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I. INTRODUCTION

Welcome to Gardner-Webb University (GWU) Physician Assistant (PA) Studies. The program is 28 continuous months in length and grants a Master of Physician Assistant Studies (MPAS) degree. The PA program is designed to prepare graduates to become competent and dedicated professionals in the delivery of health services throughout North Carolina and beyond. The first 16 months of the curriculum is based on course instruction provided at the Gardner-Webb University College of Health Sciences (CoHS). The subsequent 12 months of the program places students in supervised clinical practice rotations located in diverse geographical areas and returns them to campus for scheduled meetings throughout the year.

EXPECTATIONS

Due to the intensity and high standards of the program, it is advisable that students remain prepared and focused throughout the curriculum. Students are strongly discouraged from seeking or maintaining employment, including part-time employment, while enrolled in the program. If a PA student chooses to work during the program, it is his/her responsibility to ensure that employment does not interfere with attending classes, supervised clinical practice rotations or hinder academic progress. Program expectations, assignments, deadlines, examinations and other student responsibilities cannot be altered or adjusted to accommodate a working student. Students are also advised to take full advantage of academic and other support services available to them during their enrollment. As an intense graduate medical education program, it is anticipated that students will quickly become independent learners, managing their time and multiple responsibilities to effectively complete their coursework. It is the responsibility of the student to problem solve, question what they do not understand, and handle conflict with respect and maturity.

TECHNICAL STANDARDS

Students admitted to the Gardner-Webb University Physician Assistant Studies Program are selected because they have demonstrated the capacity to complete the entire curriculum in order to attain the Master of Physician Assistant Studies degree. The curriculum requires demonstrated abilities in (1) observation, (2) communication, (3) motor, (4) intellectual, and (5) behavioral and social skills. Therefore, all students admitted to the Physician Assistant Studies Program must possess these attributes. If you have any questions regarding these standards or your ability to meet these standards, you should contact the Program Director.

1. Observation: The candidate must be able to:
   - Observe demonstrations, visual presentations in lectures and laboratories, laboratory evidence and microbiologic cultures, microscopic studies of microorganisms and tissues in
normal and pathologic states;
• Observe a patient accurately at a distance and close at hand; and
• Use the sense of vision, hearing, sensation, and smell as part of the observation process.

2. Communication: A candidate should be able to:
• Communicate effectively and sensitively with patients and families in a culturally competent manner;
• Communicate effectively and efficiently in oral and written forms with all members of the healthcare team;
• Be able to speak, hear, and observe patients in order to elicit information, perceive nonverbal communications, and describe changes in mood, activity, and posture; and,
• Utilize speech, reading, writing, and computers as part of the communication process. In addition, candidates must possess the skills necessary to communicate effectively in small and large group discussions.

3. Motor: Candidates must have sufficient motor skills and coordination to:
• Execute the movement required to provide patient care such as palpation, auscultation, percussion, and other diagnostic maneuvers;
• Execute movements required to provide continuous general care and emergency treatment to patients; these skills require continuous coordination of gross and fine muscle movement, equilibrium, and sensation;
• Manipulate equipment and instruments without interruption necessary to perform basic laboratory tests and procedures required to attain curricular goals (e.g. needles, stethoscope, ophthalmoscope, tongue blades, intravenous equipment, gynecologic speculum, and scalpel); and,
• Transport instruments and equipment from one location to another in a timely fashion in order to facilitate patient care responsibilities and receive educational training.

4. Intellectual-Conceptual, Integrative and Quantitative Abilities: Candidates must be able to:
• Comprehend three-dimensional relationships and the spatial relationship of structures;
• Collect, organize, prioritize, analyze, and assimilate large amounts of technically detailed and complex information within a limited time frame and then present that information in a variety of educational settings, including lectures, small group discussions, and individual clinical settings; and,
• Analyze, integrate, and apply information appropriately for problem solving and decision-making.

5. Behavioral and Social Attributes: Candidates must have:
• Emotional health, maturity, sensitivity, intellectual ability, and good judgment needed to complete all responsibilities associated with the diagnosis and care of patients;
• The ability to tolerate physical, mental, and emotional stress associated with training and the profession;
• Qualities of adaptability, flexibility and be able to function in the face of uncertainty;
• A high level of compassion for others, motivation to serve, integrity, and a consciousness of social values;
• Sufficient interpersonal skills to interact positively and in a culturally competent manner with people from all levels of society, all ethnic backgrounds, and all belief systems; and,
• The ability to accept criticism and respond by appropriate modification of behavior.
Admission decisions are made on the assumption that each candidate can meet the technical standards without consideration of disability. Candidates accepted for admission to the Physician Assistant program will be required to verify that they understand and can meet these technical standards and do so continuously and without interruption. Gardner-Webb University, the CoHS and Physician Assistant Studies program complies with all Federal, State and local laws including the Americans with Disabilities Act. The University reserves the right of final determination for applicants requesting accommodations to meet the program’s technical standards. This includes a review of whether the accommodations requested are reasonable, taking into account whether the accommodation would jeopardize patient safety, or the educational process of the student or the institution, including all coursework and supervised clinical practice rotations deemed essential for graduation. The Physician Assistant program will work jointly with the Noel Program for Students with Disabilities to determine what accommodations are suitable or possible in terms of reasonable accommodation, and will render the person capable of performing all essential functions established by the program. In the event an applicant is unable to independently, with or without reasonable accommodation, fulfill these technical standards prior to or any time after admission, the student will not be permitted to enter or progress within the program.

II. MISSION & GOALS OF THE GARDNER-WEBB UNIVERSITY PHYSICIAN ASSISTANT PROGRAM

GARDNER-WEBB UNIVERSITY MISSION STATEMENT

Gardner-Webb University, a private, Christian, Baptist-related university, provides outstanding undergraduate and graduate education that is strongly grounded in the liberal arts while offering opportunities to prepare for various professions. Fostering meaningful intellectual thought, critical analysis, and spiritual challenge within a diverse community of learning, Gardner-Webb is dedicated to higher education that integrates scholarship with Christian life. By embracing faith and intellectual freedom, balancing conviction with compassion, and inspiring a love of learning, service, and leadership, Gardner-Webb prepares its graduates to make significant contributions for God and humanity in an ever-changing global community.

PHYSICIAN ASSISTANT MISSION

Develop knowledgeable and caring Physician Assistants who practice competent patient-centered primary care in diverse environments.

