TOTAL</b>		<b>\$98,807.00****</b>

\*Allowance for student to obtain health insurance.

\*\*Cost will vary depending on the equipment selected by the individual student.

#Cost of drug screens varies depending on the facility.

##Cost of computer is subjective.

\*\*\*\***Housing and transportation costs not included.** AAPA and TAPA fees not included.  
There is a cost of \$750/month for housing rent at specific clinical rotation sites.

### *Fee payment*

Tuition and fee charges must be paid by the first day of the semester. If tuition is not paid in full on the due date, you will not be allowed to start the semester.

### ***Refund of Institutional Tuition, Room and Board Charges***

LMU operates with an annual budget developed through advance planning built around the institutional mission and goals, including financial obligations to faculty and others who provide necessary services essential for operation. In the event a student drops one or more classes, withdraws, or is administratively dismissed from the University for disciplinary or financial reasons after registration is completed and prior to the end of a semester of enrollment, the student's eligibility for a refund of tuition and/or room and board will be pro-rated as indicated by refund policy. A student must complete a Change of Schedule form, obtained from the Office of the Registrar for dropping one or more classes. Any situation in which all classes are dropped is considered to be a withdrawal from the University. Any notification of withdrawal and request of refund must be made in writing. Should the student fail to officially withdraw, all semester charges will become immediately due and payable.

The official withdrawal process begins in the Office of Student Services. A withdrawal form must be completed and all the necessary signatures obtained. Oral requests do not constitute *official notification*. The official date of withdrawal used to compute the refund is determined by the Office of Finance.

### ***Reimbursement of Funds***

According to federal laws and regulations LMU-DCOM will calculate a refund of tuition for any student who withdraws.

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

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

Applicable institutional charges for fall and spring semesters will be refunded according to the following schedule:

## **Refund Schedule**

Through the first official day of classes 100%

After the first official day of classes & during the first week of the semester 90%

During the second week of the semester 75%

During the third week of the semester 50%

During the fourth week of the semester 25%

After the fourth week of the semester 0%

No refund of institutional charges will be made after the fourth week of the semester.

Specific dates affecting the schedule of refunds appear in the *Class Schedule* and/or the Office of Student Affairs, the Registrar's Office and the Office of Finance.

Refund schedules pertaining to summer and mini terms are adjusted to the varying length of the terms.

## **LMU ACTIVITIES AND PROGRAMS**

All physician assistant students have access to all LMU sponsored activities and programs by use of the issued student photo I.D. Privileges associated with fulltime enrollment and a validated medical student I.D. includes, but are not limited to, the following items:

Use of the library,

Use of Mary E. Mars Gymnasium and pool

Admission to athletic events (except tournaments)

Admission to cultural events

Participation in intramural sports

Admission to the Lincoln Museum

Membership in S.G.A.

Utilization of counseling services

Utilization of computer facilities

## **CAMPUS FACILITIES**

### **THE LINCOLN MEMORIAL UNIVERSITY CAMPUS**

The 1,000 acre LMU campus -- its grounds, its buildings, its equipment, and its human resources -- is one of the most strikingly beautiful and functional in the country. Located in a rural setting just 55 miles north of Knoxville, Tennessee, the campus is a visual treat under dynamic, experienced administrative leadership and a committed, well-prepared faculty. LMU has an atmosphere of openness and concern for the needs of each individual and sets a premium on creating the best conditions for learning. The LMU campus has the following facilities:

#### ***The Abraham Lincoln Library and Museum***

Constructed in 1977, The Abraham Lincoln Museum is a two-story, concrete and brick structure with a basement area for storage and mechanical equipment. The building houses the University's Lincoln Collection in the main galleries on the first and second floors and a collection of rare books in a first floor rare books room. A 150 seat auditorium is provided for classes, visiting lecturers, and films. A reading room with 30,000 volumes was added in 1996.

### ***The J. Frank White Academy***

The J. Frank White Academy, made possible through a trust established by the late J. Frank White, an attorney from Middlesboro, KY, opened in 1989 in the former DAR Hall. The school offers a college preparatory curriculum in grades 5-12.

### ***The Mary Staley Annan Natatorium***

Constructed in 1954 and renovated in 2004, Mary Staley Annan Natatorium contains a competition size swimming pool with a spectator gallery, changing rooms, and complete water treatment and filtration system. It is used for recreation and classes such as water aerobics, arthritic programs, swimming lessons and lifeguard certification.

### ***Elizabeth D. Chinnock Chapel***

Constructed in 1987, the Elizabeth D. Chinnock Chapel is a one-story, 1,800 square-foot masonry facility named for former LMU trustee Elizabeth D. Chinnock. The non-sectarian facility is used for small services and personal meditation. It has a seating capacity of sixty-five.

