



Lincoln Memorial University – School of Medical Sciences –
Physician Assistant Program

CATALOG 2023-2024

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General Information

Heritage

Lincoln Memorial University grew out of love and respect for Abraham Lincoln and today honors his name, values, and spirit. As the legend goes, in 1863 Lincoln suggested to General O. O. Howard, a Union Army officer, that when the Civil War ended, he hoped General Howard would organize a great university for the people of this area.

Equal Opportunity, Affirmative Action, And Nondiscrimination Policy

Lincoln Memorial University is an Equal Opportunity and Affirmative Action educational institution. In support of its Mission Statement, LMU is committed to equal opportunity in recruitment, admission, and retention for all students and in recruitment, hiring, training, promotion, and retention for all employees. In furtherance of this commitment, Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities.

Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. "Retaliation" includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination. The Office of Institutional Compliance investigates allegations of prohibited discrimination, harassment, and retaliation involving members of the LMU community.

This policy is widely disseminated in University publications, including the employee handbook and all LMU student catalogs and handbooks. All members of the University community bear responsibility for compliance with this policy. Compliance is monitored and reported annually through the offices of the Executive Vice President for Academic Affairs; the Executive Vice President for Administration; the Office of Human Resources; and the Institutional Compliance Office.

This policy is in compliance with federal and state law, including the provisions of Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the ADA Amendments Act of 2008, Executive Order 11246, the Vietnam Era Veterans Readjustment Act of 1974 as amended by the Jobs for Veterans Act, the Uniformed Services Employment and Reemployment Rights Act, as amended, the Genetic Information Nondiscrimination Act of 2008, and the Tennessee Human Rights Act.

All members of the University community bear responsibility for compliance with the equal opportunity, affirmative action, and nondiscrimination policies disseminated through the current University publications, including, but not limited to the *LMU Student Handbook* (ONLINE), the *Lincoln Memorial University Catalog*, *other program catalogs and handbooks*, and the *Lincoln Memorial University Faculty/Staff Policy Manual*. Compliance is monitored and reported annually through the offices of the Executive Vice President for Academic Affairs, the Executive Vice President for Administration, and the Office of Human Resources.

Lincoln Memorial University (LMU) - Harrogate Physician Assistant (PA) Program

Accreditation

Institutional Accreditation

Lincoln Memorial University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, specialist, and doctorate degrees. Questions about the accreditation of Lincoln Memorial University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Professional Accreditation

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation-Continued** to the Lincoln Memorial University (LMU)-Harrogate Physician Assistant Program (LMUHarrogate PA Program) sponsored by Lincoln Memorial University. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Accreditation-Continued remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn by the ARC-PA for failure to comply with the ARC-PA Standards. The approximate date for the next comprehensive review of the LMU-Harrogate PA Program by the ARC-PA will be **March 2025**.

The ARC-PA Standards are available at (<http://www.arc-pa.org/accreditation/standards-of-accreditation/>), or at: Accreditation Review Commission on Education for the Physician Assistant, Inc., 12000 Findley Road, Suite 275, Johns Creek, Georgia 30097, or call (770) 476-1224.

PA graduates must pass the Physician Assistant National Certifying Examination (PANCE) in order to practice in all U.S. states, U.S. territories, and the District of Columbia. PA graduates are only eligible to take the PANCE if they have graduated from a PA program accredited by the ARC-PA. The LMU-Harrogate PA Program is responsible for obtaining and maintaining ARC-PA Accreditation and for complying with ARC-PA Standards and policies. The Program will inform all matriculating and enrolled PA Students in person and/or via LMU student email or U.S. mail to the mailing address provided by the student of any change in the Program's ARC-PA Accreditation status in addition to posting this information on the Program's website.

LMU-Harrogate PA Program Mission Statement

The LMU-Harrogate PA Program's mission is to educate future Physician Assistants to provide quality healthcare with an emphasis in primary care to the medically underserved of Appalachia and beyond.

LMU-Harrogate PA Program Goals

- Critical Thinking
 - Preceptor ratings of students on SCPE rotations exceed expectations for critical thinking
- Professionalism:
 - Standardized rubrics demonstrate high ratings across Didactic and Clinical Phase OSCE and Summative Assessments
 - Preceptor ratings of students on SCPE rotations exceed expectations for professionalism
- Diversity of Student Population:
 - Matriculation data demonstrating that LMU-Harrogate PA student matriculants represent a diverse population
- Sensitivity and respect
 - Preceptor Evaluation of Student data on standardized rubrics rate students as well prepared to work with diverse populations, including disability, gender, race, culture, age, socioeconomic, sexual orientation, and physical or mental abilities and special health care needs populations

- Graduates of the LMU-Harrogate PA Program feel well prepared to work with diverse populations, including disability, gender, race, culture, age, socioeconomic, sexual orientation, and physical or mental abilities and special health care needs populations
- Medico-legal comprehension:
 - Graduates of the LMU-Harrogate PA Program feel well prepared to provide high-quality health care to patients in part due to understanding of the nuances of the medical and legal aspects of health care delivery
 - Preceptor ratings of students on SCPE rotations exceed expectations for professionalism

Leadership, Faculty and Staff

LMU Administration

Clayton Hess, Ph.D. – President of the University

President's Cabinet

General Counsel – Ryan Brown, J.D.

Executive Vice President for Academic Affairs – Robert Stubblefield, Ph.D.

Executive Vice President for Administration – Jody Goins, Ed.D.

Executive Vice President for Operations – Jason McConnell, DBA

Assistant Vice President for Academic and Student Support Services – Blaze Bowers J.D.

Vice President for University Advancement – Cynthia Whitt, M.Ed.

Dean DeBusk College of Osteopathic Medicine – Christopher Loyke, D.O., FACOFF

Vice President and Dean Duncan School of Law – Matthew Lyon, J.D., MPA

Dean College of Veterinary Medicine – Stacy Anderson, Ph.D., DVM, MS

Board of Trustees

Autry O.V. (Pete) DeBusk, Chairman

Brian C. DeBusk, First Vice-Chairman

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Jerome (Jerry) E. Burnette – Knoxville, TN

Sherrie N. Claiborne - Harrogate, TN

George L. Day – Harrogate, TN

Autry O.V. (Pete) DeBusk – Knoxville, TN

Brian C. DeBusk – Knoxville, TN

Fredrick S. Fields – San Francisco, CA

Robert W. Finley, Sr. – Lockport, IL

Richard A. Gillespie – Knoxville, TN

Charles W. Holland – Knoxville, TN

James A. Jordan – Lauderdale-by-the-Sea, FL

Terry L. Lee – Harrogate, TN

Sam A. Mars, III – Harrogate, TN

Timothy B. Matthews – Knoxville, TN

Alan C. Neely – New Tazewell, TN

Dorothy G. Neely – Tazewell, TN

Noah Patton – Harrogate TN

Todd E. Pillion – Abingdon, VA

Carroll E. Rose – Tazewell, TN

James Jay Shoffner – Middlesboro, KY

Joseph F. Smiddy – Church Hill, TN

E. Steven (Steve) Ward – Knoxville, TN

Jerry W. Zillion – Germantown, MD

Academic Administrators

Dean School of Business – Kelsey Metz, Ph.D.

Dean School of Mathematics and Sciences – Adam Rollins, Ph.D.

Dean Paul V. Hamilton School of Arts, Humanities, and Social Sciences – Martin Sellers, Ph.D.

Dean College of Dental Medicine – Denise Terese-Koch, DDS, FAGD, MBA, EDD

Dean College of Engineering – Ryan Overton, Ph.D., PE

Dean Caylor School of Nursing – Tammy Dean, DNP

Dean Carter and Moyers School of Education – Teresa Bicknell, EdD

School of Medical Sciences (SMS) Administration

Dr. Michael Stephens, DMS, PA-C - Dean School of Medical Sciences

LMU-Harrogate PA Program Administration, Faculty and Staff

Robert Baye, DMSc, PA-C – Assistant Dean and Program Director

James B. Crum, D.O. – Medical Director

Karen Adair, MPAS, PA-C, Assistant Professor

Lauren Anderson, DMS, PA-C, Assistant Professor

Tonya Apperley, DMS, PA-C, Associate Professor

Brittany Belcher, MMS, PA-C, Assistant Professor (Starts 10 July 2023)

Melissa Day, DMS, PA-C, Associate Professor

Jessica Gibson, MMS, PA-C, Assistant Professor (Starts 29 June 2023)

Karie Hall, MMS, PA-C, Assistant Professor (Starts 25 July 2023)

Casey Johnson, DMS, PA-C, Director of Didactic Education

Dana Johnson, PharmD – Assistant Professor

Adrian Qualls, MMS, PA-C, Assistant Professor

Joshua Shepherd, DMS, PA-C, Associate Professor

Randy Schott, MPAS, PA-C, Assistant Professor

Melissa Wiley, DMS, PA-C, Assistant Professor

John Gasler, PT, DPT, GCS, Associate Professor

Mary (Kaye) Mason, MBA, Director of Clinical Operations

Alicia Beason, Admissions coordinator

Candice Miller, Hospital Relations and Rotations Coordinator

James Parker, Associate Admissions Coordinator

Wendi Pursel, BSN, Program Administrative Coordinator

Annette Smith, Didactic Coordinator

PA Program Curriculum

Curriculum Overview and Components

The Program is a full-time, closed, 27-month, cohort curriculum leading to a Master of Medical Science (MMS) in Physician Assistant Studies. Part-time enrollment is not offered. This intensive 115-credit hour curriculum provides a solid foundation in primary care medicine. The first four (4) semesters are completed in the classroom (Didactic Phase) and the final three (3) semesters are completed at the Clinical Sites of the Program's Clinical Affiliates (Clinical Phase). Students must successfully complete all components of the Didactic Phase to be eligible to take the Didactic Summative and begin the Clinical Phase. Students must successfully complete all components of the Didactic Phase and Clinical Phases of the Program to be eligible

to take the Clinical Summative Evaluation. Students must pass all components of the Summative Evaluation, including achievement of the Program's Graduate Competencies, to be eligible for graduation. Progression standards for the Program are outlined in this catalog.

Academic Calendar

PA Class of 2024	
Summer I Semester (14 weeks)	
Orientation	May 9-10, 2022
Classes begin	May 10, 2022
Memorial Day – No class	May 30, 2022
Independence Day – No class	July 4, 2021
Last day of classes	August 12, 2022
Break	August 13-21, 2022
Fall Semester (16 weeks)	
Classes begin	August 22, 2022
Labor Day – No class	September 5, 2022
Thanksgiving Break	November 23-25, 2022
Last day of classes	December 9, 2022
Break (subject to change based on University calendar)	December 12, 2022- January 1, 2023
*TAPA Conference dates to be determined.	
Spring Semester (16 weeks)	
Classes begin	January 2, 2023
Martin Luther King Day – No class	January 16, 2023
Good Friday – No class	April 7, 2023
Last day of classes	April 21, 2023
*Mission Trip dates to be determined.	
Summer II Semester (12 weeks didactic / 4 weeks clinical)	
Classes begin	April 24, 2023
Memorial Day – No class	May 29, 2023
Last day of classes	July 14, 2023
Break	July 15-21, 2023
First Clinical Rotation	July 24, 2023 – August 18, 2023
Fifth Semester begins (18 weeks)	August 21, 2023
Sixth Semester begins (18 weeks)	December 25, 2022
Seventh Semester begins (14 weeks)	April 30, 2024
Graduation	August 4, 2024

Master of Medical Science (MMS) in Physician Assistant Studies

Degree Type

Master of Medical Science (MMS)

Didactic Phase

Summer I Semester

Item #	Title	Credits
PAS-500	Intro Phys Assist Profession	1.0
PAS-505	Pharmacology I	1.0
PAS-510	Anatomy	5.0
PAS-515	Physiology/Pathophysiology	3.0
PAS-520	Clinical Assessment and Technical Skills I	3.0
PAS-575	Public Health Issues	2.0

Fall Semester

Item #	Title	Credits
PAS-516	Physiology/Pathophysiology II	2.0
PAS-521	Clinical Assessment and Technical Skills II	3.0
PAS-535	Pharmacology/Pharmacotherapeutics I	2.0
PAS-550	Clinical Medicine I	9.5
PAS-560	Research Methods	2.0

Spring Semester

Item #	Title	Credits
PAS-517	Physiology/Pathophysiology III	2.0
PAS-536	Pharmacology/Pharmacotherapeutics II	2.0
PAS-545	Clinical Assessment and Technical Skills III	3.0
PAS-551	Clinical Medicine II	9.5

Summer II Semester

Item #	Title	Credits
PAS-525	Med Law, Ethics, Health Care Delivery	1.0
PAS-546	Clinical Assessment and Technical Skills IV	3.0
PAS-552	Clinical Medicine III	5.0
PAS-565	Surgery and Emergency Medicine	2.0

Clinical Phase

Item #	Title	Credits
PAS-600	Capstone Project	4.0
PAS-610	Family Medicine	8.0
PAS-620	Internal Medicine	8.0
PAS-625	Behavioral Medicine	4.0
PAS-630	Emergency Medicine	4.0
PAS-640	Surgery	4.0
PAS-650	Pediatrics	4.0
PAS-670	Women's Health	4.0
PAS-680	Elective I	4.0
PAS-685	Elective II	4.0
PAS-690	Orthopedics	4.0

*The hours listed for 600-level courses are estimates. Students are encouraged to achieve a minimum number of clinical hours listed for each SCPE above. Students are expected to work the hours of their preceptors. Please see the Clinical Manual for additional guidance on expectations of contact hours for Supervised Clinical Practice Experiences (SCPEs).