PHYSICIAN ASSISTANT GOALS

Faith – Foster a commitment to Christian values, ethics, and integrity in personal and professional service as a physician assistant.

Service – Emphasize a servant-leadership lifestyle that prepares graduates to serve in underserved communities, domestically and abroad.

Leadership – Develop a solid professional value system devoted to life-long learning, professional development, and advocacy for the profession.

Knowledge – Cultivate high quality graduates dedicated to self-discovery and self-assessment through the ongoing application of critical thinking and analysis of research.
Gardner-Webb University and its Physician Assistant Program are committed to these goals and will communicate them through their teaching, role modeling, and clinical practice.

III. THE PHYSICIAN ASSISTANT PROGRAM

ORGANIZATION ADMINISTRATIVE STRUCTURE AND REPORTING PATHWAY

The Physician Assistant Studies Program Director reports to the Associate Provost for Professional and Graduate Studies; then to the Provost and Executive Vice President, the President, and the Board of Trustees in that order.

The Program Director (PD) serves as chief administrator for the PA Program and is responsible for PA Program operations. To ensure the program operates in harmony with the policies and regulations at Gardner-Webb University, he or she works closely with and reports to the Associate Provost of Graduate Studies. The following diagram illustrates the administrative structure and reporting pathways for all principal and instructional faculty and staff.
# Faculty and Staff as of December 2016

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<tr>
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GWU PA PROGRAM ACCREDITATION

PA Programs are accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). It is the only accrediting body for PA Programs in the United States and a PA must be a graduate of a program accredited or provisionally accredited program upon admission by ARC-PA to be eligible to take the national certifying examination. A PA graduate must pass the national certifying exam to practice in this country. In July 2013, Gardner-Webb University PA Program received provisional accreditation from the ARC-PA. Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program’s ability to meet the ARC-PA Standards or when a program holding accreditation-provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation - Provisional does not ensure any subsequent accreditation status. Accreditation - Provisional is limited to no more than five years from matriculation of the first class. Accreditation-provisional remains in effect until the program achieves accreditation-continued after its third review, closes or withdraws from the accreditation process, or until accreditation is withdrawn for failure to comply with the Standards.

IV. THE PHYSICIAN ASSISTANT

PROFESSION DEFINITION OF A PHYSICIAN ASSISTANT

A physician assistant (or PA) is a nationally certified and state-licensed medical professional. PAs practice medicine on healthcare teams with physicians and other providers. They practice and prescribe medication in all 50 states, the District of Columbia and all U.S. territories, with the exception of Puerto Rico. Text taken from the American Academy of Physician Assistant website: https://www.aapa.org/what-is-a-pa/

DESCRIPTION OF THE PA PROFESSION

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

The role of the PA demands intelligence, sound judgment, intellectual honesty, appropriate interpersonal skills, and the capacity to react to emergencies in a calm and reasoned manner. An attitude of respect for self and others, adherence to the concepts of privilege and confidentiality in
communicating with patients, and a commitment to the patient’s welfare are essential attributes of the graduate PA. The professional curriculum for PA education includes basic medical, behavioral, and social sciences; introduction to clinical medicine and patient assessment; supervised clinical practice; and health policy and professional practice issues.

Text taken from Accreditation Standards for Physician Assistant Education website: [http://www.arc-pa.com/about/pas](http://www.arc-pa.com/about/pas)

**PROFESSIONAL ASSOCIATIONS AND ACTIVITIES**

Students are encouraged to participate in a wide variety of program and professional association activities. The program is a strong supporter of the American Academy of Physician Assistants (AAPA) and the North Carolina State Association of Physician Assistants (NCAPA). Students are strongly encouraged to become members of AAPA and NCAPA.

**Professional Activities**

If time allows, students should consider participating in various PA oriented activities such as:

- Student Society activities
- Community service activities
- National Physician Assistant Week, occurring each year in October
- NCAPA Continuing Medical Education conferences
- AAPA Annual Conference
- Student Academy of the AAPA (SAAAPA) activities
- Federal advocacy in Washington, DC
- NCAPA Board meetings

**Professional Association Information**

- American Academy of Physician Assistants: [www.aapa.org](http://www.aapa.org)
- Student Academy of the AAPA: [http://www.aapa.org/your_pa_career/pa_students.aspx](http://www.aapa.org/your_pa_career/pa_students.aspx)
- North Carolina Academy of Physician Assistants: [www.ncapa.org](http://www.ncapa.org)
- National Commission on the Certification of Physician Assistants: [www.nccpa.net](http://www.nccpa.net)
- North Carolina Medical Board: [www.ncmedboard.org](http://www.ncmedboard.org)

**V. NEW STUDENT INFORMATION**

**NEW STUDENT ORIENTATION**

Prior to the start of the first semester, new PA students are required to attend New Student Orientation. This program gives students the opportunity to meet their peers, the faculty, and the staff with whom they will be interacting and studying with for the duration of the twenty-eight month program. Students are given an overview of the curriculum and schedule for the program, a tour of the facility and introduction to campus resources and student services, and a review of pertinent policies and procedures. The orientation date and time will be emailed to students following their enrollment.
BACKGROUND CHECKS AND DRUG SCREENINGS

Prior to matriculation, students offered a seat in the program must complete a criminal background check and drug screen via CastleBranch services. Thereafter, students may be required by clinical sites to undergo repeat drug screening and criminal background checks, including but not limited to, prior to beginning clinical rotations. Students are responsible for all expenses related to meeting drug screening, student health requirements and background documentation. Students who at any point in the program delay or decline to participate in a requested alcohol and/or drug screen will have that action considered equivalent to taking and failing a drug/alcohol screen. Applicants accepted into the GWU PA Program who answered "no" to questions relating to criminal background in their CASPA application and found to have a subsequent positive criminal background check are likely to be dismissed from the program on the basis of misrepresentation. In the event of a reported incident, a determination about the applicant’s/student’s continued progress in the academic program will be made by Gardner-Webb University in accordance with University procedures. Applicants who have been convicted of a felony or misdemeanor may be denied certification or licensure as a health professional. Information regarding eligibility may be obtained from appropriate credentialing boards. Clinical rotation sites may not permit participation in the clinical experience. This should be considered seriously by the candidate prior to application and matriculation. Applicants are advised that results of criminal background checks and other required background screening will be released to third parties involved in their clinical education. Criminal offenses incurring after the student matriculates may result in the student’s dismissal from the program; if this occurs, tuition and fees will not be refunded.