### ***The Student Center***

The original structure was built in 1967 and received extensive renovation in 1995. It is named for O.V. (Pete) DeBusk '65, chairman of the LMU Board of Trustees. This sixty-one thousand square-foot concrete and masonry structure houses the dining hall, Lincoln Dining Room, 'Splitters Lounge, bookstore, educational computer center, housing office, cashier's office, finance office, and the offices of Admissions and the president of the University.

### ***Carnegie Vincent Library***

Over the past century, the library, nestled against the Cumberland Mountains, has established a scholarly collection of more than 200,000 volumes of books, journals and multi-media materials. The library now boasts of thousands of electronic scholarly journals, hundreds of digital reference sources, and over forty thousand electronic books.

One of the primary focus areas of the library is in teaching students how to use our collections. The library's staff of eight includes five professional librarians, all of whom provide bibliographic instruction. We maintain a dynamic website designed to teach patrons to navigate our collection. Faculty as well as students can conduct scholarly research at our library. When you combine the quality of the library collection with its truly personalized, attentive and friendly service, you will discover why so many patrons refer to the Carnegie Vincent Library as the scholarly hub of Lincoln Memorial University.

The Lon and Elizabeth Parr Reed Medical and Allied Health Library located on the second floor of the Carnegie Vincent Library houses the medical print and electronic journals, books, and manuscripts for physician assistant students, faculty, and other health professional students of the University and DCOM.

### ***The Frank "Tex" Turner Arena***

The B. Frank "Tex" Turner arena has been the home of the Railsplitters and Lady Railsplitters since 1991. Since then, it has become known as one of the top basketball facilities at the Division II level. The arena replaced the Mary E. Mars Gymnasium, which had been the home of LMU basketball since 1948. The 87,000 square foot complex seats 5,009 for basketball contests, with another 1,000 portable seats available for other events. The distance from the playing floor to the roof is 40 feet, the

equivalent of a two-story building. The arena is 230 feet (east to west) and 282 feet (north to south). It contains over 81,866 square feet of floor space, and over 4 million cubic feet of space.

### **COLLEGE OF OSTEOPATHIC MEDICINE FACILITIES**

The DeBusk College of Osteopathic Medicine is housed in a 105,000 sq ft building with state of the art technology. On the first floor are two large auditoriums each seating 220 people, a telemedicine/distance learning center, a learning resource center, and fifteen multifunctional student conference rooms available for group study. On the second floor are the Osteopathic Manipulative Medicine laboratory, a large laboratory for the Anatomy, Histology, and Microbiology courses, and two student lounges. The third floor is shared by the LMU Nursing program and administrative offices. The fourth floor houses the Physician Assistant program along with student study rooms and a resource room. The entire building has wireless internet capability.

### **LMU ADMINISTRATION**

James B. Dawson, Ed.D, President of the University  
Clayton Hess, PhD., Vice President for Academic Affairs and Provost  
Cynthia Whitt, M.Ed., Vice President for University Advancement

### **DCOM ADMINISTRATION**

Brian Kessler, D.O., Dean of the DeBusk College of Osteopathic Medicine  
Michael Weiting, D.O., Associate Dean  
Clarence Colle, Ph.D., Associate Dean of Academic Affairs and Basic Medical Sciences  
JooHee Kim, M.P.H., Executive Director of Academic Services and Assessment; COO  
Jonathan Leo, Ph.D., Vice-Provost of Health Sciences  
Casey Bassett, Ph.D., Associate Dean of Students

### **DCOM PHYSICIAN ASSISTANT FACULTY AND STAFF**

#### **Assistant Dean**

Mark Moran, Assistant Professor of the Physician Assistant Program

#### **Program Director**

Rex Hobbs, Associate Professor of the Physician Assistant Program

#### **Associate Program Director**

Stephanie Hull, Assistant Professor of the Physician Assistant Program

#### **Director of Didactic Education**

Stephen Noe, Assistant Professor of the Physician Assistant Program,

#### **Director of Clinical Education**

Paula Miksa, Associate Professor of the Physician Assistant Program



**Faculty**

Jennifer Harrington. Assistant Professor of the Physician Assistant Program.

Shane Apperley, Assistant Professor of the Physician Assistant Program,

Joshua Shepherd, Assistant Professor of the Physician Assistant Program.

Byron Turkett, Assistant Professor of Physician Assistant Studies.

Maureen Knechtel, Assistant Professor of Physician Assistant Studies.

Christy McGhee, Assistant Professor of Physician Assistant Studies.

Rachelle Hagerty, Assistant Professor of Physician Assistant Studies.