PA Program Learning Outcomes and Graduate Competencies

Upon completion of the LMU PA program in Harrogate, graduates will have proven competency in areas of medical knowledge, interpersonal communication skills, clinical reasoning and problem-solving abilities, clinical and technical skills, and professional behaviors required for entry into PA practice:

Medical Knowledge:

- a. Demonstrate the ability to access, evaluate and assimilate current medical research
- b. Compose a medical research paper utilizing accepted standards for medical writing
- c. Identify normal and abnormal findings on patient history and physical examination
- d. Identify medical conditions based on etiologies, risk factors, pathology and epidemiology
- e. Manage medical, psychiatric, and surgical conditions using pharmacologic and non-pharmacologic modes of treatment

Clinical Reasoning and Problem-Solving:

- a. Provide appropriate counseling regarding specific medical conditions
- b. Recommend appropriate preventive screening and preventative care measures
- c. Develop a complete patient centered treatment plan based upon the patients' medical conditions
- d. Recommend appropriate pharmaceutical management for patients' medical conditions
- e. Correctly select and interpret laboratory tests and diagnostic study findings
- f. Integrate clinical findings with diagnostic study data to formulate differential diagnoses

Clinical and Technical Skills:

- a. Obtain the appropriate elements of focused and comprehensive patient histories
- b. Obtain the appropriate elements of and properly perform physical examinations
- c. Properly perform specific minor medical and surgical procedures

Interpersonal Communication Skills:

- a. Appropriately document focused and comprehensive patient histories and physical examination findings
- b. Clearly communicate pertinent patient information in oral presentations and multiple types of note formats
- c. Clearly communicate patient treatment plans and preventative care recommendations
- d. Demonstrate appropriate body language and active listening skills during interactions

Professionalism

- a. Demonstrate sensitivity, respect and responsiveness to patient diversity
- b. Demonstrate professionalism in interaction

Procedures

- a. Demonstrate knowledge of the following procedures on simulation devices and/or human subjects:
 - Airway management
 - Universal precautions as they pertain to patient care and OSHA requirements
 - Injection administration
 - Sterile technique
 - Identification of common surgical instruments

- Ultrasound techniques for trauma evaluation
 - Tympanic membrane foreign body removal, including cerumen
 - Bag-Valve-Mask ventilation and endotracheal intubation
 - Spinal stabilization
 - Insertion of urinary and nasogastric catheters
- b. Demonstrate proficiency in performing the following procedures on simulation devices and/or human subjects:
- Surgical scrubbing, gowning, and gloving
 - Venipuncture and intravenous catheterization
 - Administration of local anesthesia
 - Laceration repair
 - Abscess incision and drainage
 - Skin lesion biopsy
 - Intra-articular injections
 - Orthopedic splinting and casting

Admission Requirements

The admissions committee will base all decisions upon the applicant's overall and science grade point averages (GPAs), the personal interview, personal and professional references, GRE scores, knowledge of the profession, and the applicant's written personal statements, as well as CASPer evaluation results.

Consistent with the College's mission, applicants from the Appalachian region (TN, KY, VA, NC, GA, AL, WV) are given preference in the admissions process. Also, students enrolled in LMU's GPA program who apply to the PA Program through CASPA are guaranteed an interview if they meet the Program's criteria for application and admission. Completion of an interview does not guarantee an offer for admission.

Candidates must meet all the technical standards for admission to the PA program. Please use the application checklist to ensure that you have included everything required for your application.

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 Admissions Requirements and Prerequisites

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

Note: Individuals may apply to the LMU-SMS PA Program even though prerequisite courses or Bachelor's degree have not been completed: however, all prerequisite courses and Bachelor's degree must be completed prior to matriculation.

A baccalaureate degree must be 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 must be completed with a grade of "C" (we do not accept prerequisite courses with a grade of "C-," "D," or "F") or better from a regionally accredited college or university. Applicants who have taken 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 biochemistry, biostatistics, advanced psychology, cell biology, embryology, epidemiology, genetics, histology, immunology, parasitology, pathogenic bacteriology, abnormal psychology, human sexuality, physics, technical writing, advanced chemistry, and quantitative analysis. Applicants who have taken these courses will be given preference.

It is required that the applicant has an overall and science grade point average of at least 2.8. In order to be competitive, most students will have cumulative and science GPAs of at least 3.2.

Prerequisite Courses

Course(s)	Number of courses	Minimum total credit hours	Clarification
General Biology with Lab	Two (2)	8-10	Online classes will not be accepted after the Spring 2022 semester.
General/Inorganic Chemistry with Lab	Two (2)	8-10	Online classes will not be accepted after the Spring 2022 semester.
Organic Chemistry I & II with Lab OR may substitute Biochemistry*	Two (2)	8-10	*Biochemistry online or traditional may be substituted for Organic Chemistry II only. Biochemistry, either as a recommended or substitute class, is strongly recommended. We will accept an online biochemistry class, lab is optional
Human Anatomy with Lab	One (1)	3-4	Should cover all organ systems.
Human Physiology	One (1)	3-4	Combined human anatomy and physiology courses should have a minimum of eight (8) credit hours, have taken place over one-two semesters and include a lab.
Microbiology with Lab	One (1)	3-4	
Medical Terminology	One (1)	2	Courses that cover all human systems are strongly encouraged. May be taken as an on-line course from an accredited school with an official transcript. No certificates accepted.
General Psychology	One (1)	3	Should cover the full spectrum of psychologic development from childhood to advanced age.
English	One (1)	3	A writing intensive course, such as English composition, is required.
Statistics	One (1)	2-3	Courses not listed as a math or science course must have course objectives that show coverage of descriptive and inferential statistics.
Mathematics	One (1)	3	College Algebra or higher.

Patient Contact Hours

A minimum of 150 hours of verifiable direct patient care must be completed by April 15 in either a volunteer or paid capacity. The admissions committee recognizes direct patient care experience to include: Directly taking vitals, taking or recording patient histories, assisting in surgeries, procedures such as drawing labs, giving injections, etc. medical assistant, physical therapist/PT aide/assistant, respiratory therapist, occupational therapist, EMT/paramedic, LPN, RN, NP, CNA, nurse's aide, phlebotomist, medical corpsman, pharmacist assistant, hospital social worker, psychologist, x-ray tech, ER tech, peace corps volunteer, clinical health education, athletic trainer, hospice (if experience includes direct patient care), dietician, scribe, dental assistant/hygienist. Others may be considered if emailed with detailed information.

In addition, a minimum of 40 hours of verifiable time must be completed shadowing a Physician Assistant (PA) with at least 20 of those hours spent shadowing a PA in a primary care setting (Family Medicine, Internal Medicine, Pediatrics or Emergency Medicine/Urgent Care). If an applicant is working/volunteering directly with a PA in a primary care setting then

the minimum total time that must be completed prior to matriculation is 160 hours. Though not required, it is strongly encouraged that at least half of the required, aforementioned time be completed by the time of the applicant's interview date. If accepted into the program, all Patient Contact Hours must be completed by April 15.

Coursework Completed Outside the United States

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

Josef Silny & Associates

7101 SW 102 Avenue
Miami, FL 33173
305.273.1616
www.jsilny.com

A course-by-course evaluation is required and all coursework must be designated as undergraduate, graduate or professional. The LMU-SMS 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.

Applicants must have a bachelor's degree from a regionally accredited United States school.

Reference Letters

Applicants are also required to submit two required letters of reference which should be submitted to CASPA. References should be as follows: At least one letter/reference must be from a physician assistant (PA). A second letter must be from an additional physician assistant, or physician, dentist, podiatrist, or optometrist, academic advisor, science/mathematics professor, or current/recent employer. If invited to interview, an applicant can only be considered for an alternate and not for full acceptance until letters are received.

Native Language Is Not English

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.

If you have any questions, feel free to contact us.

LMU-SMS PA Admissions Office
800.325.0900, ext. 6669 (toll-free)
423.869.6669 (direct)
paadmissions@lmunet.edu

Application Process Checklist

- **Have official transcripts sent** to CASPA Transcript Processing Center, P.O. Box 9108, Watertown, MA 02471 from each accredited college or university you have attended.
- **Provide two (2) letters of reference or a completed electronic evaluator form found on the CASPA website.** References are to be less than one year old with at least one letter/reference must be from a PA. A second letter must be from a PA, physician, dentist, podiatrist, or optometrist, an academic advisor, science/mathematics professor, or

current/recent employer. If invited to interview, an applicant can only be considered as an alternate and not accepted for full acceptance until letters are received. All references must be sent to CASPA and not the program. Please refer to the CASPA website for instructions regarding the paper and electronic references.

- Complete the electronic **CASPA** (Central Application Service for Physician Assistants) **Application** form by December 1, 2022.
- **CASPA APPLICATION PORTAL** Complete the **Physician Assistant Supplemental Application** form and pay the \$50 application fee. Link opens 4/28 and the deadline is December 1, 2022.
[HTTPS://WWW.LMUNET.EDU/TARGET-X/INDEX.HTML](https://www.lmunet.edu/target-x/index.html)

Lincoln Memorial University is an equal opportunity institution and welcomes applications for employment or admission regardless of race, creed, color, national or ethnic origin, gender, sexual orientation, age, disability, or religion Please see the admissions criteria regarding additional requirements for admitted students such as health status forms & immunizations, proof of insurance, CPR certification, drug screens, and background checks. (All materials submitted become the property of the LMU-SMS PA Program and cannot be returned to the applicant.)

Technical Standards and Competencies

The LMU-Harrogate PA Program seeks candidates who will be able to serve the needs of society by becoming skilled and effective Physician Assistants. To that end, the LMU-Harrogate PA Program requires candidates for admission and continuing students to meet certain technical standards. These technical standards ensure that graduates of the LMU-Harrogate PA Program possess a level of cognitive and technical skill necessary to achieve the levels of competency stipulated for graduates of the LMU-Harrogate PA Program by the faculty, accreditation agencies, and agencies, and the standards of Physician Assistant practice. The technical standards go beyond the curriculum's academic criteria and apply both to candidates for admission and continuing students. 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 admission and continuing students in the LMU-Harrogate PA Program must meet the established technical requirements in the following six areas: General Health; Observation and Visual Integration; Communication; Motor and Sensory; Intellectual, Conceptual, Integrative and Quantitative Abilities; Behavioral and Social Attributes.

1. **General Health:** Students must be able to work long hours in both the classroom and clinical settings with exposure to various body fluids, communicable diseases, radiation, and toxic substances. Students must maintain a general state of physical and mental health necessary to operate under the typical demands and performance requirements of the program and the PA profession. This includes standard preventative health measures such as annual immunizations. The LMU-Harrogate PA Program requires all students enrolled in the program to maintain health insurance coverage from matriculation through graduation.
2. **Motor and Sensory:** The provision of patient care often requires upright posture with sufficient total body strength, mobility, and cardiovascular endurance. Students must be able to tolerate physically taxing workloads and be able to sit, stand, and walk for long periods in both the classroom and clinical settings. Students must have adequate gross and fine motor function and coordination (including hand-eye coordination and manual dexterity) to elicit vital physical examination information from patients via inspection, 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. Additionally, the student must be able to detect subtle cues and nonverbal communication from the patient during these examinations. Examples include, but are not limited to, the following: assisting patients in range of motion, performance of cardiopulmonary resuscitation, administration of intravenous medications, management of simple and complex wounds, routine obstetric and gynecologic care, and assisting in surgical procedures. Students must be able to observe demonstrations, visual presentations, lectures, laboratory studies and microbiological specimens, and experiments in medical and clinical settings. Students must also possess adequate sensory skills, including normal or corrected to normal functional vision and hearing acuity, visual integration, olfactory, tactile, and proprioceptive capabilities to provide patient care. Functional vision includes the following:
 - Allowing for observation for patients close at hand and at a distance
 - Using depth perception and peripheral vision in order to assess for symmetry/asymmetry, and
 - Distinguishing infectious and/or inflammatory changes of gross tissues, tissue textures

3. **Communication:** Students 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. Students must be able to effectively, efficiently, and with sensitivity, communicate in English with patients, families, and colleagues, from diverse social and cultural backgrounds, orally and in writing, with clarity and accuracy. Students must be able to communicate effectively with other students, faculty and clinical instructors, clinicians, patients, and family members in oral and written formats.
4. **Intellectual, Conceptual, Integrative and Quantitative Abilities:** Students must exhibit skills in problem solving, critical thinking, measurement, calculation, comprehension of three-dimensional relationships and structural spatial relationships consistent with medical practice. Students must be able to comprehend, retain, analyze, and integrate a large amount of information related to medicine and process this information in an efficient and effective manner that allows for timely and appropriate patient care. Students must be able to engage in long hours of study; self-identify areas of weakness and utilize appropriate resources for remediation of deficits; and self-reflect and process constructive feedback for improving knowledge and skills.
5. **Behavioral and Social Attributes:** Students must possess the emotional health required for full use of their cognitive and intellectual abilities, the exercise of reasonable judgment and the prompt completion of all academic and patient care duties and responsibilities across the lifespan. The development of mature, sensitive, and effective relationships with patients and other members of the health care team is essential. The ability to function in the face of uncertainties inherent in clinical practice, flexibility, compassion, integrity, motivation, interpersonal skills, and concern for others are all required. Students must be able to demonstrate empathy, sensitivity, and the ability to quickly establish rapport with patients from diverse backgrounds with different cultural beliefs and a wide variety of acute and chronic medical and surgical conditions. Students must be able to exhibit adequate interpersonal communication skills, compassion, concern for others, honesty, and integrity. Students must be able to tolerate physically demanding workloads (which may involve nights and weekends), noisy environments, long hours, and to maintain composure with emotional stability in challenging, stressful, and changing circumstances and to deal effectively with uncertain and possibly emotionally charged situations. Students must be able to accept constructive criticism and respond with a professional and respectful demeanor.

All students enrolled in the Program must be able to independently, or with reasonable accommodation, demonstrate these health standards, cognitive and motor skills, and professional behaviors for Program matriculation, progression, and graduation. Students with disabilities are responsible for contacting the Office of Accessible Education Services (www.LMUnet.edu) to request accommodation(s). The Program attempts, to the best of its ability, to develop mechanisms by which otherwise qualified applicants for admission and enrolled students can be accommodated; however, the Program's Technical Standards for Enrollment and Progression must be met and maintained in order to ensure that all parts of the Program's curriculum are delivered to all students and that students provide safe and effective patient care. Clinical Affiliates that provide SCPEs expect students to have met the Program's Minimum Technical Standards for Enrollment and Progression and to perform assigned duties in a timely manner as such ability is critical and essential to safe and effective patient care. Therefore, extra time is not granted to students during assessments of physical examination and clinical procedure skills, note writing, simulated patient encounters, and completion of patient care duties during SCPEs. Similarly, the use of trained intermediaries is not approved in the assessments listed above and in SCPEs.

Students must submit a Medical Clearance Form, completed and signed by a licensed health care provider and uploaded by the student to Program's student documentation portal, confirming whether they meet the Minimum Technical Standards for Enrollment and Progression and are medically cleared to participate fully in the Program's curriculum prior to matriculation and prior to beginning SCPEs. Students do not return the completed health history and physical examination forms to the Program. Students must notify the PA Program Director as soon as possible if there is any change in their ability to meet these technical standards.

Academic Progression Standards

Progression in the LMU-Harrogate PA Program is contingent upon continued mastery of program objectives, course content, competency minimums, and demonstration of professional behaviors consistent with health care professionals. Students matriculating into the LMU-Harrogate PA Program have a maximum of 54 (fifty-four) months to complete all required components of the curriculum including time for deceleration and leave of absences. Any alterations to the student curriculum must be approved by mechanisms listed in LMU-Harrogate PA Program Student Handbook.

In order for students to progress from the Didactic Phase to the Clinical Phase, students must:

- Successfully meet all learning outcomes and competencies and complete all components of the Didactic Phase, including
 - Score of 70% (C) or higher for all courses in the Didactic and Clinical Phases, including Summative assessments
 - Demonstrate consistent compliance with all LMU and Program policies and procedures (including maintenance of Technical Standards for Enrollment and Progression found in the LMU-Harrogate PA Program Student Handbook)
 - Demonstrate professional conduct or successfully remediate professional conduct deficits that have been identified
 - Pass all graded physical examination and clinical procedure skills assessments
 - Meet all competency requirements
 - Pass all remediation assessment
 - Fulfill all financial obligations to LMU

Academic/Professional Probation

Students on Academic and/or Professional Probation may not be allowed to progress to the Didactic Summative Evaluations in the Didactic Phase, which may delay entering the Clinical Phase to begin Student Practice Clinical Experiences (SCPEs). Students must meet all requirements as stated above to progress to the Clinical Phase.