GWU E-MAIL ACCOUNT

All students are assigned a GWU email account at the time of admission to the program. It is mandatory that students check their GWU e-mail account daily (including weekends). The GWU e-mail is considered the official University email and the only account that the PA Program uses to communicate with students. Likewise, students should only use their GWU e-mail account for email correspondence with the program as this prevents identification problems related to outside email. Faculty and staff will not respond to students who utilize outside email addresses. Many PA program faculty and staff use e-mail as an important means for distributing information. The program is not responsible if a student has inaccurate or missed information due to failure to routinely check, read and clear his/her e-mail account.

HEALTH REQUIREMENTS

Immunizations

The GWU PA program adheres to CDC/ACIP vaccination policies and recommendations (guidelines). Prior to matriculation, all applicants to the GWU PA Program must submit documentation of immunizations, titers, and/or proof of immunity by November 15 via CastleBranch services. Students must maintain current immunizations, which includes uploading documentation into CastleBranch as well as following set deadlines, or be treated to the standard of care. Failure to do so may prevent a student from progressing in the program. The list of required immunizations includes:

- Hepatitis B: 3-dose vaccine series and records of a titer validating current immunity. If the quantitative titer is negative, another 3 dose Hepatitis B series should be completed and a quantitative titer repeated according to guidelines.
• Measles, Mumps, Rubella (MMR): Record of titer validating current immunity or documentation of a 2-dose vaccine series administered according to guidelines.
• Polio: Documentation of the completed primary series of at least 3 vaccinations.
• Varicella: Record of titer validating current immunity or a 2 vaccine series administered according to guidelines. Note: History of previous infection is not sufficient evidence of immunity.
• Tetanus, Diphtheria, Pertussis: Record of having received 1 dose of Tdap within the last ten years and Td boosters every 10 years thereafter.
• Influenza: Record of having received 1 dose of the influenza immunization preceding matriculation and provide proof of having received an influenza immunization no later than October 1 annually while enrolled in the program.
• Tuberculosis skin test (TST) or Interferon-Gamma Release Assays (IGRA - TB blood test): Must be completed within the four months preceding the 1st day of classes. BCG vaccination does not prevent testing. For students who have received the BCG vaccine, an IGRA, either QuantIFERON TB Gold (QFT-G) or T-Spot, is preferred. If TST or IGRA is positive or if there is a history of previous positive TB testing, a negative chest x-ray is required within the four months preceding the 1st day of classes. If a student is allergic to TB testing, a chest x-ray is required for screening. If a student has recently received a live virus vaccine, TB testing should be delayed for 4 weeks.
• Annual re-testing is required and must be the two-step TB test (unless contraindicated by a previous severe reaction) to meet clinical year requirements. Prior to start of clinical rotations, students must have documentation of completion of a two-step TB test. Students must maintain up to date annual two-step TB testing throughout their clinical year. If a recent TB test is positive, the program must have documentation of a negative chest x-ray according to guidelines.

After a positive PPD or IGRA test result and subsequent chest x-ray, students must be evaluated by the Health Department. If the chest X-ray is positive, the applicant/student will not be allowed to enter or continue training until treated and cleared by an infectious disease specialist.

It is recommended that students enrolled in the PA Program consider the following additional vaccines: Meningococcal and Hepatitis A.

Clinical sites may require additional vaccinations and documentation.

Students who have a medical contraindication for specific vaccinations may have additional requirements mandated (viz., students who have a medical contraindication for influenza vaccination may be required to wearing a mask during the entire influenza season). Some clinical facilities do not permit students who have not had the influenza vaccination for medical reasons, even with use of a mask. Changes in clinical site requirements may necessitate change in clinical rotation assignment or the inability to be placed on clinical clerkships.
REQUIRED SUPPLIES, MEDICAL EQUIPMENT, AND BOOKS

Required Supplies

- Wrist watch with second hand
- A personal laptop computer with wireless Internet access and a cable and adapter to connect to Ethernet port
- **Short** White Lab Coat with GWU PA Studies Logo. *Do not purchase this in advance. We want everyone in the same type of coat.*
- Two pairs of surgical scrubs. Do not purchase scrubs in advance. We want everyone in the same type of scrubs.

Required Medical Equipment

Depending on the exact equipment model and/or style you choose, the average cost of your medical equipment will be $750 to $1,000. You may purchase your equipment prior to your arrival. However we will have a medical supply company representative set up an equipment display during your first week of classes. You will be able to view and assess the equipment and have the option to make your purchases through the vendor. See the Diagnostic Equipment checklist below.

- Diagnostic set (3.5v otoscope, ophthalmoscope, re-chargeable handle, case, disposable otoscope speculums)
- Insufflator bulb for diagnostic set
- Stethoscope – cardiology grade with a separate bell and diaphragm
- Sphygmomanometer (adult)
- Tuning forks C-128 and C-512
- Reflex hammer
- Pocket eye chart
- Ruler – standard and metric increments; can use eye chart ruler
- Tape measure – standard and metric increments
- Pen light
- 2 non-alcohol distinctive scents (individually contained in a test tube or small re-sealable device)
- Medical equipment transport bag
- Protective Eyewear

Books

Many textbooks required for the program will be available online through the Library database and at no charge to enrolled students. Any required text not available online must be purchased by the student. Online electronic data (texts, video, etc.) will be available through the Gardner-Webb University Library and include the following medical resources: Access Medicine and UpToDate. Information regarding these resources will be provided at orientation. It is anticipated that students will have required texts that are not available on the university online database no later than the first day of class.

LIBRARY AND LEARNING RESOURCES
The GWU Library has a large collection of resources available, both in the library and online. These include technology and research support, journals, books, references, and much more. The PA students also have full access to GWU online medical resources that include AccessMedicine and UpToDate. These resources are filled with point of care references, research, and the many texts used in the program’s curriculum. Also available in the medical library are individual and small group study areas, a computer training room, and offices for support staff that provide research assistance as needed.

A number of supplemental academic resources are available through the GWU campus.