**Administrative Assistants**

Theresa Brooks – Assistant to the Assistant Dean/Program Administrative Coordinator

Olivia Marcum – Assistant to the Didactic Director

**Admissions Coordinator**

Susan Owens

**Assistant Admissions Coordinator**

Norma Wells

**Clinical Team**

Sherry Campbell

Mary Mason

Katherine Colson

Jennifer Hunley

# LINCOLN MEMORIAL UNIVERSITY



## LEGEND

A	Covert Lee Hall	S	Woodworking Shop	SS	Station Hall
B	West Hall	T	Half Tower	LL	Lantry Center for
C	Usher Hall	U	Tom Turner Arena	MM	Math Science
D	Lafayette-Road Hall	V	Avery T. Owen Courts	MM	Math Science
E	WOL Sports Center (Pavilion)	W	Mary S. Owen Gymnasium	MM	Math Science
F	Museum House	X	1. Lamer (Person) Student Hall	MM	Math Science
G	McClelland Hall	Y	2. Lamer (Person) Student Hall	MM	Math Science
H	Open Hall	Z	Donorily Peery Student Hall	MM	Math Science
I	Library	AA	Dale Hall of Chemistry	MM	Math Science
J	Student Center	BB	Business - Education Building	MM	Math Science
K	Frank White Academy	CC	AgriComm Center	MM	Math Science
L	Carrollwood Mountain	DD	Harold M. Finley Learning	MM	Math Science
M	Student Hall	EE	Resource Center	MM	Math Science
N	Avery Hall	FF	Richard D. Chiswick Chapel	MM	Math Science
O	Tom-Cole Hall	GG	The Anderson South Museum	MM	Math Science
P	Tom-Cole Hall	HH	AgriComm Center	MM	Math Science
Q	Tom-Cole Hall	II	Harold M. Finley Learning	MM	Math Science
R	Special College of	JJ	Resource Center	MM	Math Science
	Entrepreneurial Studies	KK	Richard D. Chiswick Chapel	MM	Math Science
		LL	The Anderson South Museum	MM	Math Science
		MM	AgriComm Center	MM	Math Science
		NN	Harold M. Finley Learning	MM	Math Science
		OO	Resource Center	MM	Math Science
		PP	Richard D. Chiswick Chapel	MM	Math Science
		QQ	The Anderson South Museum	MM	Math Science
		RR	AgriComm Center	MM	Math Science
		SS	Harold M. Finley Learning	MM	Math Science
		TT	Resource Center	MM	Math Science
		UU	Richard D. Chiswick Chapel	MM	Math Science
		VV	The Anderson South Museum	MM	Math Science
		WW	AgriComm Center	MM	Math Science
		XX	Harold M. Finley Learning	MM	Math Science
		YY	Resource Center	MM	Math Science
		ZZ	Richard D. Chiswick Chapel	MM	Math Science
		AAA	The Anderson South Museum	MM	Math Science
		BBB	AgriComm Center	MM	Math Science
		CCC	Harold M. Finley Learning	MM	Math Science
		DDD	Resource Center	MM	Math Science
		EEE	Richard D. Chiswick Chapel	MM	Math Science
		FFF	The Anderson South Museum	MM	Math Science
		GGG	AgriComm Center	MM	Math Science
		HHH	Harold M. Finley Learning	MM	Math Science
		III	Resource Center	MM	Math Science
		JJJ	Richard D. Chiswick Chapel	MM	Math Science
		KKK	The Anderson South Museum	MM	Math Science
		LLL	AgriComm Center	MM	Math Science
		MMM	Harold M. Finley Learning	MM	Math Science
		NNN	Resource Center	MM	Math Science
		OOO	Richard D. Chiswick Chapel	MM	Math Science
		PPP	The Anderson South Museum	MM	Math Science
		QQQ	AgriComm Center	MM	Math Science
		RRR	Harold M. Finley Learning	MM	Math Science
		SSS	Resource Center	MM	Math Science
		TTT	Richard D. Chiswick Chapel	MM	Math Science
		UUU	The Anderson South Museum	MM	Math Science

# CAMPUS MAP

## APPENDIX A

### **Guidelines for Ethical Conduct for the Physician Assistant Profession**

(Adopted 2000, amended 2004, 2006, and 2007) (<http://www.aapa.org/manual/23-EthicalConduct.pdf>)

#### **Introduction**

The physician assistant profession has revised its code of ethics several times since the profession began. Although the fundamental principles underlying the ethical care of patients have not changed, the societal framework in which those principles are applied has. Economic pressures of the health care system, social pressures of church and state, technological advances, and changing patient demographics continually transform the landscape in which PAs practice.