In order for students to progress from the Clinical Phase to the Clinical Summative Assessments, students must:

- Successfully meet all learning outcomes and competencies and complete all components of the Clinical Phase, including
 - Score of 70% (C) or higher for all courses in the Clinical Phases, including Summative assessments
 - Demonstrate consistent compliance with all LMU and Program policies and procedures (including maintenance of Technical Standards for Enrollment and Progression found in the LMU-Harrogate PA Program Student Handbook)
 - Demonstrate professional conduct or successfully remediate professional conduct deficits that have been identified
 - Meet all competency requirements
 - Pass all remediation assessments
 - Fulfill all financial obligations to LMU

The SPC has the authority to remove a student from Academic and/or Professional Probation so that the student may progress to the Summative Evaluations and Graduation.

Students must meet all Summative Evaluation requirements listed below and must not be on Academic and/or Professional Probation to be eligible for graduation.

- Demonstrate compliance with all LMU and Program policies and procedures (including maintenance of Technical Standards for Enrollment and Progression found in the LMU-Harrogate PA Program Student Handbook).
- Demonstrate professional conduct or successful remediate professional conduct deficits that have been identified
- Demonstrate successful achievement of Program Graduate Competencies
- Pass all remediation assessments
- Fulfill all financial obligations to LMU

Students on Academic and/or Professional Probation are not allowed to progress to Graduation. The SPC has the authority to delay progression to Graduation who has not met all requirements and competencies of the Program. Only the SPC has the authority to remove a student from Academic and/or Professional Probation so that the student may progress to Graduation.

At the end of each semester, and as needed, the SPC convenes to review student performance (academic and non-academic) and either approve students for progression in the Program or make an alternate recommendation. Students

must meet all requirements for completion of the Didactic Phase, the Clinical Phase, and all Summative Evaluations for successful completion of the Program. Students must successfully complete the Program and demonstrate fulfillment of all financial obligations to LMU to be eligible for graduation.

Costs of Attendance

Estimated Costs for PA Class of 2025

(Costs are estimated and are subject to change.)

(Does not include estimated costs for room, board, and transportation.)

Item	Cost	Total
Tuition	\$14,400.00/semester	\$100,800.00
Fees (does not include loan fees)		\$2,260
Books and Supplies (computer, diagnostic equipment, white coat, scrubs)		\$4,950.00
Health Insurance (estimated cost; not provided by the University)	\$7,330	\$7,330.00

Please see the Financial Services Section in this Catalog for information on refunds.

Advanced Placement Policy

The LMU-Harrogate PA Program does not provide a waiver of required coursework (in whole or in part) included in the curriculum based on prior academic or professional experience. Transfer academic credits are not accepted. All students must complete all components of the curriculum in whole to be eligible for graduation.

Credential Awarded

Upon graduation from the LMU-Harrogate PA Program, students are awarded the degree of Master of Medical Science (MMS) in Physician Assistant Studies from Lincoln Memorial University. Graduates are eligible to take the PANCE administered through the National Commission on Certification of Physician Assistants (NCCPA)*.

****Please review the NCCPA's "PANCE Eligibility Requirements" documented on the NCCPA webpage (<https://www.nccpa.net/pance-eligibility>)**

Supervised Clinical Practice Experiences (SCPEs)

Establishment of Clinical Sites/Clinical Preceptors for Supervised Clinical Practice Experience (SCPE) Policy

Students are not required to provide or solicit Clinical Sites or Clinical Preceptors (Clinical Affiliates). The Program employs sufficient faculty and staff to coordinate Clinical Sites and Clinical Preceptors for the Program's required SCPEs. However, students may provide the Clinical Team with contact information for Clinical Sites or Clinical Preceptors with whom the student has an established professional relationship (e.g. employed at the Clinical Site prior to matriculation) or in cases where the Clinical Preceptor has indicated they would like to precept the student. Students who know of a health care provider who would like to be a clinical preceptor, should provide the SCPE Manager with the health care provider's name, business address, and telephone/FAX number(s). The Program will contact the prospective clinical preceptor to determine if the clinical rotation site/preceptor is able to meet LMU-Harrogate PA Program requirements to participate as a clinical rotation site/preceptor. A student should not recommend a prospective preceptor if he/she is not willing to precept other LMU-Harrogate PA Students in the future.

SCPE Assignments Policy

The Clinical Team is responsible for coordinating student assignments to Clinical Affiliates for SCPEs. SCPE assignments are developed after a thorough review of Clinical Preceptor availability, completion of credentialing paperwork for the Clinical Site and Clinical Preceptor(s), review of prior evaluations of the Clinical Site and Clinical Preceptor(s) if available, the suitability of the Clinical Affiliate to provide students with educational experiences to achieve Program Learning Outcomes and Graduate Competencies, student academic and professional conduct history in the Didactic Phase, and student preferences.

SCPE assignments are maintained in the Program's online program management system. The Program makes every effort to provide students with all SCPE assignments no less than eight (8) weeks prior to the start of the Clinical Phase. The Program gives consideration to both the student and the clinical site preceptor(s) when planning and scheduling clinical rotations for the purpose of providing students with an excellent learning experience. Once clinical rotation sites are contacted, no changes will be made to the schedule unless specific circumstances arise that would necessitate a change. If a change to a clinical rotation assignment is necessary, the clinical team will make all efforts to notify the student as soon as possible to allow sufficient time for the student to make any necessary living/transportation arrangements in a timely manner. Students are not permitted to attend a clinical rotation site where they have not been assigned by the Program and/or where appropriate legal agreements are not in place.

The Program provides students with contact information for the Clinical Affiliate and Primary Clinical Preceptor for each assigned SCPE. Students must contact the Primary Clinical Preceptor (or other designated associate of the Clinical Affiliate) via phone, or the Primary Clinical Preceptor's preferred method of communication, no less than two (2) weeks prior to the start of the SCPE to determine what date/time, where, and to whom the student should report on the first day of the SCPE.

Patient Care Hours

The PA profession values service and dedication to patient care. As such, students may work long hours, night shifts, holidays, and weekends during SCPEs. Hours vary depending on the SCPE discipline and the Clinical Affiliate's practice schedule however, students are expected to work the same hours as the Clinical Preceptors, in all settings in which the Affiliation Agreement allows student access. Students are given recommendations on minimal hours expected in each rotation, those these are the minimum hour suggestions. Students may need to work with more than one Clinical Preceptor at the Clinical Site to obtain sufficient exposure to patient encounters and other activities to achieve Program Learning Outcomes and Graduate Competencies.

Clinical Rotation Sites, Housing, Transportation, and Meals

The LMU-Harrogate PA Program maintains Affiliation Agreements with clinical rotation sites and clinical preceptors throughout the country. Clinical rotation sites are available within the tri-state area as well as throughout Tennessee, Florida, Texas, Louisiana, New Mexico, California, South Carolina and others. Students should plan to complete clinical rotations at sites distant from the Harrogate campus. Students are responsible for procuring and paying for housing and travel to clinical sites.

Affiliation Agreements

Affiliation Agreements are legal documents that address issues such as HIPPA, FERPA, liability and malpractice and formalize the relationship between the Program, the University, and the clinical rotation site/preceptor. Additionally, these agreements help to ensure the LMU-Harrogate PA Students will receive a quality clinical education experience. These agreements must be established and approved by the Program and University and the clinical rotation site/preceptor before student placement at a clinical rotation site can occur.

Students may only participate at the clinical site they are assigned to at the designated time. All clinical training sites are sent an Affiliation Agreement that formalizes the relationship between the school and the preceptor/site. It is unacceptable for a student to go to a clinical setting(s) in which they are not assigned and in which there is no affiliation agreement in place. Students are **not** allowed to negotiate an affiliation agreement with a clinical rotation site. Students may **not** contact an established clinical rotation site prior to their assignment to that clinical rotation site or unless directed to do so by the

Clinical Team. **Students are not permitted to attend a clinical rotation site that does not have a signed affiliation Agreement with the University.** Any student who is in violation of the Affiliation Agreement guidelines will lose professionalism points, have a professionalism violation documented, and will be referred to the Student Progress Committee (SPC) with the possibility of immediate dismissal from the Program.

Clinical Rotation Sites and Preceptors: Development and Evaluation

Clinical rotation sites are evaluated by the Program a minimum of every two (2) years by telephone/video conferencing and every four (4) years in person. This provides an opportunity for feedback from the clinical preceptors regarding the clinical rotation experience and individual and aggregate student performance and assessment of the appropriateness and safety of each clinical site. Clinical rotation site visits may occur while an LMU-Harrogate PA Student is completing a clinical rotation at the clinical rotation site. Additionally, representatives of the Program may conduct formal evaluations of the student's progress in developing a comprehensive base of medical knowledge and procedural, clinical-decision-making, and interpersonal skills. Formal evaluations by Program representatives will be scheduled with the clinical rotation site/preceptor. Students will be notified via email or telephone if a formal evaluation is needed. Students should respond to communication from the Program within 48 hours of notification so that the clinical site visit arrangements can be confirmed.

End of Semester (EOS) Activities

At the end of each semester of the Clinical Phase, students will be required to report to designated location(s) for End-of-Semester (EOS) activities. These activities will consist of, and may not be limited to, End-of-Rotation (EOR) written examinations, Objective Structured Clinical Encounters (OSCEs), Case Presentations, PANCE review, lectures on topics relevant to PA practice, and other administrative activities. Attendance is mandatory at all EOS sessions. Students who wish to utilize granted testing accommodations may need to return to the Harrogate campus for EOS days during the clinical year to ensure all testing accommodations are properly met as they may not be available at remote locations. Requesting to be excused from an EOS session at LMU-Harrogate for financial reasons due to travel from an out of state rotation is not acceptable. Personal days cannot be used on or just prior to EOS days. Any student with an unexcused absence during an EOS session will receive a grade of "F" for each EOR assessment (written examination or case presentations/self-reflective paper) scheduled on the day the student was absent. The student will be referred to the Student Progression Council for the resultant failed rotation. Make-up examinations for excused absences are scheduled at the discretion of the clinical team and must be completed within five business days.

Academic Policies and Procedures

Assessment of Student Performance

The Program conducts and documents frequent objective assessments of student performance related to Program Learning Outcomes and Graduate Competencies for the purpose of monitoring and documenting student progress in a manner that promptly identifies deficits in knowledge and/or skills and establishes means for remediation. All assessments are based on the instructional objectives, found in course syllabi and materials for other learning activities, which guide student achievement of Program Learning Outcomes and Graduate Competencies.

Types of Assessments

The Program utilizes formative assessments that support student achievement of Program Learning Outcomes and Graduate Competencies to monitor student progress in meeting instructional objectives for each course. These assessments may be for the purpose of student self-assessment or may be recorded for a grade. Formative assessments may be administered in several forms, including but not limited to multiple choice questions, written assignments, and observation of performance in simulated patient encounters. Formative assessments allow faculty to support each student's academic success by providing ongoing feedback on areas of strength and weakness related to course-specific instructional objectives.

The Program utilizes comprehensive assessments to assess student achievement of Program Learning Outcomes at the end of a course component. These graded assessments may be administered in several forms, including but not limited to

multiple choice questions and physical examination and clinical procedure skills assessments. Comprehensive assessments allow faculty to provide students with periodic feedback on areas of strength and weakness related to course-specific Learning Outcomes.

The Program utilizes cumulative assessments to assess student achievement of Program Learning Outcomes at the end of a course during the Didactic Phase and at the end of the Didactic and Clinical Phases. These graded assessments may be administered in several forms, including but not limited to multiple choice questions, physical examination skills assessments, and clinical procedure skills assessments. Cumulative assessments allow faculty to provide students with feedback on areas of strength and weakness related to Program Learning Outcomes for the Didactic and Clinical Phases.

The Program utilizes the Summative Evaluation to assess student achievement of Program Graduate Competencies. The format for the Summative Evaluation is described below.

Methods of Assessment

The Program utilizes many methods (including but not limited to the methods listed below) to assess student learning. The methods used for formative, comprehensive, and cumulative assessments are listed in course syllabi and in materials for other learning activities.

- Assignments (e.g. patient case studies, documentation of patient care, e-learning modules)
- Written examination (e.g. multiple-choice questions, essay, short answer)
- Physical examination and clinical procedure skills assessments
- Simulated patient encounters
- Oral case presentations (e.g. standardized rubrics)
- Small group exercises (e.g. standardized rubrics)
- Clinical Preceptor evaluations of student performance (e.g. standardized rubrics)
- Professional Conduct Development and Assessment form (Student Handbook)
- Student self-evaluation (e.g. practice multiple choice questions)

Computerized Examinations

Many didactic examinations are administered through the LMU-Harrogate Assessment Office via computer software loaded on each student's personal laptop. An examination is considered complete once the student submits the examination voluntarily or the allotted time for the examination expires. It is the student's responsibility to download examinations at the appropriate time and assure that the software is functioning properly. The LMU-Harrogate Assessment Office will notify students when examinations are ready for download. If a student believes his/her examination results were altered by a malfunction of the testing software, he/she must immediately notify the LMU-Harrogate Assessment Office and the Director of Clinical Business Operations. That student's examination will be reviewed, and any changes made will be at the discretion of the clinical team.

Summative Assessment

Prior to the completion of the Summer II semester, a comprehensive summative examination covering topics presented during the Didactic Phase will be administered. The summative examination will include components of a written examination as well as demonstration of competency using clinical application stations. The purpose of this examination is to provide the Program with a measure of each student's base of medical knowledge and preparedness for the Clinical Phase. Students who earn a grade of less than 70% (C) will be required to remediate area(s) of deficit and may be referred to the Student Progress Committee (SPC) for recommendations on progression in the Program.

Policies on requesting accommodations for testing can be found in the [Lincoln Memorial University website Accessible Education Services \(lmunet.edu\)](https://www.lmunet.edu/student-life/accessible-educations-services/accessible-education-services) <https://www.lmunet.edu/student-life/accessible-educations-services/accessible-education-services>

Dissemination of Examination Results

Students will be able to view their individualized examination scores on Blackboard/Canvas. Students will receive feedback in the form of a “Strengths and Opportunities” report for Clinical Medicine I, II, and III examinations. The LMU-Harrogate PA Program views examinations as assessment tools, not used as an instructional tool, therefore, students will not be able to view their individual examinations once completed. Students will instead receive a comprehensive examination report which will alert each student individually to topics and medical task areas that need to be reinforced through additional studies.