- English Writing Center, which assists student with developing and refining their writing skills (http://www.gardner-webb.edu/academic-programs-and-resources/academic-support-services/writing-center/appointments/index)
- The Office of Student Financial Aid (http://www.gardner-webb.edu/admissions-and-financial-aid/index) provides students with assistance when applying for all need-based funds. To be eligible for financial assistance, students must complete the Free Federal Application for Student Aid (FAFSA). To make an appointment with a financial aid advisor, call 704-406-4243.
- Campus Computer Labs https://webbconnect.gardner-webb.edu/web/technology-services/campus-computer-labs

IMPORTANT DATES AND DEADLINES

All-important University dates and deadlines such as registration, drop/add, graduation filing, commencement, holidays, and finals weeks can be accessed at: http://www.gardner-webb.edu/student-life-and-services/calendars-and-events/academic-calendar/index. Be aware that PA Program dates may differ from the GWU calendar for semester start and stop dates and holiday time. For specifics, consult the Physician Assistant Studies calendar which will be available and continuously updated. Students should not assume there is time off from school, during or between semesters unless it is specifically noted as break. Students should check with the Director of Didactic Education or Director of Clinical Education if there is any question regarding attendance.

VI. UNIVERSITY AND PA PROGRAM POLICIES

Because of the unique characteristics of healthcare educational programs, whenever a conflict exists between university policy and the PA program policy, the program policy takes precedence.

STUDENT ATTENDANCE

Overview

Students are expected to attend all classes unless excused by program faculty. The Course Director may elect to further reinforce the importance of class/lab attendance through specific policies.
involving grade-related consequences for missed classes. These expectations will be articulated in the individual course syllabus. Absence and repeated tardiness to class are considered unprofessional conduct. At the discretion of the instructor, the student may be referred to the Academic Progression Committee (APC).

The APC is a standing committee. Repeated tardiness can result in course failure, the delay of completion of the program or other disciplinary action.

Students are expected to attend all supervised clinical practice experiences (SCPE) assigned by the program’s Director of Clinical Education (DCE) or Associate Director of Clinical Education. Students are not permitted to schedule their own rotations. Program personnel must make all arrangements.

Each rotation is 3 to 6 weeks in length. Students are expected to be at their assigned clinical site a minimum of 35-40 hours per week on average if offered and more hours/shifts depending upon the nature of the clinical experience, up to a maximum of 80 hours average assigned per week. With the permission of the DCE or ADCE students may volunteer to participate in more than 80 hours on average per week. Depending upon the rotation and the clinical site, the specific hours/shifts may vary and may include evenings, nights, weekends and holidays (e.g. surgery, emergency medicine, etc.). Some preceptors ask students to be available to take call as well. Be flexible. The best clinical experiences may come at the least convenient times.

**Excused Absence**

Absences or lateness due to unexpected medical and/or personal issues are unavoidable. Examples of an emergency or unexpected absence include personal illness, family emergency, or death in the immediate family. Failure to notify the appropriate faculty as detailed below, in a timely manner may result in the absence being deemed “unexcused” and may result in a grade reduction, or other disciplinary action including the possibility of course failure for repeated absences ultimately resulting in delay of program completion or even dismissal. In all situations, students are responsible for all class materials given, whether or not they are in attendance. Didactic students must notify the Course Lecturer(s) for classes missed as soon as possible following an unanticipated absence. If the student cannot reach the Course Lecturer, he/she should notify the Course Director or Director of Didactic Education as appropriate. The student must also fill out the **Excused Absence Request Form** and send it to the Course Lecturer (with a copy to the Course Director or DDE as appropriate) no later than two business days following an unanticipated absence.

Clinical year students must notify their rotation specific preceptor immediately and the Director or Associate Director of Clinical Education as soon as possible and complete and submit the **Excused Absence Request Form** within two business days.

Students may also be granted an excused absence on or prior to the day(s) needed for personal or family medical care including pregnancy and post-partum needs. Excused absences, including specialty circumstances not addressed specifically in this policy, during the didactic and clinical phase of the program are considered and granted on a case-by-case basis by the Course Lecturer in
conjunction with department faculty (Course Director, Director of Didactic Education, Director of Clinical Education, Dean of Physician Assistant Studies Program, for example). If a health condition precludes participation in coursework (didactic or clinical), and a physician or advanced practitioner determines a period of leave is warranted, the student should submit documentation from their clinician regarding this request for excused absence. Parental excused leave (paternity and maternity leave) may be granted for a student following the birth or adoption of a child. In all instances, the **Excused Absence Request Form** must be submitted to the Course Lecturer(s) (with a copy to the DDE/DCE as appropriate) prior to or at the start of the requested pregnancy or parental leave.

*Please be aware, absences (excused or unexcused) may result in delay of completion of coursework, impact effect continuation of the student in current class sequencing, and impact effect completion of clinical phase requirements on schedule, delay prior to graduation, impact eligibility to sit for the PANCE, delay licensure as well as delay employment. Delays may also have significant financial implications including additional cost to the student as well as triggering other financial aid issues. Additional fees for the student may not be covered by financial aid.*

**Additional Absence Policy Specific to Clinical Phase Program Students**

All excused absences greater than one day for a three week rotation and greater than two days for a six week rotation, or a total of more than seven days during the clinical phase of the program will need to be made up when feasible and as designated by the Director or Associate Director of Clinical Education. When possible, this make-up time may be performed during the remainder of the specific rotation if granted by the preceptor, during scheduled student breaks from clinical rotations or at the end of the rotation year as assigned by and at the discretion of the Director or Associate Director of Clinical Education. Clerkship opportunities are not always available at the time or location desired by students. As such, absences for any reason may also necessitate change in preceptor or location to complete the rotation requirements. Completing rotation requirements after an excused absence may have all of the deleterious implications listed above including but not limited to delay clinical phase completion and delaying graduation as well as require additional fees to be paid by the student.

**Inclement Weather**

When snow, floods, power outages, or similar events force the temporary closing or postponement of classes at GWU PA Studies, students in the didactic phase of the program should call 1-877-GWUSNOW (1-877-498-7669) for a recorded message, or check GWU’s website http://www.gardner-webb.edu/ regarding postponement or cancellation information prior to traveling to a site when weather is questionable. The PA program abides by university closings and announcements made by GWU.

Students in the clinical phase of the program should exercise reasonable judgement, especially in light of the fact that they may be a considerable geographic distance from campus with dramatically different circumstances. If the facility that the student is assigned for the specific rotation is closed the student will not report to that site for the day(s) closed and should notify the Director or
Associate Director of Clinical Education of the business closing.

In the event that program activities are being held, students should not attempt to travel under unsafe conditions or take unnecessary risks during inclement weather. However, the program office or Course Lecturer should be notified if the student is unable to attend class or other activity due to the weather or other hazard.