Previous codes of the profession were brief lists of tenets for PAs to live by in their professional lives. This document departs from that format by attempting to describe ways in which those tenets apply. Each situation is unique. Individual PAs must use their best judgment in a given situation while considering the preferences of the patient and the supervising physician, clinical information, ethical concepts, and legal obligations.

Four main bioethical principles broadly guided the development of these guidelines: autonomy, beneficence, nonmaleficence, and justice.

Autonomy, strictly speaking, means self-rule. Patients have the right to make autonomous decisions and choices, and physician assistants should respect these decisions and choices. Beneficence means that PAs should act in the patient's best interest. In certain cases, respecting the patient's autonomy and acting in their best interests may be difficult to balance.

Nonmaleficence means to do no harm, to impose no unnecessary or unacceptable burden upon the patient. Justice means that patients in similar circumstances should receive similar care. Justice also applies to norms for the fair distribution of resources, risks, and costs.

Physician assistants are expected to behave both legally and morally. They should know and understand the laws governing their practice. Likewise, they should understand the ethical responsibilities of being a health care professional. Legal requirements and ethical expectations will not always be in agreement. Generally speaking, the law describes minimum standards of acceptable behavior, and ethical principles delineate the highest moral standards of behavior.

When faced with an ethical dilemma, PAs may find the guidance they need in this document. If not, they may wish to seek guidance elsewhere – possibly from a supervising physician, a hospital ethics committee, an ethicist, trusted colleagues, or other AAPA policies. PAs should seek legal counsel when they are concerned about the potential legal consequences of their decisions.

The following sections discuss ethical conduct of PAs in their professional interactions with patients, physicians, colleagues, other health professionals, and the public. The "Statement of

Values" within this document defines the fundamental values that the PA profession strives to uphold. These values provide the foundation upon which the guidelines rest. The guidelines were written with the understanding that no document can encompass all actual and potential ethical responsibilities, and PAs should not regard them as comprehensive.

### **Statement of Values of the Physician Assistant Profession**

- Physician assistants hold as their primary responsibility the health, safety, welfare, and dignity of all human beings.
- Physician assistants uphold the tenets of patient autonomy, beneficence, nonmaleficence, and justice.
- Physician assistants recognize and promote the value of diversity.
- Physician assistants treat equally all persons who seek their care.

### **Guidelines for Ethical Conduct for the Physician Assistant Profession**

- Physician assistants hold in confidence the information shared in the course of practicing medicine.
- Physician assistants assess their personal capabilities and limitations, striving always to improve their medical practice.
- Physician assistants actively seek to expand their knowledge and skills, keeping abreast of advances in medicine.
- Physician assistants work with other members of the health care team to provide compassionate and effective care of patients.
- Physician assistants use their knowledge and experience to contribute to an improved community.
- Physician assistants respect their professional relationship with physicians.
- Physician assistants share and expand knowledge within the profession.

### **The PA and Patient**

#### **PA Role and Responsibilities**

Physician assistant practice flows out of a unique relationship that involves the PA, the physician, and the patient.

The individual patient–PA relationship is based on mutual respect and an agreement to work together regarding medical care. In addition, PAs practice medicine with physician supervision; therefore, the care that a PA provides is an extension of the care of the supervising physician. The patient–PA relationship is also a patient–PA–physician relationship.

The principal value of the physician assistant profession is to respect the health, safety, welfare, and dignity of all human beings. This concept is the foundation of the patient–PA relationship. Physician assistants have an ethical obligation to see that each of their patients receives appropriate care. PAs should be sensitive to the beliefs and expectations of the patient. PAs should recognize that each patient is unique and has an ethical right to self-determination.

While PAs are not expected to ignore their own personal values, scientific or ethical standards, or the law, they should not allow their personal beliefs to restrict patient access to care. A PA has an ethical duty to offer each patient the full range of information on relevant options for their health care. If personal moral, religious, or ethical beliefs prevent a PA from offering the full

range of treatments available or care the patient desires, the PA has an ethical duty to refer a patient to another qualified provider. That referral should not restrict a patient's access to care. PAs are obligated to care for patients in emergency situations and to responsibly transfer patients if they cannot care for them.

### **Cost Containment**

Cost containment and resource allocation policies can present particular ethical challenges to clinicians. Physician assistants should always act in the best interests of their patients and as advocates when necessary. PAs should actively resist policies that restrict free exchange of medical information. For example, a PA should not withhold information about treatment options simply because the option is not covered by insurance. PAs should inform patients of financial incentives to limit care, use resources in a fair and efficient way, and avoid arrangements or financial incentives that conflict with the patient's best interests.

### **The PA and Diversity**

The physician assistant should respect the culture, values, beliefs, and expectations of the patient.