Grading System

Course Grades

The Program uses the following grading scale to determine letter grades for each course.

- 90.0 - 100% = A
- 80.0 - 89.9% = B
- 70.0 - 79.9% = C
- < 69.9% = F

Academic Standing

LMU-Harrogate PA Students in good academic standing will have met all the following criteria:

- Earned a grade of 70.0% (C) or higher in all didactic and clinical courses required by the LMU-Harrogate PA Program.
- Met the LMU-Harrogate PA Program professionalism and student code of conduct expectations.
- Complied with all University and LMU-Harrogate PA Program policies and procedures.

Remediation Policies and Procedures

The Program monitors and documents the progress of each student in a manner that promptly identifies deficits in knowledge, skills, and professional conduct and establishes means for remediation. Remediation is the Program’s applied process for correcting deficits. Remediation is defined as mentoring by Program Faculty for completion of remediation learning activities and assessments. The At-Risk Initiative is defined as follows (and is included in Appendix G):

At-Risk Student Initiative

After each examination during the didactic phase of the curriculum, student grades are reviewed by the Director of Didactic Education and each student’s individual faculty mentor. Students who have earned < 75.0% on an examination have not shown mastery of the information and are therefore deemed to be “at-risk.” Those students who have been identified to be “at-risk” must adhere to the following remediation requirements:

- The student must contact their mentor within 24-hours of receiving their grade to schedule an initial remediation meeting. All effort should be made for this meeting to occur within three business days of receiving their grade. The purpose of this meeting is to assess test-taking strategies, study skills, and time management. Appropriate referrals may be made based on the discussion during this meeting. Documentation of this meeting will be kept in the student’s central file.
- The faculty mentor will assign specific Lecturio content correlating to the student’s individual strength and weakness report provided by the testing software. These assignments must be completed by the specified due date.
- For students who score 70.0% or below, oral reassessment of the weaknesses with the assessment committee will be required. The date/time of this assessment will be provided to the student via university email. Students must confirm receipt of the correspondence. The outcome of this reassessment will not result in an adjustment of the examination grade unless otherwise specified in the specific course syllabus. Documentation of this reassessment will be kept in the student’s central file.
- Failure to successfully complete any of the above requirements will result in referral to SPC.
- If a student acquires three “at-risk” scores during a single semester, the student will be referred to SPC.

Student Mentoring

Each incoming LMU-Harrogate PA Student is assigned a faculty mentor for the didactic and clinical phases of training. These mentors are the key support and primary contact during the LMU-Harrogate PA Program. Faculty mentors will:

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

Students are expected to meet with their assigned faculty mentors **at least once every semester**. Students should also meet with their assigned faculty mentor, course director, and/or the Director of Didactic Education **following any examination or assignment failure** for feedback on performance and preparation for future assessments. Each session should be scheduled directly with the faculty mentor.

LMU-Harrogate PA faculty members generally maintain an "open door" policy for student access. In order to be most efficient and meet the needs of all students in the LMU-Harrogate PA Program, time spent with faculty should be for mentoring, academic counseling, academic questions, or other questions related to policies and procedures of the LMU Harrogate PA Program. Please consult the faculty member you wish to speak with to make an appointment if the meeting will require an extended period of time to assure that the faculty member is not missing required administrative commitments.

Additionally, each incoming LMU-Harrogate PA Student is assigned a student mentor from the class that matriculated the year prior. These student mentors help students navigate through the program from the perspective of an LMU-Harrogate PA Student. There will be no tolerance for sharing, dissemination or otherwise transferring academic information that could assist in either student mentor or student mentee in passing any assessment or testing product. These infractions of the student professionalism policy will result in referral to SPC and consideration for dismissal from the program.

Academic and Professionalism Curriculum and Professionalism Mentoring

The LMU-Harrogate PA Program regards academic success and professionalism of all students as essential parts of becoming a competent, practicing Physician Assistant. We, as the faculty and staff, strive to model this professionalism in our actions and communications. In order to guide students toward professional excellence we have created a professional curriculum that will be taught throughout the first educational year.

Professionalism training will include eight hours of training taught during the didactic year, with two hours included in each semester. This training time will be considered as a competency requirement and will be housed in the Clinical Assessment and Technical Skills I-IV courses. All the professionalism training sessions are mandatory. Students will not be given excused time off during times when there is a professionalism session scheduled. A student can lose up to five percent of the final grade from these courses for professionalism infractions.

The faculty mentor is available to provide mentorship and corrective action for students with professionalism concerns or infractions. Formal meetings with the mentor will occur after a complaint has been submitted and an initial investigation has determined that action is necessary. Students who are required to meet with the mentor will be able to discuss the incident and come up with a joint plan of action (i.e. assignment, further meetings, reflection paper, etc.) to address the behavior.

Such meetings will be documented in the student's professionalism profile. If a student earns three infractions in one semester or five infractions over the duration of the didactic phase, the student will be referred to the Student Progress Committee (SPC) for further action.

Academic Conduct Policy/Examination Honor Code

The Program seeks to create an environment of academic excellence conducive to student learning. This requires students to take personal responsibility for their learning and mastery of the knowledge and skills necessary to provide safe and effective patient care and for excellence in professional practice. This also requires students to complete all work with academic integrity, recognize the limits of their current knowledge, and pursue life-long learning. Academic misconduct undermines the purpose of education and violates the trust among faculty and students necessary for intellectual growth and development. Examples of academic misconduct include, but are not limited to, the following:

- Abetting: Encouraging or assisting another student to do something wrong
- Cheating: Acting dishonestly to gain an advantage, such as using unauthorized study materials
- Plagiarism: Claiming someone else's ideas, words, data, etc. as your own
- Fabrication: Presenting falsified work as genuine
- Misrepresentation: Any act or omission with the intent to deceive

Dishonesty of any kind on examinations, unauthorized possession of examination questions, duplication 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 and are violations of appropriate student conduct and professionalism. Students suspected of violating the Student Code of Conduct for the LMU-Harrogate PA Program will be referred to the Student Progress Committee (SPC) for progression and/or disciplinary action recommendations which may include dismissal from the Program.

Academic Integrity

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

Academic Grievance Reporting

If an LMU-Harrogate PA Student has a grievance about an academic issue, the student must first discuss the matter with the Course Director. If the academic grievance is unresolved after meeting with the Course Director, the student may discuss the matter with the Director of Didactic Education (during the Didactic Phase) or the Clinical Team (during the Clinical Phase). If the academic grievance remains unresolved, the student may bring the matter to the Program Director for final resolution.

Family Educational Rights and Privacy Act (FERPA)

The Program complies with the provisions of the Family Educational Rights and Privacy Act (FERPA), 1974, as amended. This law maintains that the Program will provide for the confidentiality of student education records. Identifiable information from a student's educational record will only be accessible to PA Program faculty, staff, and other LMU employees with a legitimate educational need for the information. Student grades are recorded, stored, and secured with the LMU Registrar. All other student educational records are maintained by the Program. Please see (www.LMUnet.edu) for detailed information regarding FERPA and the list of disclosures that LMU may make without student consent in accordance with FERPA.

Registrar Information

Course Registration

Summer I Semester (Didactic Phase)

Matriculating Students are registered by the Program for Summer I courses.

Fall, Spring, and Summer II Semesters (Didactic Phase)

Didactic Phase students are responsible for completing Express Registration for ALL Fall, Spring, and Summer II Didactic Phase courses. The Director of Clinical Business Operations will work with the University Registrar to register students for their first Clinical phase course leading up to the completion of the didactic year. The Financial Aid Office will notify students, via email, about registration and financial aid deadlines and provide instructions for Express Registration. For assistance with registration for didactic courses, students should contact the Director of Didactic Education. For assistance with registration for clinical courses, students should contact the Director of Clinical Business Operations.

Clinical Phase

Clinical Phase students are responsible for completing Express Registration for all Clinical Phase courses with the exception as described above. Students will register for the Capstone Project (PAS 600) during the spring semester of the Clinical Phase. The Financial Aid Office and/or the SCPE Manager will notify students, via email, about registration and financial aid deadlines and provide instructions for Express Registration.

Change of Name or Address

If an LMU-Harrogate PA Student changes their name, they must notify the Registrar, the Admissions Coordinator, Security, Information Services, Financial Aid Officer, and the Director of Didactic Education (during the Didactic Phase) or the Director of Clinical Education (during the Clinical Phase) as soon as possible.

If an LMU-Harrogate PA Student changes their personal and/or emergency contact information, they must notify the Director of Didactic Education (during the Didactic Phase) or the Director of Clinical Education (during the Clinical Phase).

Students must provide the Registrar, Admissions Director, and Director of Financial Services with their current name and physical address at graduation.

Type of Change	Notify
Name	Registrar <i>Helen Bailey, Helen.Bailey@LMU.net.edu, 423-869-6434</i> Admissions Director <i>Alicia Beason, Alicia.beason@lmunet.edu, 423-869-6691</i> Assistant Admissions Coordinator <i>James Parker, james.parker02@lmunet.edu, 423-869-6905</i> Director of Didactic Education <i>Casey Johnson, DMS, PA-C, Casey.johnson817@LMU.net.edu, 423-869-6638</i> Director of Clinical Business Operations (Clinical Phase) <i>Mary Kaye Mason, Mary.mason@lmunet.edu, 423-869-6716</i> Campus Security <i>Robin Susong, Robin.Susong@LMU.net.edu, 423-869-6301</i> Information Services <i>Marta Dunn, helpdesk@LMU.net.edu, 423-869-6454</i> Financial Aid <i>Tammy Tomfohrde, Tammy.Tomfohrde@LMU.net.edu, 423-869-6465</i>
Mailing Address	Admissions Director <i>Alicia Beason, Alicia.beason@lmunet.edu, 423-869-6691</i> Assistant Associate Admissions Coordinator <i>James Parker, james.parker02@lmunet.edu, 423-869-6905</i> Director of Clinical Business Operations (Clinical Phase) <i>Mary Kaye Mason, Mary.mason@lmunet.edu, 423-869-6716</i>

Type of Change	Notify
Cell Phone Number	Admissions Director Alicia Beason, Alicia.beason@lmunet.edu , 423-869-6691 Assistant Associate Admissions Coordinator James Parker, james.parker02@lmunet.edu , 423-869-6905 Director of Clinical Business Operations (Clinical Phase) Mary Kaye Mason, Mary.mason@lmunet.edu , 423-869-6716
Emergency Contact(s) Information	Admissions Director Alicia Beason, Alicia.beason@lmunet.edu , 423-869-6691 Associate Admissions Coordinator James Parker, james.parker02@lmunet.edu , 423-869-6905 Director of Didactic Education Casey Johnson, DMS, PA-C, Casey.johnson817@LMU.net , 423-869-6638 Director of Clinical Business Operations (Clinical Phase) Mary Kaye Mason, Mary.mason@lmunet.edu , 423-869-6716

Student Services

Academic Support Services

LMU-Harrogate PA Students are assigned faculty mentors for academic guidance and student success. All faculty members and course directors are available for guidance and tutoring.

Accessible Education Services

The Office of Accessible Education Services works with Program faculty to provide accommodations for learning and assessment activities. Students are responsible for requesting services and are strongly encouraged to contact the Office of Accessible Education Services prior to matriculation and as soon as possible after a condition that may qualify for accommodations arises. <https://www.lmunet.edu/student-life/accessible-education-services/>

The LMU-Harrogate PA Program will attempt, to the best of its ability, to develop mechanisms by which otherwise qualified candidates for admission and continuing students 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 the LMU-Harrogate PA Program are delivered to all students. The affiliate organizations, such as outpatient clinics and hospital systems, that administer the clinical and practical portion of the LMU-Harrogate PA Program curriculum expect students to perform their duties in a timely manner as such ability is a critical and essential part of patient care. Therefore, extra time will not be granted to students in clinical scenarios including clinical rotations and the clinical performance examinations. Similarly, the use of trained intermediaries will generally not be approved in clinical situations. The determination regarding whether to grant an accommodation will be based on individual circumstances. Policies on requesting accommodations for a disability can be found at <https://www.lmunet.edu/student-life/accessible-education-services/>

Financial Services

The Office of Financial Services will provide qualified students the appropriate documents and counseling to secure financial assistance in the form of loans, scholarships, and grants. It is very important to be aware of the completion dates for the Free Application for Federal Student Aid (FAFSA) requirements. Accepted and enrolled students are supported by representatives from Student Financial Services. Please see the financial aid website (link below) for detailed information on the following:

- How to apply for financial aid
- General eligibility requirements
- Loan Programs
- Award Completion
- Cost of Attendance
- Institutional Scholarships
- External Scholarships
- Satisfactory Academic Progress

- Institutional Refund Policy
- Forms
- Student rights and responsibilities

Please see <https://www.lmunet.edu/student-financial-services/index> for detailed information on the following:

- Refund of institutional tuition, room, and board charges
- Refund schedule
- Check cashing

Veterans Benefits

In accordance with the Veterans Benefits and Transition Act of 2018, Section 367(e) of title 38 (Public Law 115-407), a student who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation & Employment, or Chapter 33, Post 9/11 GI Bill® *benefits shall be permitted to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a Certificate of Eligibility for entitlement to educational assistance under Chapter 31 or 33 (a Certificate of Eligibility can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs website- eBenefits, or a VAF 28-1905 form for Chapter 31) and ending on the earlier of the following dates:

1. The date on which payment from the VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following receipt of the Certificate of Eligibility.

The university shall not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or require the student to borrow additional funds, in order to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.

Beginning with the terms starting after December 17, 2021, students using their Post 9/11 GI Bill will be required to verify their enrollment at the end of each month. Students receiving the Montgomery GI Bill will not be impacted by this change. They are already required to verify their enrollment.

After December 17, 2021, all impacted students with a US mobile phone number on file with the VA will receive an opt-in text as their next enrollment period approaches. Students who do not have a mobile phone number on file will not be able to use text verify. They will be automatically enrolled into email verification.

* GI Bill is a registered trademark of the US Department of Veteran Affairs.

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 the Registrar. 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 the date that the Registrar's Office physically receives the form. Applicable institutional charges for fall and spring semesters will be refunded according to the following schedule:

- During the first week of the semester: 100%
- 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. Refund schedules pertaining to summer and mini terms are adjusted to the varying length of the terms. They appear in the Class Schedule published for the given term. Room and board fees will not be refunded to any student who withdraws from campus residency but remains enrolled at LMU during the semester or term. For more information, please see the registrars website at <https://www.lmunet.edu/registrar/index>

The Return of Title IV Funds (Federal)

Federal regulations determine 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, Federal PLUS loans, Federal Perkins Loans and Federal Direct 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 Financial Aid Office.