**STUDENT HEALTH CARE AND DISABILITY**

**Health Care Insurance Requirements**

Students are required to maintain personal health insurance during enrollment in GWU’s Physician Assistant Program. Proof of insurance coverage must be provided prior to matriculation. Students are responsible for all personal health care costs incurred while enrolled in the PA program. These costs may include but are not limited to: immunizations, illness, PPD testing, health evaluation post exposure to a communicable disease, or other accidental injuries sustained during program mandated training activities.

Due to the potential for exposure to potentially infectious materials, insurance should cover screenings, diagnostics, treatments, and short and long term disability compensation that may result from any potential exposure. All screening, treatment, or disability maintenance costs that insurance does not cover will be the sole responsibility of the student. All covered, uncovered, or related costs are the exclusive responsibility of the student and not the responsibility of the student’s academic department, the GWU Physician Assistant Studies program, or Gardner-Webb University.

**Health Care Options**

For mental health concerns, students are encouraged to contact GWU’s Counseling Services at 704-406-4563. Health and wellness services are available to all GWU students as posted on the [GWU website](#).

**Emergency Numbers**

University Police: 704-406-4444 or 911  
Boiling Springs Police: 704-434-9691 or 911

**Emergency Care**

Dial 911 or 9-911 from any campus phone.

**Non-Emergency Care: (minor injuries or illness)**

There are many options for medical care in the local and surrounding area. Several options are listed here.

**Shelby Family Practice**
1124 N. Washington St.  
Shelby, NC 28150  
980-487-1148

**Shelby Family Practice – Boiling Springs**
708 McBrayer Homestead Rd.
Remote Clinical Rotations
In the event you are away from the Gardner-Webb Campus region:

**Emergency Care**
Dial 911 or 9-911 from any phone.

**Non-Emergency Care: (minor injuries or illness)**
Rotation sites typically offer options for medical care in the local and surrounding area. Take the time to seek out an appropriate provider for the need you have. Although the physician, physician assistant, or nurse practitioner preceptor cannot provide routine medical care, they may provide immediate emergency care and may be able to recommend someone who can.

**Restrictions**

**Faculty Health Care Provider Restrictions**

The GWU PA Studies Program Director, Medical Director, Faculty, and staff *must not and will not* (1) participate as health care providers for students enrolled in the program or (2) have access to any student health information other than that defined in the PA Program File Maintenance Policy. Providing care for a life-threatening emergency is the exception to this policy.

**Student Health Status Restrictions**

A student should notify the Program Director of any significant change in his/her health status (serious injury, prolonged illness, or other health-related needs that impact program progression) as soon as possible. The Program Director or designee and the student will work to determine if any restrictions or modifications of the student’s course work are necessary.

**The Program Director or designee will:**
- Work with the student and faculty or preceptor to determine if appropriate accommodations can be made and still provide a suitable educational experience while ensuring safety for all concerned.
- If accommodations cannot be made, the issue will be referred to the Academic Progression Committee (APC) for further evaluation and recommendations.

**The student must:**
- Provide a written statement from his/her personal healthcare provider detailing necessary restrictions and, when appropriate, confirming the ability to continue with the program.
• Inform the faculty or clinical preceptor of any change in health status and any possible limitations.

Disability Accommodations

Any student with an identified learning disability or who feels that he or she has a disability must register with the GWU Noel Program for Students with Disabilities (704-406-4270) or at disabilityservices@gardner-webb.edu so that appropriate and reasonable accommodations can be made. Registration with Noel is required for each semester that the student is enrolled in the Program. No accommodations for any disability can be made unless appropriate documentation is provided from Noel. The Noel office may require additional testing and evaluation of the scope and nature of the student’s disability.

In addition to registration with Noel, any student who feels that he or she has a disability or condition which might jeopardize the safety of patients or prohibits his or her participation in classroom, laboratory or clinical activities must notify the appropriate faculty and/or Program Director so that reasonable accommodations can be made, if possible.

SAFETY AND SECURITY

Safety and security information is covered extensively during New Student Orientation.

Personal Safety Guidelines - It is the policy of the GWU Physician Assistant Program to follow the safety guidelines as determined by the GWU Police at a minimum. Additionally, except when carried by law enforcement, weapons of any kind are inappropriate in a health care setting of any kind and this includes health care educational programs. Weapons are explicitly prohibited from being carried by students, faculty and staff while on campus or clinical clerkship sites. This includes firearms, knives of any size, chemical sprays (i.e., MACE), or anything else that would be identified as a weapon. Patients in their care environment and students, faculty and staff in their study and work environment must feel safe and anything overt or hidden that would be construed as making a reasonable individual uncomfortable or less than safe is explicitly prohibited. The University Police Department is a multi-functional service agency dedicated to the protection of the University community through local, state, and federal laws. Crime prevention and campus safety are shared responsibilities that require the cooperation and involvement of students and employees alongside the full-time officers who have been certified by the N.C. Attorney General's Office. Officers patrol the entire campus on foot, Segway, and in marked/unmarked University Police vehicles. The University Police Department is located in the Poston Center and operates on a 365 day, 24-hour basis. On campus services include but are not limited to:

• Critical Incident Plan
• Emergency Alerts (strategically located alert poles on campus and available opt-in emergency texting)
• Traffic Control
• Engraving
• Educational Seminars
• A 24-hour Emergency Number (704) 406-4444
• Vehicle Entry Service for Lock-outs
• Vehicle Jump-starts
Safety Escort Service on Campus

In an emergency offsite, students should call 911. If a non-emergency but yet in need of police related services, students are directed to contact local law enforcement.

STUDENT GOVERNMENT

Class Representatives - The Didactic class should elect class representatives approximately four weeks after the start of the spring I semester. Election includes the following Student Society officers:

- President
- Vice President
- Secretary
- Treasurer
- AAPA SAAPA Representative
- AAPA Assembly of Representatives member
- AAPA House of Delegates member
- Other positions as needed (i.e., diversity chair, events coordinator, historian)

The class representatives will serve as liaisons between their class, the faculty and staff. Two may be elected by the class to attend the first part of each general faculty meeting for the purpose of facilitating communication between faculty and students, addressing areas of concern to students, and providing ongoing feedback about the program.