### **Non-discrimination**

Physician assistants should not discriminate against classes or categories of patients in the delivery of needed health care. Such classes and categories include gender, color, creed, race, religion, age, ethnic or national origin, political beliefs, nature of illness, disability, socioeconomic status, physical stature, body size, gender identity, marital status, or sexual orientation.

### **Initiation and Discontinuation of Care**

In the absence of a preexisting patient-PA relationship, the physician assistant is under no ethical obligation to care for a person unless no other provider is available. A PA is morally bound to provide care in emergency situations and to arrange proper follow-up. PAs should keep in mind that contracts with health insurance plans might define a legal obligation to provide care to certain patients.

A physician assistant and supervising physician may discontinue their professional relationship with an established patient as long as proper procedures are followed. The PA and physician should provide the patient with adequate notice, offer to transfer records, and arrange for continuity of care if the patient has an ongoing medical condition. Discontinuation of the professional relationship should be undertaken only after a serious attempt has been made to clarify and understand the expectations and concerns of all involved parties. If the patient decides to terminate the relationship, they are entitled to access appropriate information contained within their medical record.

### **Informed Consent**

Physician assistants have a duty to protect and foster an individual patient's free and informed choices. The doctrine of informed consent means that a PA provides adequate information that is comprehensible to a competent patient or patient surrogate. At a minimum, this should include the nature of the medical condition, the objectives of the proposed treatment, treatment options, possible outcomes, and the risks involved. PAs should be committed to the concept of shared

decision making, which involves assisting patients in making decisions that account for medical, situational, and personal factors.

In caring for adolescents, the PA should understand all of the laws and regulations in his or her jurisdiction that are related to the ability of minors to consent to or refuse health care.

Adolescents should be encouraged to involve their families in health care decision making. The PA should also understand consent laws pertaining to emancipated or mature minors. (See the section on **Confidentiality**.)

When the person giving consent is a patient's surrogate, a family member, or other legally authorized representative, the PA should take reasonable care to assure that the decisions made are consistent with the patient's best interests and personal preferences, if known. If the PA believes the surrogate's choices do not reflect the patient's wishes or best interests, the PA should work to resolve the conflict. This may require the use of additional resources, such as an ethics committee.

### **Confidentiality**

Physician assistants should maintain confidentiality. By maintaining confidentiality, PAs respect patient privacy and help to prevent discrimination based on medical conditions. If patients are confident that their privacy is protected, they are more likely to seek medical care and more likely to discuss their problems candidly.

In cases of adolescent patients, family support is important but should be balanced with the patient's need for confidentiality and the PA's obligation to respect their emerging autonomy. Adolescents may not be of age to make independent decisions about their health, but providers should respect that they soon will be. To the extent they can, PAs should allow these emerging adults to participate as fully as possible in decisions about their care.

It is important that PAs be familiar with and understand the laws and regulations in their jurisdictions that relate to the confidentiality rights of adolescent patients. (See the section on **Informed Consent**.)

Any communication about a patient conducted in a manner that violates confidentiality is unethical. Because written, electronic, and verbal information may be intercepted or overheard, the PA should always be aware of anyone who might be monitoring communication about a patient.

PAs should choose methods of storage and transmission of patient information that minimize the likelihood of data becoming available to unauthorized persons or organizations. Computerized record keeping and electronic data transmission present unique challenges that can make the maintenance of patient confidentiality difficult. PAs should advocate for policies and procedures that secure the confidentiality of patient information.

### **The Patient and the Medical Record**

Physician assistants have an obligation to keep information in the patient's medical record confidential. Information should be released only with the written permission of the patient or the patient's legally authorized representative. Specific exceptions to this general rule may exist

(e.g., workers compensation, communicable disease, HIV, knife/gunshot wounds, abuse, substance abuse). It is important that a PA be familiar with and understand the laws and regulations in his or her jurisdiction that relate to the release of information. For example, stringent legal restrictions on release of genetic test results and mental health records often exist.

Both ethically and legally, a patient has certain rights to know the information contained in his or her medical record. While the chart is legally the property of the practice or the institution, the information in the chart is the property of the patient. Most states have laws that provide patients access to their medical records. The PA should know the laws and facilitate patient access to the information.

### **Disclosure**

A physician assistant should disclose to his or her supervising physician information about errors made in the course of caring for a patient. The supervising physician and PA should disclose the error to the patient if such information is significant to the patient's interests and well-being. Errors do not always constitute improper, negligent, or unethical behavior, but failure to disclose them may.

### **Care of Family Members and Co-workers**

Treating oneself, co-workers, close friends, family members, or students whom the physician assistant supervises or teaches may be unethical or create conflicts of interest. For example, it might be ethically acceptable to treat one's own child for a case of otitis media but it probably is not acceptable to treat one's spouse for depression.