Refund of Housing Reservation and Damage Deposit

The housing reservation and damage deposit is refundable at the end of the student's tenure in campus housing provided no damage or loss has occurred in the student's room as indicated by a check-out sheet and keys have been returned. If a student has an outstanding account balance with the university, any refundable deposit must first be applied against the student's outstanding account balance. If the student's outstanding account balance exceeds the refundable deposit, the student will not be entitled to a refund or deposit. Cancellation of housing by a resident during the semester forfeits the resident's deposit. A written request for refund must be made to the Housing Director. Please visit (<https://www.lmunet.edu/student-financialservices/undergraduate/institutional-refund-policy.php>) for further information on this refund.

Refund of Credit Balance

In the event a combination of grants, scholarships and/or payments create a credit balance to the student's account, the Finance Office will refund the credit balance to the student by means of a check or by direct deposit if the student has signed up via Web Advisor. All institutional scholarships must be applied toward tuition, fees and on-campus room and board expenses. All federal, state, and institutional grants are credited to the student's account first, and any scholarships are applied to the balance of the student's aid eligibility for the semester.

Health Services

Medical Services

Program faculty, the Program Director, and the Medical Director are not permitted to participate as health care providers for enrolled students. Students must access non-emergent medical care as needed based on their private health insurance plan.

All currently enrolled LMU students are eligible to use the medical services offered through LMU Student Health Center (SHC). The SHC is located on the 3rd floor of the Student Center, Suite 315. Students are seen on a walk-in basis; no appointments are scheduled. Staff includes a licensed practical nurse (LPN), family nurse practitioner (FNP) and doctors of osteopathic medicine. There is no fee for students to visit with any acute concerns. Limited testing is offered in the clinic and labs can be sent out as deemed necessary. Students will not be charged for office visits. If lab work is deemed necessary, students are responsible for paying all associated lab fees. Insurance information will be obtained at the visit and submitted

to the laboratory, but the student will be responsible for paying any charges not covered by insurance. The SHC staff will not collect payments or submit billing to any 3rd party providers or insurers. Hours of clinic operations are Monday - Friday 8am-4pm with the exception of the lunch hour between 12 and 1. Call 423-869-6249 for any questions.

*The SHC adheres to the LMU inclement weather policy. If administrative offices are closed, the SHC will also be closed.

<https://www.lmunet.edu/student-life/student-health-center/index>

Hospitals

There are two hospitals in the immediate vicinity, Claiborne County Hospital, 1850 Old Knoxville Road, Tazewell, TN, and Appalachian Regional Hospital (ARH), 3600 W. Cumberland Avenue, Middlesboro, KY. Both hospitals have emergency services 24 hours a day, seven days a week. Hospital care is not included with tuition; therefore, students are required to pay all charges for services rendered.

Mental Health Counseling Services

Students have access to confidential mental health counseling through the office of Mental Health Counseling and can make confidential appointments online at <https://www.lmunet.edu/counseling/index>. Students may also complete confidential mental health screenings, access information and directions on handling mental health emergencies on and off campus, and gain assistance in obtaining mental health counseling while completing educational activities off campus.

Well Connect Online Therapy

Well Connect is counseling service made available to All LMU students regardless of campus location. This service provides up to five, free mental health counseling sessions, per unique mental health need each semester. Students may contact Well Connect at 1-866-640-4777.

After hours mental health emergencies:

Call 423-869-6277

After hours calls to the LMU Office of Mental Health Counseling are forwarded to a call center staffed with professional mental health counselors who will assist callers. This service is also available at any time during the weekend, holidays, and when the campus is closed for inclement weather.

***Please note: In the case of a medical or psychological life-threatening emergency, call 911 immediately.**

Career Services

Alumni Services

LMU-Harrogate Physician Assistant Mentorship Program

The LMU-Harrogate Office of Alumni Services provides a mentorship program to assist current LMU-Harrogate PA Students with networking. The mission of the LMU-Harrogate Physician Assistant Mentorship Program is to provide Physician Assistant alumni mentors to current LMU-Harrogate PA Students wishing to network with PA professionals to learn more about job opportunities and specialty choices. The LMU-Harrogate Physician Assistant Mentorship Program provides current PA students an opportunity to correspond with alumni PAs with similar interests so that they may provide support and guidance as students begin their job searches.

Visit <https://www.lmunet.edu/school-of-medical-sciences/alumni/index.php> and click on "Mentorship" to request a mentor.

PA Job Bank

The LMU-Harrogate Office of Alumni Services maintains an online PA Job Bank for graduates.

Visit <https://www.lmunet.edu/school-of-medical-sciences/alumni/index.php> and click on "PA Job Bank" to see the types of positions being advertised to LMU-Harrogate PA Program graduates

Verification of Program Completion/Degree Awarded.

Many state licensing boards, and some hospital credentialing boards require verification of Program Completion/Degree Awarded. FERPA guidelines are followed when completing these forms. Students must submit all request for verification of Program Completion/Degree Awarded to the Program Administrative Coordinator.

Official Transcript Request

Many state licensing boards, and some hospital credentialing boards require official transcripts from LMU. LMU follows FERPA guidelines in fulfilling requests for official transcripts. Students must submit all requests for official transcripts to the Registrar <https://www.lmunet.edu/registrar/transcript-requests>.

Program Service Opportunities

Dr. George Stanley Thompson PA Student Society

The Dr. George Stanley Thompson PA Student Society is the Student Government Association (SGA) and the official voice for LMU-Harrogate PA Students. The SGA is open to all LMU-Harrogate PA Students and welcomes proposals and participation from the entire PA Student body. SGA is responsible for promoting the PA profession; acting as a liaison between the PA Student body and the LMU-Harrogate PA Program faculty and staff; working to improve the quality of life for all students; supporting student activities; and dispersing funds for student activities, charitable giving, scholarships, and other areas as appropriate. Student activity fees that are collected are to be used in accordance with University policy. Any funds remaining in the SGA account of a class one year after graduation will be turned over to the next class to be managed by the SGA in accordance with University policy. Elections for the SGA are held each summer shortly after the new class matriculates into the Program. Students may not hold more than one elected position at the same time. The current SGA officers elect the faculty advisor for the SGA for the incoming class. Students serving as SGA officers must be in good standing in the Program. Any SGA officer placed on academic and/or professional probation by the SPC will be required to resign.

Student Ambassadors

Volunteer Student Ambassadors help to represent the LMU-Harrogate PA Program. Their primary role is to assist with student recruitment efforts by providing prospective students with campus tours and relating their experiences as an LMU-Harrogate PA student during student interview days, open house events, or other times as requested by the Admissions Team. Students will be sent an application to be a Student Ambassador after completion of the first examination in the Didactic Phase of the Program.

Certification, Licensure, and Professional Organizations

Certification by the National Commission on Certification of Physician Assistants (NCCPA)

Graduates of PA programs accredited by the ARC-PA are eligible to sit for the PANCE. The NCCPA does not accept student registration for the PANCE until 90 days prior to the expected completion date (graduation date) of the PA Program. The Program Director must confirm the expected completion date. The earliest date a student may take the PANCE following program completion (graduation) is 7 days. Students have 180 days from the beginning of their examination timeframe (PA program completion date) to take the PANCE. Students are notified by the NCCPA via email when their PANCE results are posted to an online record (approximately 2 weeks after the examination date). More detailed information may be found on the NCCPA's website (<https://www.nccpa.net/>).

Tennessee State Licensure

PAs are licensed in Tennessee through the Health Professionals Board by the Committee on Physician Assistants (COPA). <https://www.tn.gov/health/health-program-areas/health-professional-boards/pa-board.html>.

Hyperlinks for rules and regulations governing the practice of PAs in Tennessee are posted on www.tn.gov.

Tennessee Academy of Physician Assistants (TAPA)

<https://www.tnopa.com/>

TAPA is the only statewide association representing the educational and professional interests of Tennessee's PAs. Their mission is to promote accessible, quality health care, and to advance the education, profession, and practice of PAs in Tennessee. Student members may attend continuing medical education (CME) conferences and workshops, be elected to the Student Director position on the Board of Directors and apply for TAPA scholarships. TAPA also maintains an electronic job bank.

Student Chapter of the American Academy of Physician Assistants (SAAPA)

Students enrolled in the LMU-Harrogate PA Program are eligible for membership and office in the Student Chapter of the American Academy of Physician Assistants (SAAPA). Students may also be elected to the House of Delegates (HOD) and Assembly of Representatives (AOR) in the American Academy of Physician Assistants (AAPA). The Program supports student members of the SAAPA by allowing student representatives of the HOD and AOR to attend the HOD and AOR proceedings at the AAPA national meeting. (<https://www.aapa.org/about/aapa-governanceleadership/student-academy/>)

American Academy of Physician Assistants

(AAPA) <https://www.aapa.org/>

The AAPA is the national professional society for PAs representing more than 123,000 PAs across all medical and surgical specialties in all 50 states, the District of Columbia, U.S. territories, and the uniformed services. AAPA advocates and educates on behalf of the profession and the patients PAs serve. AAPA's vision is to transform health through patient-centered, team-based medical practice. AAPA's Student Academy Board of Directors and Assembly of Representatives lead student efforts to further the mission of the Academy. AAPA maintains an electronic job bank and provides career resource. More detailed information may be found on the AAPA's website.

Physician Assistant Education Association (PAEA)

The Physician Assistant Education Association is a national organization representing Physician Assistant educational programs in the United States. PAEA provides services for faculty at its member programs, as well as to applicants, students, and other stakeholders. PAEA supports two fellowship programs for PA Students, the Student Health Policy Fellowship (<http://paeaonline.org/resources/health-policy-fellowship/>) and the Future Educator Fellowship (<http://paeaonline.org/resources/future-educator-fellowship/>).

Pi Alpha

Pi Alpha is the national Physician Assistant honor society, supported by PAEA, organized for the promotion and recognition of both PA students and graduates. PA Students who have excelled academically and in research, publishing, community and/or professional service, or leadership activities are eligible for nomination for membership. The Program nominates students each year and presents the award(s) at graduation. (<http://paeaonline.org/pi-alpha-honorsociety/>)

Course Descriptions

Physician Assistant Studies

PAS-500 : Intro Phys Assist Profession

This course is designed to introduce the student to the inner workings of the PA profession; its history, development, organizations, current trends in the profession, the physician/PA team, professionalism, patient consent, HIPAA, credentialing, and licensure. This course also explores cultural issues and patient care, quality assurance, and risk management.

Prerequisite(s): Matriculation into the LMU-SMS PA Program

Credits 1.0

PAS-505 : Pharmacology I

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 medical microbiology, human biochemistry and physiology as it relates to pharmacokinetics and pharmacodynamics.

Prerequisite(s): Matriculation into the LMU-SMS PA Program

Credits 1.0

PAS-510 : Anatomy

This course is focused on the body's structure. The course is organized according to six major body regions: lower limb and back; upper limb; thorax; abdomen; pelvis; and head and neck. Lectures, tutorials, and computer aided instruction will be given throughout the course. Students will work with dissections 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 and laboratory practical examinations.

Prerequisite(s): Matriculation into the LMU-SMS PA Program

Credits 5.0

PAS-515 : Physiology/Pathophysiology

This is the first of three courses covering human physiology and pathophysiology. In particular, this course covers the normal physiologic concepts, mechanisms and relevant anatomy involved in the healthy individual. In some cases, pathophysiology and disease mechanisms and presentation will also be discussed to add additional layers of context to the material and how it relates with material presented in concomitant and subsequent courses. Additional clinical correlate and exam sessions will also be required components. Individual study and group work/presentations will be required. Time management, a high level of organization, team work and self-motivation are essential to success in this course.

Prerequisite(s): Matriculation into the LMU-SMS PA Program

Credits 3.0

PAS-516 : Physiology/Pathophysiology II

This is the second of four course series in Physiology and Pathophysiology. Students acquired basic knowledge of general principles of cellular physiology, fundamentals of regulatory and organ systems physiology. In this second course, students will build on and apply their knowledge to analyze the pathophysiology of hematology, as well as the renal, endocrine, cardiovascular and respiratory systems. This course runs in parallel with Clinical Medicine I (PAS 550) and Pharmacology/Pharmacotherapy I (PAS 535), covers the same organ systems; and is designed to lay the foundation for those courses

Prerequisite(s): PAS 500, 505, 510, 515, 520, and 575

Credits 2.0

PAS-517 : Physiology/Pathophysiology III

This is the third of three course series in Physiology and Pathophysiology. Students acquired basic knowledge of general principles of cellular physiology, fundamentals of regulatory and organ systems physiology. In this third course, students will build on and apply their knowledge to analyze the pathophysiology of neurologic, orthopedic, rheumatologic, gastrointestinal, and reproductive systems. This course runs in parallel with Clinical Medicine II (PAS 551) and Pharmacology/Pharmacotherapy II (PAS 536), covers the same organ systems; and is designed to lay the foundation for those courses.

Prerequisite(s): PAS 500, 505, 510, 515, 516, 520, 521, 535, 550, 560, and 575

Credits 2.0

PAS-520 : Clinical Assessment and Technical Skills I

This course introduces the student to patient history taking, communication skills, and a variety of clinical and procedural skills. Students will begin using medical diagnostic equipment as they develop the skills needed to perform complete and focused physical examinations. This course is taught in lecture, small group and laboratory formats. Students will examine assigned lab partners and simulated patients to gain the skills and knowledge to perform a thorough history and physical examination. Students will have an opportunity to practice procedural skills during laboratory.

Students will build on their clinical assessment and documentation skills through participation in small group case studies and Objective Structured Clinical Encounters (OSCE) using human patient simulators. In addition, students will complete the Basic Life Support (BLS) and learn airway management skills.

Prerequisite(s): Matriculation into the LMU-Harrogate PA Program

Credits 3.0

PAS-521 : Clinical Assessment and Technical Skills II

This course is a continuation of Clinical Assessment and Technical Skills I. Students will learn additional components of the physical examination, recognize abnormal and normal findings, and communicate the information in oral and written formats. Students will examine assigned lab partners and simulated patients to gain the skills and knowledge to perform a thorough history and physical examination. This course is taught in lecture, small group and laboratory formats. Students will have an opportunity to practice procedural skills during laboratory sessions.

Special issues involving the health histories and physical examination of the pediatric and geriatric patient will be addressed. Students will also learn and practice the male and female genitourinary examination on human patient simulators. Students will build on their clinical assessment, documentation, and Basic Life Support (BLS) skills through small group case studies, OSCEs, and 3-D mannequin simulations. In addition, students will complete the Advanced Cardiac Life Support (ACLS), learn venipuncture and intravenous catheter insertion, and practice airway management skills.

Prerequisite(s): PAS 500, 505, 510, 515, 520, and 575

Credits 3.0

PAS-525 : Med Law, Ethics, Health Care Delivery

This course is designed to provide a fundamental level of knowledge of the structure and function of the U.S. healthcare delivery system, its medical laws, and the ethical theories and issues associated 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.

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 535, 536, 545, 550, 551, 560, and 575

Credits 1.0

PAS-535 : Pharmacology/Pharmacotherapeutics I

The focus of this course is basic pharmacology and pharmacotherapeutics of selected drug classes. The course runs parallel to Physiology/Pathophysiology II (PAS 516) and Clinical Medicine I (PAS 550) courses and is designed to provide a background understanding of medication actions in health and disease.