GWU PA PROGRAM STANCE ON STUDENT EMPLOYMENT

- Does not permit Physician Assistant students to work for the PA Program
- Does not substitute student workers for instructional or administrative support staff
- Discourages Physician Assistant students from being employed while enrolled and communicates to students that employment cannot be used to excuse absence from scheduled learning activities or to excuse poor performance/progression in the program.

PATHOGEN EXPOSURE AND INFECTION CONTROL

Safety Relative to Disease, Blood, and Fluid Pathogen Exposure - It is the policy of the GWU Physician Assistant Program to follow the guidelines made by the Centers for Disease Control (CDC) and the Occupational Safety and Health Administration (OSHA) regarding the use of Standard Precautions to prevent the spread of infection and reduce occupational exposure to blood and body fluid pathogens.

Usually before matriculation, but always prior to patient care or laboratory experiences occur, including on campus learning activities, students will attend training focused on potential hazards, standard precautions, and safety procedures related to chemical and blood borne pathogens exposure. As part of the supervised clinical practice experience, students may be required to complete additional site-specific safety or security training. Program faculty and staff will participate
in new employee and annual refresher chemical hazard safety and blood borne pathogen Standard Precaution training with added emphasis on practices and procedures that help insure student safety during educational activities. All training activities regarding safety and blood borne pathogens exposure control will be documented in the program’s student, faculty, or staff record. All faculty, staff and students will utilize Standard Precautions during any activity that presents a risk of exposure to blood or body fluids or chemical hazards.

When hazardous exposure to chemical agents or blood or body fluids occurs, the incident is to be immediately reported. After initial first aid and safety procedures (limiting exposure and risk) have been completed – e.g. thorough hand washing, flushing of mucous membranes, etc.:

- Events that occur on campus are to be reported to the Director of Didactic Education.
- Events that occur at a clinical training site are to be immediately reported to the preceptor and subsequently reported to the program’s Director of Clinical Education, as soon as possible, with Incident Report Form submitted to the DCE within 48 hours of the incident.

In all exposure instances, medical evaluation, treatment of injuries, and an evaluation focused on risk limits should be conducted immediately at:

- Any local occupational medicine clinic, urgent care clinic, or if warranted the emergency room;
- If an emergency, call 911 for rapid treatment and transport to the nearest emergency room; and,
- Note: neither the clinical agency nor GWU is responsible for the cost of the care that is involved in the treatment, maintenance or surveillance of exposure to blood of body fluids. See Student Health Policy.

Protocol for Blood Borne Pathogen Exposure: The procedures for care and treatment after exposure, to infectious or potentially infectious blood and/or body fluid, including definition of financial responsibility:

- The student should remove soiled clothing and wash exposed area with soap and water.
- The student will notify immediate faculty, preceptor, and either the Director of Didactic Education (during 16 months of on campus training) or the Director of Clinical Education (if it occurs during the clinical phase of the program).
- Student will go directly to occupational health of the affiliate site if available while on an SCPE rotation, an emergency room, or an urgent care facility for assessment and initial prophylactic treatment if needed.
- Following the treatment, the student will download and complete the Student Incident Report Form from the student handbook. This form should be submitted to the Director of Didactic or Clinical Education, whichever is appropriate, within 48 hours of the incident.

Students should follow the guidance of their evaluating clinician based upon established guidelines and have appropriate interval follow-ups.

- OSHA standards 1910:1030 require the record of the exposed student be kept for the duration of the status as a student plus 30 years. These copies reside with the student and the healthcare provider.
- Effects of Infectious/Environmental Disease or Disability: Students who contract infectious/environmental disease or disability will be reviewed individually based on the status of their individual cases. Students who need to go on a medical Leave of Absence
(LOA) will be granted time away until they are cleared by their treating physician. If more than one year, conditions for a student’s return will be determined by the Academic Progression Committee and Executive Committee. Students with a communicable infectious disease (HIV, HBV, etc.) are reminded of the need for stringent universal precautions while working with patients.

Standard Precautions Procedures

Standard precautions apply to all patient care and laboratory or technical skills training experiences. These practices are designed to both protect healthcare professionals (HCP) and prevent HCP from spreading infections to others. Standard Precautions include:

Hand hygiene

Good hand hygiene is critical to reduce the risk of spreading infection. Current CDC guidelines recommend use of an alcohol-based hand rub for most hand hygiene.

- Washing hands in soap and water should be the rule when:
  - Hands are visibly soiled (e.g. dirt, blood, body fluids); and,
  - After caring for patients with known or suspected infectious diarrhea.
- Without exception, good hand hygiene must be performed:
  - Before exiting the patient’s care area – after touching the patient or the patient’s immediate environment;
  - After contact with blood, body fluids, body excretions, or wound dressings;
  - Prior to performing an aseptic task (e.g. placing an IV, preparing an injection);
  - When moving hands from a contaminated-body site to a clean-body site;
  - And after glove removal.

Personal Protective Equipment (PPE)

Personal protective equipment (PPE) includes exam gloves, facial masks, protective eyewear, and gowns. It should be worn whenever risk of exposure is present. As a minimum this includes:

- Exam gloves:
  - Handling blood or body fluids;
  - Touching mucous membranes, non-intact skin, or a body orifice; and,
  - Touching contaminated equipment;
- Facial masks, protective eyewear, and gowns (along with gloves):
  - Performing or assisting procedures with a risk of body fluid or other hazardous material exposure (splashes or sprays). This includes but is not limited to debridement, excision and irrigation type procedures in any healthcare setting as well as operating room surgical treatment.

Safe injection practices

- No recapping of needles
- Use self-sheathing needles and/or needleless systems when available.
- All needles and other disposable sharps will be placed in designated puncture
resistant containers as soon as possible after use.

Safe handling of potentially contaminated surfaces or equipment

- Environmental cleaning
  - Areas where patient care is performed will be cleaned and disinfected at the conclusion of every activity.
- Medical equipment safety
  - Reusable medical equipment must be cleaned and disinfected (or sterilized) according to the manufacturer’s instructions.
  - If the manufacturer does not provide guidelines for cleaning a device, it may not be suitable for multi-patient use. In this instance, always check with the Course Director or clinical supervisor on how to proceed.

Respiratory hygiene/Cough etiquette

- Cover mouth/nose when coughing or sneezing;
- Use and dispose of tissues;
- Perform hand hygiene whenever hands have contact with respiratory secretions;
- Consider using a mask to prevent aerosol spread; and,
- Sit as far away from others as possible.