PAs should be aware that their judgment might be less than objective in cases involving friends, family members, students, and colleagues and that providing "curbside" care might sway the individual from establishing an ongoing relationship with a provider. If it becomes necessary to treat a family member or close associate, a formal patient-provider relationship should be established, and the PA should consider transferring the patient's care to another provider as soon as it is practical. If a close associate requests care, the PA may wish to assist by helping them find an appropriate provider.

There may be exceptions to this guideline, for example, when a PA runs an employee health center or works in occupational medicine. Even in those situations, the PA should be sure they do not provide informal treatment, but provide appropriate medical care in a formally established patient-provider relationship.

### **Genetic Testing**

Evaluating the risk of disease and performing diagnostic genetic tests raise significant ethical concerns. Physician assistants should be informed about the benefits and risks of genetic tests. Testing should be undertaken only after proper informed consent is obtained. If PAs order or conduct the tests, they should assure that appropriate pre- and post-test counseling is provided.

PAs should be sure that patients understand the potential consequences of undergoing genetic tests – from impact on patients themselves, possible implications for other family members, and

potential use of the information by insurance companies or others who might have access to the information. Because of the potential for discrimination by insurers, employers, or others, PAs should be particularly aware of the need for confidentiality concerning genetic test results.

### **Reproductive Decision Making**

Patients have a right to access the full range of reproductive health care services, including fertility treatments, contraception, sterilization, and abortion. Physician assistants have an ethical obligation to provide balanced and unbiased clinical information about reproductive health care.

When the PA's personal values conflict with providing full disclosure or providing certain services such as sterilization or abortion, the PA need not become involved in that aspect of the patient's care. By referring the patient to a qualified provider who is willing to discuss and facilitate all treatment options, the PA fulfills their ethical obligation to ensure the patient's access to all legal options.

### **End of Life**

Among the ethical principles that are fundamental to providing compassionate care at the end of life, the most essential is recognizing that dying is a personal experience and part of the life cycle.

Physician assistants should provide patients with the opportunity to plan for end of life care. Advance directives, living wills, durable power of attorney, and organ donation should be discussed during routine patient visits.

PAs should assure terminally-ill patients that their dignity is a priority and that relief of physical and mental suffering is paramount. PAs should exhibit non-judgmental attitudes and should assure their terminally-ill patients that they will not be abandoned. To the extent possible, patient or surrogate preferences should be honored, using the most appropriate measures consistent with their choices, including alternative and non-traditional treatments.

PAs should explain palliative and hospice care and facilitate patient access to those services. End of life care should include assessment and management of psychological, social, and spiritual or religious needs. While respecting patients' wishes for particular treatments when possible, PAs also must weigh their ethical responsibility, in consultation with supervising physicians, to withhold futile treatments and to help patients understand such medical decisions.

PAs should involve the physician in all near-death planning. The PA should only withdraw life support with the supervising physician's agreement and in accordance with the policies of the health care institution.

### **The PA and Individual Professionalism**

#### **Conflict of Interest**

Physician assistants should place service to patients before personal material gain and should avoid undue influence on their clinical judgment. Trust can be undermined by even the appearance of improper influence.



Examples of excessive or undue influence on clinical judgment can take several forms. These may include financial incentives, pharmaceutical or other industry gifts, and business arrangements involving referrals. PAs should disclose any actual or potential conflict of interest to their patients.

Acceptance of gifts, trips, hospitality, or other items is discouraged. Before accepting a gift or financial arrangement, PAs might consider the guidelines of the Royal College of Physicians, “Would I be willing to have this arrangement generally known?” or of the American College of Physicians, “What would the public or my patients think of this arrangement?”

### **Professional Identity**

Physician assistants should not misrepresent directly or indirectly, their skills, training, professional credentials, or identity. Physician assistants should uphold the dignity of the PA profession and accept its ethical values.

### **Competency**

Physician assistants should commit themselves to providing competent medical care and extend to each patient the full measure of their professional ability as dedicated, empathetic health care providers. PAs should also strive to maintain and increase the quality of their health care knowledge, cultural sensitivity, and cultural competence through individual study and continuing education.

### **Sexual Relationships**

It is unethical for physician assistants to become sexually involved with patients. It also may be unethical for PAs to become sexually involved with former patients or key third parties. Key third parties are individuals who have influence over the patient. These might include spouses or partners, parents, guardians, or surrogates.

Such relationships generally are unethical because of the PA’s position of authority and the inherent imbalance of knowledge, expertise, and status. Issues such as dependence, trust, transference, and inequalities of power may lead to increased vulnerability on the part of the current or former patients or key third parties.