Prerequisite(s): PAS 500, 505, 510, 515, 520, and 575

Credits 2.0

PAS-536 : Pharmacology/Pharmacotherapeutics II

This is the second course in Pharmacology and Pharmacotherapeutics. Students will add to their knowledge of general principles of pharmacology, pharmacokinetics, and pharmacotherapeutics. The course runs parallel to the Physiology/Pathophysiology III (PAS 517) and Clinical Medicine II (PAS 551) courses and is designed to provide a background understanding medication actions in health and disease.

Prerequisite(s): PAS 500, 505, 510, 515, 516, 520, 521, 535, 550, 560, and 575

Credits 2.0

PAS-545 : Clinical Assessment and Technical Skills III

This course is a continuation of Clinical Assessment and Technical Skills I and II. Students will learn additional components of the physical examination, recognize abnormal and normal findings, and communicate the information in oral and written formats. Students will examine assigned lab partners and simulated patients to gain the skills and knowledge to perform a thorough history and physical examination. This course is taught in lecture, small group and laboratory formats. Students will have an opportunity to practice procedural skills during laboratory sessions.

Students will receive instruction in insertion of nasogastric and urinary catheters, interpretation of images obtained by x-ray, computed tomography, and magnetic resonance imaging, examination of the neurologic system, special orthopedic examination techniques, joint injection/aspiration, and interpretation of cardiac rhythm strips and 12-lead electrocardiographs. Students will have an opportunity to practice learned skills during laboratory sessions. Additionally, students will have an opportunity to practice previously learned skills of airway management, venipuncture, and peripheral venous access during open laboratory sessions. Students will build on their clinical assessment and documentation skills learned in PAS 520 and PAS 521, Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) skills through OSCEs and 3-D mannequin simulations.

Prerequisite(s): PAS 500, 505, 510, 515, 516, 520, 521, 535, 550, 560, and 575

Credits 3.0

PAS-546 : Clinical Assessment and Technical Skills IV

This course is a continuation of Clinical Assessment and Technical Skills I, II, and III. Students will learn additional components of the physical examination, recognize abnormal and normal findings, and communicate the information in oral and written formats. Students will examine assigned lab partners and simulated patients to gain the skills and knowledge to perform a thorough history and physical examination. This course is taught in lecture, small group and laboratory formats. Students will have an opportunity to practice procedural skills during laboratory sessions.

Students will receive instruction in several skills including gowning, gloving, surgical scrubbing, sterile technique, wound closure, surgical knot tying, surgical instrument recognition, review of protective personal equipment, skin lesion biopsy techniques, spinal immobilization techniques, orthopedic splinting, ultrasound techniques, chest tube thoracostomy and needle decompression, interpretation of images obtained by x-ray, computed tomography, magnetic resonance imaging, and ultrasound, interpretation of cardiac rhythm strips and 12-lead electrocardiographs, and billing and coding. Students will have the opportunity to practice learned skills during laboratory session. Additionally, students have an opportunity to practice previously learned skills of airway management, venipuncture, peripheral venous access, joint injections, lumbar puncture, and endotracheal intubation during open laboratory sessions. Students will build on their clinical assessment and documentation skills learned in PAS 520 and PAS 521, Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS) skills through OSCEs and 3-D mannequin simulations.

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 535, 536, 545, 550, 551, 560, and 575

Credits 3.0

PAS-550 : Clinical Medicine I

This course is designed to examine the epidemiology, etiology, clinical presentation, diagnostic evaluation, management, and follow-up of various diseases and disorders encountered in the primary care setting. Students will learn how to formulate differential diagnoses, recognize important history and physical examination clues, order appropriate diagnostic studies, interpret the results of the diagnostic studies, and apply this information to the diagnosis and treatment of various diseases and disorders encountered in the primary care setting. This course emphasizes diseases and disorders related to the immune (infectious disease), hematologic (including oncology), renal, endocrine, cardiovascular, and pulmonary systems.

Prerequisite(s): PAS 500, 505, 510, 515, 520, and 575

Credits 9.5

PAS-551 : Clinical Medicine II

This course is a continuation of Clinical Medicine I (PAS 550) examining the epidemiology, etiology, pathophysiology, clinical presentation, diagnostic evaluation and management of various diseases and disorders. Students will learn to correlate epidemiologic data, physiology and pathophysiology concepts, and history and physical examination findings to formulate differential diagnoses for common complaints found in the primary care setting. Students will learn what diagnostic studies are indicated for a given clinical presentation, how to interpret the results of those diagnostic studies, and how to decide if follow-up testing is required. Students will also learn the appropriate pharmacologic and non-pharmacologic management for common complaints found in the primary care setting. Emphasis in this course will be on conditions of the neurologic, ophthalmologic, otolaryngologic, gastroenterologic, rheumatologic, musculoskeletal, and reproductive systems.

Prerequisite(s): PAS 500, 505, 510, 515, 516, 520, 521, 535, 550, 560, and 575

Credits 9.5

PAS-552 : Clinical Medicine III

This course is a continuation of Clinical Medicine I (PAS 550) and Clinical Medicine II (PAS 551) studying the epidemiology, etiology, pathophysiology, clinical presentation, diagnostic evaluation, and management of common conditions encountered in the primary care setting. This course will focus on the health maintenance and evaluation and management of common disorders encountered in pediatric and geriatric patients. Students will also learn the etiology, epidemiology, pathophysiology, clinical presentation, diagnostic evaluation, and management of dermatologic conditions encountered in the primary care setting. Additionally, students will learn how to evaluate and manage common conditions encountered in the hospitalized patient and provide for patient safety.

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 535, 536, 545, 550, 551, 560, and 575

Credits 5.0

PAS-560 : Research Methods

This course emphasizes the incorporation of evidence-based medicine, through evaluation and interpretation of current research, into clinical practice. Students will become familiar with research methodology and various forms of research presentation. Methods for critically appraising medical literature and strategies for keeping current with new medical findings are stressed throughout the course. Additionally, students will be instructed on how to complete a patient education materials, poster presentations, clinical application papers, and research papers.

Prerequisite(s): PAS 500, 505, 510, 515, 520, and 575

Credits 2.0

PAS-565 : Surgery and Emergency Medicine

In this course students will learn the epidemiology, etiology, pathophysiology, clinical presentation, diagnostic evaluation, and management of common surgical conditions and emergent medical conditions. Students will learn the important concepts necessary for pre-, intra-, and post-operative care of surgical patients. Students will also learn how to prioritize the evaluation and management of patients presenting with acute surgical and emergent medical conditions. Students will have the opportunity to practice concepts learned in this course and build on their clinical assessment and documentation skills, Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), and Pediatric Advanced Life Support (PALS) skills through OSCEs and 3-D mannequin simulations.

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 535, 536, 545, 550, 551, 560, and 575

Credits 2.0

PAS-575 : Public Health Issues

This course will introduce students to public health initiatives unique to the United States, and more specifically, rural Appalachia. The areas of health communication and cultural competency will be discussed as it applies to public health initiatives. Students will identify community resources and health services of benefit to individual patients and the community.

Prerequisite(s): Matriculation into the LMU-Harrogate PA Program

Credits 2.0

PAS-600 : Capstone Project

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 and participation in continuing medical education which leads to professional development of the student.

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 525, 535, 536, 545, 546, 550, 551, 552, 560, 565 and 575

Credits 4.0

PAS-610 : Family Medicine

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 in addition to patient education and increase their knowledge in the use of psychoactive pharmaceuticals. (Minimum of 240 hours for rotation)

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 525, 535, 536, 545, 546, 550, 551, 552, 560, 565 and 575

Credits 8.0

PAS-620 : Internal Medicine

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 240 hours for rotation)

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 525, 535, 536, 545, 546, 550, 551, 552, 560, 565 and 575

Credits 8.0

PAS-625 : Behavioral Medicine

This is a required 4-week rotation under the supervision of the site preceptor in which students will have the opportunity to learn about behavioral health conditions and interact with patients and their families. The student will gain experience in interviewing and assessing the behavioral health patient, ordering and interpreting lab and diagnostic tests, evaluating, and managing patients in a behavioral health setting. (Minimum of 120 hours for rotation)

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 525, 535, 536, 545, 546, 550, 551, 552, 560, 565 and 575

Credits 4.0

PAS-630 : Emergency Medicine

This is a required 4-week rotation 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 improve their oral presentations in a fast-paced environment. This rotation should give the student the opportunity to practice many clinical procedures such as suturing, endotracheal intubation, and ACLS. (Minimum of 120 hours for rotation)

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 525, 535, 536, 545, 546, 550, 551, 552, 560, 565 and 575

Credits 4.0

PAS-640 : Surgery

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 120 hours for rotation)

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 525, 535, 536, 545, 546, 550, 551, 552, 560, 565 and 575

Credits 4.0

PAS-650 : Pediatrics

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 120 hours for rotation)

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 525, 535, 536, 545, 546, 550, 551, 552, 560, 565 and 575

Credits 4.0

PAS-670 : Women's Health

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 the 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 120 hours for rotation)

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 525, 535, 536, 545, 546, 550, 551, 552, 560, 565 and 575

Credits 4.0

PAS-680 : Elective I

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 Clinical Education and will optimally be scheduled later in the clinical year. Minimum of 120 hours for rotation.

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 525, 535, 536, 545, 546, 550, 551, 552, 560, 565 and 575

Credits 4.0

PAS-685 : Elective II

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 Clinical Education and will optimally be scheduled later in the clinical year. Minimum of 120 hours for rotation.

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 525, 535, 536, 545, 546, 550, 551, 552, 560, 565 and 575

Credits 4.0

PAS-690 : Orthopedics

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 orthopedic 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 120 hours for rotation.

Prerequisite(s): PAS 500, 505, 510, 515, 516, 517, 520, 521, 525, 535, 536, 545, 546, 550, 551, 552, 560, 565 and 575

Credits 4.0

Appendices

Appendix A

Receipt of LMU-Harrogate Physician Assistant

Catalog and LMU-Harrogate 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 the catalog and 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 LMU-Harrogate Physician Assistant Catalog and Handbook 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 LMU-Harrogate Physician Assistant Catalog and Handbook.

I understand that failure to comply with the policies, rules and procedures set forth in the catalog and handbook may result in disciplinary action, suspension, or termination from the Lincoln Memorial University-Harrogate School of Medical Sciences Physician Assistant Program.

Student Name (Printed Legibly)

Student Signature

Date

Appendix B

Participation of Students as Human Subjects

I understand that as part of my experience at the LMU-Harrogate 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.

Student Name (Printed Legibly)

Student Signature

Date

Appendix C

Acknowledgement of Typical Demands for the PA Program

Typical Mental Demands

The LMU-Harrogate 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-Harrogate 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 the 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 disease

Typical Working Conditions

The LMU-Harrogate 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-Harrogate 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 post-operative care

The LMU-Harrogate 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 the Physician Assistant profession

Student Name (Printed Legibly)

Student Signature

Date

Appendix D

EXAM INSTRUCTIONS AND POLICIES

I. EXAM DAY INSTRUCTIONS

- A. Arrive Early!
- B. Bring your laptop and power cord.
 - 1. Ethernet cable is optional. Connection needs to be made with the Internet at the end of the exam
 - 2. If using wireless, be sure to:
 - a. Ensure the wireless switch is turned on and is functioning
 - b. Ensure access is with “Open Access” network.
 - 3. Absolutely **NO** electronic devices [i.e. cell phones, iPods, watches (electronic or otherwise), headphones, or Bluetooth enabled devices, etc.]. Only a personal laptop will be allowed in the exam area. No programs should be opened or running in the background of the laptop prior to entrance into exam area.
 - 4. Possession of a cell phone or watch (regular or electronic), even if turned off, will be considered cheating and may result in an automatic zero for the exam.
 - 5. Items permitted to bring to the exam room: pencils, pen, one highlighting marker, a drink in an unlabeled closable container (drink labels on bottles must be removed), tissues, wireless mouse, and foam earplugs. No hats, or “hoodies” are allowed in the exam room.
 - 6. Scrap paper will be provided, but must be returned to the examination proctor prior to exiting the examination center, even if blank
- C. Once you enter the exam room, **all information provided in the exam room is confidential**. Do not discuss contents of exams or other information provided the day of the exam with students not present during exam day. Any breach of confidentiality is considered unprofessional conduct and will result in immediate referral to the Student Progress Committee (SPC) with a recommendation for dismissal.

Additionally, it is inappropriate for students to discuss exam questions following the completion of the exam. Congregation in any common areas to discuss the examination may be considered unprofessional behavior and may result in professionalism mentorships for students who participate in this.

- D. Seat assignments will be posted outside exam doors 15 minutes prior to exam PREP time. Once students are in the exam room for prep time they will not be allowed to exit until at least 30 minutes after the exam has started, and longer if there is a written component or other assessment.
- E. Students should be in their assigned seat at exam PREP time. Once students enter the exam room, they will not be allowed to exit. Students must have ID badges on their person when entering the room.
- F. Once the student enters the exam room, no open programs (i.e., Word, PPT, etc.) or Internet websites should be running on the laptop in the background. Students should NOT open any other programs except Exemplify.
- G. Students must be in their assigned seats before BEGIN time. Doors will close five minutes before BEGIN time. If students arrive after the doors are closed, they will be considered late and will get the Didactic Director or Program Director's permission to take the exam.
- H. The following tasks must be completed during PREP time before exam BEGIN time:
 - a. Students will open Exemplify (the exam should already be downloaded)
 - b. A proctor will pass out one sheet of paper to each student a few minutes prior to exam BEGIN time. Write your name on the paper. **Do NOT** write anything else on this paper.
 - c. Once you are prompted to begin, type the password provided by your proctor, launch the exam by clicking **“Start Exam”**
 - d. You will see the Secure Exam Starting warning. Click **“Continue”**
 - e. You will now see the Exam Code of Honor Notice. Click **“Next”**
 - f. **Go through all steps until you reach to the “Please Wait” screen. STOP HERE at “Please wait”** Type in the code only when you are instructed to start and click **“Start Exam”**
- I. Tools:
 - a. You will see an information tab at the top that will let you view the honor code and labv

- b. At the top of the screen you will see time remaining. If you click on the clock, you get the option to add a silent alarm.
 - c. You will see a highlight symbol. If you click on it, you can highlight text.
 - d. Beside the highlighter, you will see a drop down menu. This is where the calculator is located.
- J. If your computer freezes during the exam, raise your hand for the proctor. **DO NOT EXIT THE EXAM CENTER.**
- K. Students wishing to use the restroom must click on “Exam Controls” in the menu bar of the exam and choose “Hide exam”. Please record your name and time on the Sign Out/In Log located by the exit. The timer on the exam will NOT stop during restroom breaks.
- a. The proctor will monitor restroom usage and will only allow a max of one (1) male and one (1) female students to use the facilities at a time.
 - b. Absolutely, no talking or leaving the first level atrium during restroom breaks.
 - c. The designated restrooms are on the first floor next to the auditorium.
- L. Students must finish the exam by the END time. When time expires the exam will close automatically and answers will be uploaded. **Time cannot be extended.** When a student has finished, he/she must submit the exam by clicking on the “**Exam Controls**” drop down menu, then click on “**Submit Exam**”.
- M. You will receive a warning that you are exiting the exam. Click on the box indicating you are ready to exit and click “**Exit**”
- N. Wait for the green confirmation screen to appear. Please show this screen to your proctor and turn in your scrap paper before exiting the room.
- O. The “**Leave Feedback**” button is for Exemplify comments on the Exemplify software NOT feedback on exam questions.
- P. After checkout, students must leave the common area in front of the examination room and may not under any circumstance use the designated exam restrooms. Any student found violating any exam requirement and/or element of the honor-code will be referred to the Assistant Dean of Academic Affairs.