Compliance with all safety practices is not just good procedure but it also is a mark of professionalism. Failure to observe and practice Standard Precautions will result in adverse/disciplinary action for unprofessional behavior.

SEXUAL AND WORKPLACE HARASSMENT

It is the goal of Gardner-Webb University to be an institution in which all persons – students, applicants, staff members, faculty members, administrators, and guests – are respected as individuals, without regard to gender, ethnic background, disability, national origin, sexual orientation, religion, veteran status, age, or any other characteristic protected by applicable federal, state, or local laws. The integrity of an institution of higher learning depends upon maintaining an environment in which all members of the University community can work toward their God-given potential, free from intimidation. Harassment, including sexual harassment defined below, includes any conduct which a recipient feels is offensive, unwelcome, demeaning, rude, or threatening including but not limited to such behavior which is directed at the individual due to his or her gender, ethnic background, disability, national origin, sexual orientation, religion, veteran status, age, or any other characteristic protected by applicable federal, state, or local laws.

Harassment will not be tolerated at Gardner-Webb, nor will it be ignored. Furthermore, harassment is a form of discrimination, which is in violation of Title VII of the Civil Rights Act of 1964, and the Educational Amendments of 1972 as well as possibly other state and federal laws. Gardner-Webb University is committed to maintaining a positive, safe, and comfortable workplace and an academic environment free from any form of harassment.
Definition of Sexual Harassment:

Sexual Harassment under Gardner-Webb University’s Policy is defined in accordance with the Equal Employment Opportunity Commission (“EEOC” hereafter) Guidelines (29 C.F.R.¶ 1604.11) and applicable Department of Education guidance and includes the following:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual’s employment, academic progress, or completion of a University-related activity; or
- Submission to or rejection of such conduct is used as the basis for employment or academic decisions affecting such individual, or, in the case of a student, submission to or rejection of such conduct is used in evaluating the individual’s performance within a course of study or other University-related activity;
- Such conduct has the purpose or effect of unreasonably interfering with an employee’s work performance, or creating an intimidating, hostile, or offensive work or study environment.

The basic premise of the harassment policy is that a sexual element must not be introduced into what should be a sex-neutral situation causing the boundaries which normally exist between the professional role and the personal relationship to become blurred. Sexual harassment can occur in all types of circumstances and relationships:

- Between or among individuals of different sexes or of the same sex.
- In relationships of unequal power (between supervisor and employee, faculty member and student, employee and job applicant, and between graduate assistants and student) including when the person in the less powerful position harasses a person in a more powerful position.
- In relationships of equal power (between fellow employees or fellow students).

Examples of Sexual Harassment

Some examples of behavior and conduct that the University considers inappropriate are listed below:

Verbal examples

- Continued or repeated unwelcome sexual flirtations;
- Continued or repeated remarks about an individual’s body;
- Repeated sexually oriented kidding, teasing, joking; jeering, leering, whistling; or making insulting or obscene comments or gestures;
- Sexual innuendo, degrading words; derogatory or demeaning comments about women or men in general, whether sexual or not, used toward an individual or to describe an individual;
- Promising, directly or indirectly, an employee or student a reward, if the employee or student complies with a sexually oriented request;
- Threatening, directly or indirectly, to retaliate against an employee or a student, if the employee or student refuses to comply with a sexually oriented request;
- Degrading words used to describe a person, threats, comments or inquiries about dating, marital status, sexual activities or sexual orientation;
- Denying, directly or indirectly, an employee or student an employment or student-related opportunity, if the employee or student refuses to comply with a sexually oriented request;
- Harassing phone calls or electronic mail;
Visual examples

- Circulating or displaying written or pictorial material that is offensive or belittling (pictures, jokes, notes, cartoons, posters, or written communication);
- Using unwelcome sexually suggestive sounds or gestures that are insulting or belittling;
- Displaying, storing, or transmitting pornographic or sexually oriented or suggestive objects or pictures in any manner, including (but not limited to) the use of Gardner-Webb equipment or facilities.

Physical examples

- Making sexual or romantic advances, or propositions towards an employee or student;
- Touching or engaging in any sexually suggestive physical contact with another employee or student;
- Engaging in indecent exposure;
- Stalking (repeatedly following, phoning, and the like);
- Behaving in a sexually assaultive manner (physical contact of a sexual nature against a person's will and without her/his consent), including any form of sexual violence.

Racial, age-based, religious, ethnic, disability and other prohibited forms of harassment consist of conduct, which has the purpose or effect of:

- Unreasonably interfering with an individual’s work performance or academic performance;
- Creates an intimidating, hostile or offensive work environment or academic environment.

Similar to the above, these forms of harassment also include, but are not limited to, the following examples:

- Conduct or remarks that demean or show hostility to a person because of that person’s gender, race, religion, national origin, age, disability, veteran status, or sexual orientation (or any other characteristic protected by applicable law), including jokes, pranks, teasing, obscenities, obscene or rude gestures or noises, slurs, epithets, taunts, negative stereotyping, threats, blocking of physical movement.
- Display or circulation of pictures, videos, objects or written materials (including graffiti, cartoons, photographs, pinups, calendars, magazines, figurines, novelty items) that demean or show hostility to a person because of that person’s gender, race, religion, national origin, age, disability, veteran status, or sexual orientation (or any other characteristic protected by applicable law).
- Unwelcome letters, notes, e-mail or voice mail, communication via social media, or such communications containing stereotypical or derogatory comments or characterizations regarding gender, race, religion, national origin, age, disability, veteran status, or sexual orientation (or any other characteristic protected by applicable law).

Responsibilities

Gardner-Webb will make every reasonable effort to see that our workplace and academic environment is free from prohibited harassment of students, faculty, employees, applicants, and guests. The University will take appropriate corrective actions in instances in which it learns of such harassment with the objective of eliminating the harassment, preventing its recurrence, and
addressing its effects. For Gardner-Webb to fulfill its obligations, all employees and students have responsibilities.

School Officials

- Assure employees and students that all forms of harassment are expressly prohibited;
- Avoid prohibited harassment including the appearance of such harassment, by refraining from actions, language and jokes and by disposing of materials, such as posters or magazines, which may offend an employee or applicant for employment;
- Immediately report any reports or suspected occurrences of prohibited harassment as set forth in the Complaint Procedure and follow-up with senior administration in the event that no action has been taken to address the harassment in a timely manner.