### **Gender Discrimination and Sexual Harassment**

It is unethical for physician assistants to engage in or condone any form of gender discrimination. Gender discrimination is defined as any behavior, action, or policy that adversely affects an individual or group of individuals due to disparate treatment, disparate impact, or the creation of a hostile or intimidating work or learning environment.

It is unethical for PAs to engage in or condone any form of sexual harassment. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Such conduct has the purpose or effect of interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive work or academic environment, or

- Accepting or rejecting such conduct affects or may be perceived to affect professional decisions concerning an individual, or
- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's training or professional position.

## **The PA and Other Professionals**

### **Team Practice**

Physician assistants should be committed to working collegially with other members of the health care team to assure integrated, well-managed, and effective care of patients. PAs should strive to maintain a spirit of cooperation with other health care professionals, their organizations, and the general public.

### **Illegal and Unethical Conduct**

Physician assistants should not participate in or conceal any activity that will bring discredit or dishonor to the PA profession. They should report illegal or unethical conduct by health care professionals to the appropriate authorities.

### **Impairment**

Physician assistants have an ethical responsibility to protect patients and the public by identifying and assisting impaired colleagues. “Impaired” means being unable to practice medicine with reasonable skill and safety because of physical or mental illness, loss of motor skills, or excessive use or abuse of drugs and alcohol.

PAs should be able to recognize impairment in physician supervisors, PAs, and other health care providers and should seek assistance from appropriate resources to encourage these individuals to obtain treatment.

### **PA–Physician Relationship**

Supervision should include ongoing communication between the physician and the physician assistant regarding patient care. The PA should consult the supervising physician whenever it will safeguard or advance the welfare of the patient. This includes seeking assistance in situations of conflict with a patient or another health care professional.

### **Complementary and Alternative Medicine**

When a patient asks about an alternative therapy, the PA has an ethical obligation to gain a basic understanding of the alternative therapy being considered or being used and how the treatment will affect the patient. If the treatment would harm the patient, the PA should work diligently to dissuade the patient from using it, advise other treatment, and perhaps consider transferring the patient to another provider.

## **The PA and the Health Care System**

### **Workplace Actions**

Physician assistants may face difficult personal decisions to withhold medical services when workplace actions (e.g., strikes, sick-outs, slowdowns, etc.) occur. The potential harm to patients should be carefully weighed against the potential improvements to working conditions and,

ultimately, patient care that could result. In general, PAs should individually and collectively work to find alternatives to such actions in addressing workplace concerns.

### **PAs as Educators**

All physician assistants have a responsibility to share knowledge and information with patients, other health professionals, students, and the public. The ethical duty to teach includes effective communication with patients so that they will have the information necessary to participate in their health care and wellness.

### **PAs and Research**

The most important ethical principle in research is honesty. This includes assuring subjects' informed consent, following treatment protocols, and accurately reporting findings. Fraud and dishonesty in research should be reported so that the appropriate authorities can take action.

Physician assistants involved in research must be aware of potential conflicts of interest. The patient's welfare takes precedence over the desired research outcome. Any conflict of interest should be disclosed. In scientific writing, PAs should report information honestly and accurately. Sources of funding for the research must be included in the published reports.

Plagiarism is unethical. Incorporating the words of others, either verbatim or by paraphrasing, without appropriate attribution is unethical and may have legal consequences. When submitting a document for publication, any previous publication of any portion of the document must be fully disclosed.

### **PAs as Expert Witnesses**

The physician assistant expert witness should testify to what he or she believes to be the truth. The PA's review of medical facts should be thorough, fair, and impartial.

The PA expert witness should be fairly compensated for time spent preparing, appearing, and testifying. The PA should not accept a contingency fee based on the outcome of a case in which testimony is given or derive personal, financial, or professional favor in addition to compensation.

### **The PA and Society**

#### **Lawfulness**

Physician assistants have the dual duty to respect the law and to work for positive change to laws that will enhance the health and well-being of the community.

#### **Executions**

Physician assistants, as health care professionals, should not participate in executions because to do so would violate the ethical principle of beneficence.

#### **Access to Care / Resource Allocation**

Physician assistants have a responsibility to use health care resources in an appropriate and efficient manner so that all patients have access to needed health care. Resource allocation should be based on societal needs and policies, not the circumstances of an individual patient–

PA encounter. PAs participating in policy decisions about resource allocation should consider medical need, cost-effectiveness, efficacy, and equitable distribution of benefits and burdens in society.

### **Community Well Being**

Physician assistants should work for the health, well-being, and the best interest of both the patient and the community. Sometimes there is a dynamic moral tension between the well-being of the community in general and the individual patient. Conflict between an individual patient's best interest and the common good is not always easily resolved. In general, PAs should be committed to upholding and enhancing community values, be aware of the needs of the community, and use the knowledge and experience acquired as professionals to contribute to an improved community.