II. SOFTWARE SECURITY

ANY ATTEMPT TO DISABLE OR TAMPER WITH EXAM SOFTWARE (Exemplify) SECURITY FEATURES WILL BE CONSIDERED A VIOLATION OF THE STUDENT HONOR CODE. IT IS YOUR RESPONSIBILITY TO FAMILIARIZE YOURSELF WITH YOUR EQUIPMENT AND THE SOFTWARE PRIOR TO THE START OF YOUR EXAM

EXAMINATION HONOR CODE

Dishonesty of any kind on examinations, unauthorized possession of examination questions, duplication 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 and are violations of appropriate student conduct and professionalism.

Appendix E

Exposure to Infectious and Environmental Hazards

LMU-Harrogate PA Program Policy on Needle Stick and Bloodborne Pathogen Exposure

Detailed information on the prevention and treatment of exposure to bloodborne pathogens is contained in the CDC brochure, “Exposure to Blood: what Healthcare Personnel Need to Know” (<http://stacks.cdc.gov/view/cdc/6853/>).

If a student experiences a needle stick, sharps injury, or is otherwise exposed to the blood of a patient while participating in activities directly related to the curriculum, the student should:

- **Immediately perform basic first aid.** Wash needle sticks and cuts with soap and water. Flush splashes to the nose, mouth, or skin with water. For ocular exposures, flush eyes with water, normal saline solution, or sterile irrigates for several minutes.
- **Immediately report the incident** to the Director of Didactic Education during the Didactic Phase of training or to the clinical preceptor and Director of Clinical Education during the Clinical Phase of training. Prompt reporting is essential. In some cases, post-exposure treatment may be recommended and should be started as soon as possible. If there is a potential exposure to Human Immunodeficiency Virus (HIV), it is imperative to initiate post-exposure prophylaxis (PEP) within two hours of the incident. Also, without prompt reporting, the source patient may be released before testing for infectious diseases can be conducted.
- **Seek post-exposure services.** During the Didactic Phase, students will be referred to their primary care provider or one of two local hospitals. The provider will file claims with the student’s health insurance company; however, students are responsible for payments not covered by their health insurance provider. There are two hospitals in the immediate vicinity, Claiborne County Hospital, 1850 Old Knoxville Road,

Tazewell, TN, and Appalachian Regional Hospital (ARH), 3600 W. Cumberland Avenue, Middlesboro, KY. Both hospitals have emergency services 24 hours a day, seven days a week. Hospital care is not included with tuition; therefore, students are responsible for the cost of services rendered.

- **File the claim with your personal health insurance company** as the primary insurance. Do not file as a worker's compensation claim. File the claim with First Agency, Inc. as your secondary insurance. Fees and copays are paid through First Agency.

First Agency, Inc.

5071 West H Avenue Kalamazoo, MI

4009-8501 Phone (269)381-6630

Fax (269) 381-3055

- **Complete the following documents (found at the end of the appendix) and submit to** the Didactic Administrative Assistant during the Didactic Phase of training or to the Clinical Coordinator during the Clinical Phase of training: Student Accident Claim, Authorization to Permit Use and Disclosure of Health Information, Parent/Guardian/Student Information, and Incident Form.
- **Copy the front and back of your health insurance card and submit to** the Didactic Administrative Assistant during the Didactic Phase of training or to the Clinical Coordinator during the Clinical Phase of training.
- **Collect all itemized bills for medical expenses associated with the injury that have not been paid** (itemized bills include the date of service, procedure code and diagnosis code – not balance due statements) including all worksheets, denials, and/or statements of benefits from your primary insurer (each charge must be processed by your primary insurance before those charges can be processed by First Agency, Inc.) and submit to the Didactic Administrative Assistant during the Didactic Phase of training or to the Clinical Coordinator during the Clinical Phase of training.
- **Collect a UB-04 or HCFA billing statement** related to the injury from the billing office of the clinical site during the Clinical Phase of training and submit to the Clinical Coordinator.
- The LMU-Harrogate PA Program will submit all completed documents to First Agency, Inc.

Blood borne Infectious Diseases Including Human Immunodeficiency Virus (HIV), Hepatitis B Virus (HBV), and Hepatitis C Virus (HCV)

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

Human Immunodeficiency Virus (HIV)

Human Immunodeficiency Virus (HIV) is a blood-borne virus typically transmitted through sexual intercourse, shared intravenous drug needles, and mother-to-child transmission during the birth process or breast feeding. HIV disease is caused by infection with HIV-1 or HIV-2 retroviruses that attack the host's immune system, most specifically the CD4 cells. Co-infection with other viruses that share similar routes of transmission (HBV, HCV, HHV8) is common.

Acute seroconversion (the time period during which a specific antibody develops and becomes detectable in the blood) manifests as a flulike illness (fever, malaise, generalized rash) and may be associated with generalized lymphadenopathy. This occurs within two to four weeks after infection with HIV. People with acute seroconversion have a large amount of HIV in their blood (high viral load) and are very contagious. However, some people may not develop symptoms. Following acute seroconversion is a period of clinical latency where the HIV is still active but reproduces at much lower levels. This stage may last for years and may not cause any symptoms.

AIDS is the most severe stage of HIV infection. In this stage, the immune system is severely impaired (CD4 cell count drops below 200 cells/mm) allowing for the development of opportunistic illnesses. Without treatment, people with AIDS typically survive about three years. Common symptoms of AIDS include fever, chills, sweats, malaise, generalized lymphadenopathy, and weight loss. Their viral load is high, and they are very contagious.

Healthcare workers can acquire HIV infection through occupational exposures. As of December 31, 2013, there were 58 confirmed occupational transmissions of HIV and 150 possible transmissions reported in the United States. Of these, only one confirmed case has been reported since 1999. The risk of a healthcare worker becoming infected with HIV after being exposed to a needle stick contaminated with HIV-infected blood at work is 0.23%. Risk of exposure due to splashes with even overtly bloody contaminated body fluids is thought to be near zero.

It is the policy of the LMU-Harrogate PA Program to follow CDC and OSHA guidelines to prevent transmission of HIV in the healthcare setting. LMU-Harrogate PA Program students, faculty, and staff members are to follow standard precautions and assume that all blood or body fluids are potentially infectious. These guidelines include the following:

- Routine use of personal protective equipment (such as gloves, face and eye shields, and gowns) when anticipating contact with blood or body fluids.
- Immediate washing of hands and other skin surfaces after contact with blood or body fluids.
- Careful handling and disposal of sharp instruments during and after use.
- Careful use of safety devices developed to help prevent needle stick injuries.

Any LMU-Harrogate PA Program student, faculty, or staff member with an occupational exposure is required to seek medical attention immediately as post-exposure prophylaxis (PEP) with antiretroviral therapy (ART) is more effective the sooner it is initiated after exposure. Most PEP regimens follow a four-week, two-drug regimen initiated as soon as possible after exposure (within 72 hours). A three-drug regimen may be required for HIV exposures that pose an increased risk of transmission. To date, there is no cure for HIV and AIDS and there is no vaccine to prevent HIV or AIDS.

Occupational HIV Transmission and Prevention among Health Care Workers

<https://www.cdc.gov/hiv/pdf/workplace/cdc-hiv-healthcareworkers.pdf>

Hepatitis B Virus (HBV)

Hepatitis B virus (HBV) is a hepadnavirus that invades hepatocytes. The interaction of the virus with the host immune system leads to liver injury and, potentially, cirrhosis and hepatocellular carcinoma. Infected people can experience an acute symptomatic phase (usually about 90 days after exposure to HBV) including fever, myalgia, malaise, anorexia, nausea, vomiting, jaundice, and right upper quadrant pain or they may be asymptomatic. Patients with chronic active hepatitis, especially during the replicative state, may have symptoms similar to the acute symptomatic phase.

Sexual contact, needle sticks, needle sharing blood transfusions, and organ transplantations are routes for HBV transmission. Blood contains the highest HBV titers of all body fluids and is the most important vehicle of transmission in the healthcare setting. HBV is highly resistant to extremes of temperature and humidity and can survive in dried blood at room temperature on environmental surfaces for at least one week. HBsAg can be found in other body fluids, including breast milk, bile, cerebrospinal fluid, feces, nasopharyngeal washings, saliva, semen, sweat, and synovial fluid.

HBV is the most efficiently transmissible of the blood-borne viruses important in healthcare settings. The risk of HBV infection is primarily related to the degree of contact with blood and the HBeAg status of the source patient. In studies of healthcare workers who sustained injuries from needles contaminated with blood containing HBV, the risk of developing clinical hepatitis if the blood was both HBsAg positive and HBeAg positive was up to 31%. By comparison, the risk of developing clinical hepatitis if the blood was HBsAg positive and HBeAg negative was up to 6%.

Before widespread implementation of HepB vaccination, HBV infection was a common occupational risk among healthcare workers. The use of standard precautions and routine HepB vaccination of healthcare workers have resulted in a 98% decline in HBV infections from 1983 through 2010 among healthcare workers.

It is the policy of the LMU-Harrogate PA Program to follow CDC and OSHA guidelines to prevent transmission of HBV in the healthcare setting. LMU-Harrogate PA Program students, faculty, and staff members are to follow standard precautions and assume that all blood or body fluids are potentially infectious. These guidelines include the following:

- Routine use of personal protective equipment (such as gloves, face and eye shields, and gowns) when anticipating contact with blood or body fluids.
- Immediate washing of hands and other skin surfaces after contact with blood or body fluids.
- Careful handling and disposal of sharp instruments during and after use.
- Careful use of safety devices developed to help prevent needle stick injuries.

OSHA mandates that healthcare workers who have a reasonable expectation of occupational exposure to blood or body fluids be offered the hepatitis B vaccine (Bloodborne Pathogens Standard [29 CFR 1910.1030 and 29 CFR 1910.030f]). Approximately 25% or more of medical and dental students and many physicians, surgeons, and dentists in the United States have been born to mothers in or from countries in Asia (including India), Africa, and the Middle East with high and intermediate endemicity for HBV. The CDC recommends that all healthcare providers at risk for HBV infection be tested and that all those found to be susceptible should receive the vaccine.

The three-dose HepB vaccine series produces a protective antibody response (anti-HBs \geq 10 ml/U/mL) in > 90% of healthy adults < 40 years-old. Factors such as smoking, obesity, aging, chronic medical conditions, drug use, diabetes, male sex, genetic factors, and immune suppression contribute to a decreased response to the HepB vaccine.

All LMU-Harrogate PA Students are required to complete the HepB vaccine series. **Students must provide proof of HepB vaccination and proof of immunity with a qualitative or quantitative anti-HBs titer prior to matriculation.**

Any LMU-Harrogate PA Program student, faculty, or staff member with an occupational exposure is required to seek medical attention immediately to prevent delays in treatment. The management of a healthcare worker with an occupational exposure to HBV depends on the anti-HBs status of the healthcare worker and the HBsAg status of the source patient. The healthcare worker should be tested for anti-HBs and the source patient (if known) should be tested for HBsAg as soon as possible after the exposure. More detailed management recommendations are listed in “Table 1 Post-exposure management of healthcare personnel after occupational percutaneous and mucosal exposure to blood and body fluids, by healthcare personnel HepB vaccination and response status”.

TABLE 1. Post-exposure management of healthcare personnel after occupational percutaneous and mucosal exposure to blood and body fluids, by healthcare personnel HepB vaccination and response status

Healthcare personnel status	Postexposure testing		Postexposure prophylaxis		Postvaccination serologic testing [†]
	Source patient (HBsAg)	HCP testing (anti-HBs)	HBIG [*]	Vaccination	
Documented responder [§] after complete series	No action needed				
Documented nonresponder [¶] after 2 complete series	Positive/unknown	Not indicated	HBIG x2 separated by 1 month	—	No
	Negative	No action needed			
Response unknown after complete series	Positive/unknown	<10mIU/mL ^{**}	HBIG x1	Initiate revaccination	Yes
	Negative	<10mIU/mL	None		
	Any result	≥10mIU/mL	No action needed		
Unvaccinated/incompletely vaccinated or vaccine refusers	Positive/unknown	— ^{**}	HBIG x1	Complete vaccination	Yes
	Negative	—	None	Complete vaccination	Yes

* HBIG should be administered intramuscularly as soon as possible after exposure when indicated. The effectiveness of HBIG when administered >7 days after percutaneous, mucosal, or nonintact skin exposures is unknown. HBIG dosage is 0.06 mL/kg.

† Should be performed 1–2 months after the last dose of the HepB vaccine series (and 6 months after administration of HBIG to avoid detection of passively administered anti-HBs) using a quantitative method that allows detection of the protective concentration of anti-HBs (≥10 mIU/mL).

§ A responder is defined as a person with anti-HBs ≥10 mIU/mL after 1 or more complete series of HepB vaccine.

¶ A nonresponder is defined as a person with anti-HBs <10 mIU/mL after 2 complete series of HepB vaccine.

** HCP who have anti-HBs <10mIU/mL, or who are unvaccinated or incompletely vaccinated, and sustain an exposure to a source patient who is HBsAg-positive or has unknown HBsAg status, should undergo baseline testing for HBV infection as soon as possible after exposure, and follow-up testing approximately 6 months later. Initial baseline tests consist of total anti-HBc; testing at approximately 6 months consists of HBsAg and total anti-HBc.

ABBREVIATIONS

- HCP = healthcare personnel
- HBsAg = hepatitis B surface antigen
- anti-HBs = antibody to hepatitis B surface antigen
- HBIG = hepatitis B immune globulin

Adapted from CDC. Prevention of Hepatitis B Virus Infection in the United States: Recommendations of the Advisory Committee on Immunization Practices, *MMWR* 2018; 67(RR-1), available at www.cdc.gov/mmwr/volumes/67/rr/pdfs/rr6701-H.pdf.

Hepatitis B and Healthcare Personnel
CDC

<https://www.immunize.org/catg.d/p2109.pdf>

Morbidity and Mortality Weekly Report (MMWR): Prevention of Hepatitis B Virus Infection in the United States: Recommendations of the Advisory Committee on Immunization Practices

CDC January 12, 2018

<https://www.cdc.gov/mmwr/volumes/67/rr/rr6701a1.htm>

Hepatitis C Virus (HCV)

Hepatitis C virus (HCV) is an RNA virus that invades hepatocytes leading to inflammation and possibly cirrhosis and hepatocellular carcinoma. Symptoms of acute HCV infection, such as arthralgias, myalgias, pruritis, paresthesias, can occur within six months after exposure to HCV. Most people with acute HCV infection develop chronic HCV infection.

Transfusion of blood contaminated with HCV was the leading mode of transmission prior to screening of donated blood for HCV antibody beginning in 1992. More advanced screening tests for HCV have reduced the risk of HCV transmission through blood transfusion to less than one per two million units transfused. People who inject illicit drugs with nonsterile needles are at the highest risk for HCV infection. HCV may also be transmitted via sexual contact, tattooing, sharing razors, and acupuncture. HCV transmission may occur during the birth process, but breastfeeding is not associated with HCV transmission.

Healthcare workers can acquire HCV infection through needle stick injuries or other occupational exposures. Needle stick injuries in the healthcare setting result in a 3% risk of HCV transmission.

It is the policy of the LMU-Harrogate PA Program to follow CDC and OSHA guidelines to prevent transmission of HCV in the healthcare setting. LMU-Harrogate PA Program students, faculty, and staff members are to follow standard precautions and assume that all blood or body fluids are potentially infectious. These guidelines include the following:

- Routine use of personal protective equipment (such as gloves, face and eye shields, and gowns) when anticipating contact with blood or body fluids.
- Immediate washing of hands and other skin surfaces after contact with blood or body fluids.
- Careful handling and disposal of sharp instruments during and after use.
- Careful use of safety devices developed to help prevent needle stick injuries.

Any LMU-Harrogate PA Program student, faculty, or staff member with an occupational exposure is required to seek medical attention immediately to prevent delays in treatment. HCV can be detected in blood within one to three weeks after exposure. There is currently no vaccine to prevent HCV. Any LMU-Harrogate PA Program student, faculty, or staff member with an occupational exposure is required to seek medical attention immediately to prevent delays in treatment. Treatment of acute HCV can reduce the risk of progression to chronic HCV. Recommendations for pharmacologic therapy vary and management by a specialist is recommended.

Viral Hepatitis: Hepatitis C FAQs for Health Professionals

<https://www.cdc.gov/hepatitis/hcv/hcvfaq.htm>

Hepatitis D Virus (HDV)

HDV also infects hepatocytes but is uncommon in the United States. HDV infection only occurs among people who are infected with HBV because HDV is an incomplete virus that requires the helper function of HBV to replicate.

HDV can be transmitted via percutaneous or mucosal contact with HDV-infected blood. Any LMU-Harrogate PA Program student, faculty, or staff member with an occupational exposure is required to seek medical attention immediately to prevent delays in treatment. There is no vaccine for HDV but HepB vaccination can prevent HDV infection.

Less Common Bloodborne Pathogens

Students may be exposed to bloodborne pathogens that cause the following conditions during the course of their training: Syphilis, Malaria, Babesiosis, Brucellosis, Leptospirosis, Arboviral infections (including Colorado Tick Fever), Relapsing Fever, Creutzfeldt-Jakob Disease, Human T-lymphotropic Virus Type I, and Viral Hemorrhagic Fever.

Latex Allergy

Latex refers to the natural rubber latex manufactured from a milky fluid that is primarily obtained from the rubber tree. The U.S. Food and Drug Administration (FDA) requires labeling of medical devices that contain natural rubber. Healthcare workers are at risk of developing latex allergy because of the frequent use of latex gloves. Latex proteins also become fastened to the lubricant powder used in some gloves; therefore, when healthcareworkers change gloves,

the protein/powder particles become airborne and can be inhaled.

The most common reaction to latex products is irritant contact dermatitis. Other symptoms of latex allergy include itchy eyes, rhinorrhea, sore throat, respiratory symptoms, and rarely, shock. The prevalence of latex allergy in healthcare workers is 8-12% (compared to 1-6% of the general population).

Appropriate barrier protection is necessary when exposure to bloodborne pathogens or other infectious agents is anticipated. The use of powder-free gloves with reduced protein content will reduce exposure, and subsequent sensitization, to latex. After removing latex gloves, wash hands with mild soap and dry thoroughly. "Hypoallergenic" latex gloves reduce the risk of latex allergy but they may reduce reactions to the chemical additives in the latex. Any LMU-Harrogate PA Program student, faculty, or staff member with a suspected allergic reaction to latex is required to seek medical attention immediately to prevent delays in treatment.

**Latex Allergy: A Prevention Guide
CDC June 6, 2014**

<https://www.cdc.gov/niosh/docs/98-113/>

NIOSH Alert: Preventing Allergic Reactions to Natural Rubber Latex in the Workplace NIOSH August 1998

<https://www.cdc.gov/niosh/docs/97-135/pdfs/97-135.pdf>

NAME OF SCHOOL: Lincoln Memorial University
ADDRESS: 6965 Cumberland Gap Parkway, Harrogate, TN 37752

First Agency, Inc.
5071 West H Avenue
Kalamazoo, MI 49009-8501
Phone: (269) 381-6630
Fax: (269) 381-3055

STUDENT ACCIDENT CLAIM FORM

STUDENT'S FULL NAME (PRINT) LAST _____ FIRST _____ M.I. _____

STUDENT'S SCHOOL ADDRESS _____

STUDENT'S HOME ADDRESS _____

S.S.# _____ DATE OF BIRTH _____ SEX _____ GRADE _____

DATE OF ACCIDENT _____ HOUR _____ A.M. P.M.

DETAILED DESCRIPTION OF ACCIDENT: HOW DID IT OCCUR? (OR ATTACH ACCIDENT REPORT COMPLETED BY THE SCHOOL REPRESENTATIVE WHO WITNESSED THE ACCIDENT) _____

WHERE DID IT OCCUR? _____

PART OF BODY INJURED _____ RIGHT _____ LEFT

ACTIVITY SPORT _____ INTERCOLLEGIATE INTRAMURAL

STUDENT ACCIDENT (describe) _____

HAS A CLAIM EVER BEEN FILED ON THIS STUDENT? YES NO

NAME OF SCHOOL AUTHORITY SUPERVISING ACTIVITY _____

WAS SUPERVISOR A WITNESS TO THE ACCIDENT? YES NO

IF NOT, WHEN WAS THE ACCIDENT FIRST REPORTED TO A SCHOOL AUTHORITY? DATE _____

SIGNATURE OF SCHOOL OFFICIAL _____ TITLE _____

DATE OF THIS REPORT _____

IMPORTANT: PLEASE ATTACH ITEMIZED BILLS

THIS FORM MUST BE COMPLETED AND RETURNED TO THE COMPANY WITHIN 90 DAYS FROM THE DATE OF TREATMENT ACCOMPANIED BY ALL MEDICAL BILLS INCURRED TO DATE.

HOW TO FILE YOUR ACCIDENT CLAIM FORM

1. Complete **ALL** blanks.
2. Please read and sign authorization on back of this form.
3. Attach all **ITEMIZED** bills (itemized bills include the date of service, procedure code, diagnosis code, etc. not balance due statements) for **MEDICAL EXPENSES ONLY**. Include all worksheets, denials, and/or statements of benefits from your primary insurer. (Each charge **must** be processed by all other insurances/plans before they can be processed by First Agency, Inc.)
4. Mail within 90 days of the accident to:

First Agency, Inc.
5071 West H Avenue
Kalamazoo, MI 49009-8501

First Agency, Inc.
 5071 West H Avenue
 Kalamazoo, MI 49009-8501
 Phone (269) 381-6630
 Fax (269) 381-3055

PARENT/GUARDIAN/STUDENT INFORMATION FORM

RETURN FORM WHEN COMPLETE TO

→ Name of College/University Lincoln Memorial University
 Attention _____
 Address 6965 Cumberland Gap Parkway
 City Harrogate State TN Zip 37752

This form is to be completed by the
 Parents, Guardians, or Student

**Note: Complete all blanks on this form. Failure to complete all blanks will result in claims processing delays.
 If information is not applicable, indicate the reason it is not (e.g., deceased, divorced, unknown).**

Name of Athlete _____ Sport _____
 Social Security No or Passport No _____ Date of Birth _____
 College Address _____ Cell Phone () _____
 Home Address _____ Home Phone () _____
 City _____ State _____ Zip _____

FATHER/GUARDIAN INFORMATION	MOTHER/GUARDIAN INFORMATION
Father's Name _____	Mother's Name _____
Date of Birth _____	Date of Birth _____
Address _____	Address _____
Employer _____	Employer _____
Address _____	Address _____
Telephone () _____	Telephone () _____
Medical Insurance Company or Plan _____	Medical Insurance Company or Plan _____
Address _____	Address _____
Policy Number _____	Policy Number _____
Telephone () _____	Telephone () _____
Is this plan an HMO or PPO? <input type="checkbox"/> Yes <input type="checkbox"/> No	Is this plan an HMO or PPO? <input type="checkbox"/> Yes <input type="checkbox"/> No
Is pre-authorization required to obtain treatment? <input type="checkbox"/> Yes <input type="checkbox"/> No	Is pre-authorization required to obtain treatment? <input type="checkbox"/> Yes <input type="checkbox"/> No
Is a second opinion required before surgery? <input type="checkbox"/> Yes <input type="checkbox"/> No	Is a second opinion required before surgery? <input type="checkbox"/> Yes <input type="checkbox"/> No

PLEASE COMPLETE AUTHORIZATION ON NEXT PAGE

First Agency, Inc.
5071 West H Avenue
Kalamazoo, MI 49009-8501



AUTHORIZATION - To Permit Use and Disclosure of Health Information

This Authorization was prepared by First Agency, Inc. for purposes of obtaining information necessary to process a claim for benefits.

Upon presentation of the original or a photocopy of this signed Authorization, I authorize, without restriction (except psychotherapy notes), any licensed physician, medical professional, hospital or other medical-care institution, insurance support organization, pharmacy, governmental agency, insurance company, group policyholder, employer or benefit plan administrator to provide First Agency, Inc. or an agent, attorney, consumer reporting agency or independent administrator, acting on its behalf, all information concerning advice, care or treatment provided the patient, employee or deceased named below, including all information relating to, mental illness, use of drugs or use of alcohol. This Authorization also includes information provided to our health division for underwriting or claim servicing and information provided to any affiliated insurance company on previous applications. If this Authorization is for someone other than myself, that individual has given me the authority to act on his/her behalf as explained below.

I understand that I have the right to revoke this Authorization, in writing, at any time by sending written notification to my agent or to us at the above address. I understand that a revocation will not be effective to the extent we have relied on the use or disclosure of the protected health information or if my Authorization was obtained as a condition to determine my eligibility for benefits. Revocation requests must be sent in writing to the attention of the Claims Supervisor.

I understand that First Agency, Inc. may condition payment of a claim upon my signing this authorization, if the disclosure of information is necessary to determine the level or validity of the claim payment. I also understand, once information is disclosed to us pursuant to this Authorization, the information will remain protected by First Agency, Inc. in accordance with federal or state law.

I understand that I or my authorized representative is entitled to receive a copy of this authorization upon request.

This Authorization is valid from the date signed for the duration of the claim.

_____		_____	
Name of Claimant (please print)		Name of Authorized Representative, or Next of Kin (please print)	
_____		_____	
Signature of Claimant (if claimant is 18 or older)	Date	Signature of Authorized Representative of Next of Kin	Date

Relationship of Authorized Representative or Next of Kin to Claimant			

**LINCOLN MEMORIAL UNIVERSITY
INCIDENT REPORT**

Full Name: _____

Street Address: _____

City/ST/Zip: _____

Birthdate: _____

Hire Date: _____ Position Title: _____

Male/Female (**circle one**)

Date/Time of Accident: _____ AM/PM

Date/Time Reported: _____ AM/PM

Time Employee Began Work: _____ AM/PM

Names of Witnesses: _____

_____ Interviewed: YES NO (attach documentation)

_____ Interviewed: YES NO (attach documentation)

Treatment away from worksite? _____

Emergency Room: Yes / No

Physician or Other: _____

Facility: _____

Address: _____

Was injured person hospitalized overnight as inpatient? Yes / No

If injured person died, when did death occur? Date: _____

Name of building or area the injured person was in: _____

What was the injured person doing just before the incident occurred? Describe the activity, as well as the tools, equipment or material the injured person was using. Be specific. Examples: climbing a ladder while carrying roofing materials, spraying chlorine from hand sprayer, daily computer tasks. _____

What happened? Tell us how the injury occurred. Examples: When ladder slipped on wet floor, injured person fell 20 feet; injured person was sprayed with chlorine when gasket broke during replacement; injured person developed soreness in wrist over time. _____

What was the injury or illness? Tell us the part of the body that was affected and how it was affected. Example: Lower back pain; complains of wrist pain. _____

What object or substance directly harmed the injured person? Examples: Concrete floor, chlorine, radial arm saw. If this question does not apply to the incident, leave it blank. _____

Cause: Reason(s) for accident. Contributing factors, unsafe acts, unsafe conditions? _____

Prevention: Describe how to prevent a similar accident. _____

What action do you need to take? _____

Signature of Supervisor: _____ **Date:** _____

(If applicable)

Signature of Injured Person: _____ **Date:** _____

(If injured person refuses to sign, please note here)

Has corrective action been taken to prevent a similar accident? YES NO

By whom and what action was taken? _____

Appendix F

Consent to Release Education Records

Consent to Release Educational Records (FERPA)

Notice: This information is being provided to you to clarify questions regarding your rights under the Federal Educational Rights and Privacy Act (FERPA). For the purposes of FERPA and this form, "educational records" include academic progress reports, other academic information (such as academic probation), disciplinary records (such as behavioral problems), financial aid, billing and account information, and physical and mental health concerns. If you are claimed as a dependent on your parents' Federal Income Tax return, your parents are entitled to the above information. If you are not a dependent of your parents, providing them this information is your choice. The purpose of this form is to provide your educational records as much protection as possible. This consent shall remain in effect during continuous enrollment at LMU. The student may revoke this consent at any time during enrollment by submitting a written request to the Dean of Students.

Student Information:

I _____ hereby request/authorize personnel at
(Print - Student Legal Name) Student ID # (or last 4 digits of SSN)
Lincoln Memorial University to disclose information regarding my educational records and all other records maintained by the institution except (if there are no exceptions, please leave blank):

Person(s) to whom disclosures may be made:

Name, address, and phone number of person:	Name, address, and phone number of person:
_____	_____
_____	_____
_____	_____
_____	_____

(Student Signature)

(Date)

Return completed form to:
Lincoln Memorial University – ATTN: Student Services
6965 Cumberland Gap Parkway
Harrogate, TN 37752