### **Conclusion**

The American Academy of Physician Assistants recognizes its responsibility to aid the PA profession as it strives to provide high quality, accessible health care. Physician assistants wrote these guidelines for themselves and other physician assistants. The ultimate goal is to honor patients and earn their trust while providing the best and most appropriate care possible. At the same time, PAs must understand their personal values and beliefs and recognize the ways in which those values and beliefs can impact the care they provide.

**Appendix B**

Receipt of Physician Assistant Handbook and Catalog  
and Lincoln Memorial University Handbook

I hereby acknowledge that I have received a copy of the Physician Assistant Handbook and Catalog I further acknowledge that I am responsible for all the information contained within this handbook and I will abide by the policies, rules and regulations set forth thereof.

I further acknowledge that I have received a copy of the Lincoln Memorial University Handbook and that I am responsible for the policies rules and regulations set forth in that publication. I realize in some cases, the rules and regulation of the Physician Assistant Handbook and Catalog exceed those of the Lincoln Memorial University, examples being in areas such as class attendance, dress code, etc., and understand in such cases I must comply with those policies stated in the Physician Assistant Handbook and Catalog.

I understand that failure to comply with the policies; rules and procedures set forth in these handbooks may result in disciplinary action, suspension, or termination from the Lincoln Memorial University-DeBusk College of Osteopathic Medicine Physician Assistant Program.

\_\_\_\_\_  
Student Name (Printed Legibly)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## Appendix C

### Participation of Students as Human Subjects

I understand that as part of my experience at the LMU-DCOM Physician Assistant Program, that I will be required to participate as a living subject and an examiner during the Didactic Phase of the Program. The program faculty expect that students will be willing, professional, and cooperative in participating in the physical examination courses and practicums.

I understand that I need to come to laboratories prepared and that I may be required to partially disrobe. I also understand that shorts will be required when examining the lower extremities. Upper body, including thorax, abdomen, and extremities will be examined. Males should remove their shirts and women should wear sports bras so they will be able to remove their shirts.

I understand that participation will not include breast or genitalia examinations. These examinations will be learned with the use of mannequins and/or professional patients.

I understand that faculty expect all students to dress as listed above for the designated activities and be willing to be inspected, palpated, percussed, and auscultated by their peers.

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

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Student Name (Printed Legibly)

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Student Signature

---

Date

## Appendix D

### Acknowledgement of Typical Demands for the PA Program

#### *Typical Mental Demands*

The LMU-DCOM PA student must possess the ability to:

- Comprehend, retain, analyze and integrate a large amount of information related to medicine and process this information in an appropriate amount of time so as to not negatively impact patient care
- Engage in long hours of study in the classroom, labs, and clinical rotations
- Respond appropriately to constructive feedback
- Communicate effectively with students, instructors, clinicians and patients in written, and oral format.
- Participate in written and practical examinations, procedures, and demonstrations
- Collect patient data, perform the physical examination, formulate a treatment plan, and provide patient education

#### *Typical Physical Demands*

The LMU-DCOM PA student must possess:

- Normal or corrected to normal visual and hearing acuity, hand and eye coordination, and manual dexterity
- Full range of motion including the capacity to sit for long periods in classroom
- The ability to assist patients in range of motion
- The ability to stand and walk for long periods of time in the hospital or clinic settings
- Capability to work long hours, stressful mental and physical situations, and exposure to various body fluids and communicable diseases

#### *Typical Working Conditions*

The LMU-DCOM PA student must be able to:

- Work long hours in the clinical and classroom environments with exposure to individuals with various beliefs, hostile individuals, those with disabilities, communicable diseases, radiation, and toxic substances
- Examine and interact with diverse patient populations with different cultural beliefs and a wide variety of acute and chronic medical and surgical conditions

#### *Student Performance Requirements*

The LMU-DCOM PA student will be required to perform

- Work in medical, surgical, emergency, ob/gyn, along with outpatient and inpatient settings on campus and off campus
- Full time didactic and clinical training
- Various medical and surgical procedures
- Pre-, peri-, and postoperative care

The LMU-DCOM PA Student will be required to:

- Demonstrate professionalism, and ethical demeanor, and an understanding of the medical law as it relates to physician assistants and the health care field
- Display an ability for mental and physical stamina by long hours in both the classroom and clinical settings
- Demonstrate knowledge, skills, and competencies to the level required by faculty
- Participate in community services
- Complete other duties to demonstrate aptitude for physician assistant profession

Printed Name \_\_\_\_\_ Signature \_\_\_\_\_  
Date \_\_\_\_\_