Faculty, Staff and Students

- Immediately inform Gardner-Webb officials (as set forth below) of the facts regarding any occurrence of harassment so that officials may promptly and thoroughly conduct an investigation; and,
- Avoid prohibited harassment, including the appearance of such harassment, by refraining from actions, language and jokes and by disposing of materials, such as posters or magazines, which may offend an employee or applicant for employment.

Complaint Procedure

Gardner-Webb relies on and expects prompt reporting of all incidents of harassment. Employees and students may choose an informal or formal process to report harassment.

Informal Process

NOTE: It is not necessary to proceed first with an informal complaint. The informal process is simply an option available to a complainant. Further, a person who has begun the informal process to address a complaint may elect to terminate the informal process at any time and begin the formal process. In cases of alleged sexual assault the Formal Process must be followed. Anyone who feels that she or he has experienced harassment (sexual or otherwise) may:

- Tell (or write) the accused person, indicating that the behavior is considered offensive, and ask the person to stop the behavior; if reluctant to write or speak directly to the accused, or if the harassment does not stop after having written, the person should:
- Speak to someone in the appropriate administrative structure (i.e. the complainant’s supervisor or department chair, the Director of Human Resources, any Vice President of Gardner-Webb University, the Director of the Counseling Center, the chair of the faculty, or a member of the Mediation Committee). This reporting of the harassment must be made as soon as possible after the conduct begins and/or becomes unwelcome or offensive.

The person(s) to whom the complaint is brought will counsel the complainant on the rights and options available under this policy, and at the complainant’s request, (a) help her or him resolve the complaint informally, or (b) help her or him file a formal complaint. The person to whom the complaint is brought will advise the Provost or the Office of Human Resources immediately that a
complaint has been filed. Resolution of the complaint should be made as soon as possible, and when appropriate, steps will be taken to prevent further harassment and/or contact pending an investigation. A record of the informal complaint will be maintained in a file kept by the Office of Human Resources and will be kept confidential as allowed by law.

The objective of the informal process is to resolve the matter informally and to the satisfaction of both the offended person and the person accused of the offense. All information will be kept as confidential as possible. In the event that the complaint is not resolved to the satisfaction of the complainant, the following formal process should be followed:

**Formal Process**

The following procedures apply in the formal complaint process:

- The complainant should write in detail all the facts and circumstances in support of the complaint, including the name of the accused and the names of any witnesses, and submit the information to the Mediation Committee chair and to the Provost and/or to the Office of Human Resources.

- The Mediation Committee will then investigate the alleged incident by interviewing the complainant, the accused, and any witnesses put forth by the complainant or the accused. (If a member of the Mediation Committee is the accused or the complainant, the Provost will appoint an alternate to participate in the investigation). The Mediation Committee shall provide a written copy of the complaint to the accused. A University employee of his or her choosing may accompany the complainant or the accused in the formal hearing. The committee also has the right to interview anyone it feels can provide helpful information. The chair of the committee will assign someone on the committee to keep minutes of the interviews, etc., to include in the case file. The committee should make its report as soon as possible, but no later than 60 days from the filing of the complaint. If this date is impossible to keep, the committee must inform both the complainant and the accused of the date the recommendations will be made.

After the investigation is complete, the Committee will review the results of the investigation and will determine whether the case can be resolved. If the case is resolved with the resolution being agreed to by both the complainant and the accused, the matter will be closed and the investigation will be kept confidential to the extent allowed by law. If the case is not resolved, for whatever reason, the Committee shall make a recommendation (of the majority, or if a tied vote, so indicated) to the Provost who will consult with the employee’s (or employees’) Vice President(s) or Associate Provost(s) and with the Vice President and Dean of Student Development if either party is a student, before making a determination on how to resolve the case. The Provost will inform the complainant, the accused and the Mediation Committee of the final decision within 30 days of receiving the committee report.

- The Provost’s decision may be appealed if (1) any of the parties (i.e., complainant or the accused) believe procedures were not properly followed, or (2) any of the parties has new information, which was not part of the original decision. The appeal should be filed with the President of the University within 30 days of the Provost’s decision. The President will determine whether the conditions (stated above) for an appeal have been met and will make a final determination for the case. The decision of the President is final.

In the event a thorough investigation of a reported or suspected occurrence of harassment reveals that an employee or student has engaged in a prohibited harassment, the University, based upon totality of the circumstances and its overall assessment of the seriousness of the violation, will take
any appropriate action it deems in its discretion to be appropriate to ensure that harassment is eliminated and does not recur, including, but not limited to oral or written counseling, formal warnings, referral to formal counseling, disciplinary suspension, transfer or probation, or discharge or separation from the University.

Non-Retaliation

Retaliation in any form against a complainant who exercises his or her right to make a complaint under this policy, or against a witness who participates in an investigation, is strictly prohibited, and will itself be cause for appropriate disciplinary action, including termination. This policy is intended to encourage students, administrators, faculty, and staff to freely and responsibly voice their concerns about instances of harassment in an orderly way. Anyone who engages in any form of interference, restraint, penalty, discrimination, coercion, or harassment (overtly or covertly) against someone who is using this policy to make a good faith complaint about harassment shall be considered in violation of the policy and subject to disciplinary action or dismissal. Failure to participate fully and truthfully in the investigation can also result in disciplinary action, including, but not limited to, termination.

Dissemination of Policy

Gardner-Webb will take appropriate steps to ensure that all employees and students are aware of this policy and their obligation to comply with it.

Mediation Committee

The Mediation Committee will be composed of six members. Three of the members will be tenured faculty members and will be appointed by the Faculty Administrative Advisory Committee. The Office of Human Resources will appoint one senior administrator, one campus police person or staff counselor, and one staff member. There must be an equal number of males and females represented on the committee, and one of the faculty members selected by the committee will serve as chair. The chair will have the responsibility of keeping the Provost advised concerning matters before the committee. Members should be persons highly regarded and trusted by the University. The Office of Human Resources will advise the committee as necessary on issues of University policy and procedures, particularly with regard to the Harassment Policy. The committee will serve for two (2) years, subject to continuous renewal. The sole responsibility of this committee is to deal with harassment issues on campus by serving as a grievance committee to help resolve any complaints.

Documentation

Documentation of all faculty/staff/student complaints of sexual harassment (informal and formal) will be kept in a confidential file in the Office of Human Resources. Documentation will include the complaint received by whom and against whom, the investigation/follow-up, steps taken, and an indication that reasonable action was taken in response to a complaint. The committee should also include the resolution or action taken in both formal and informal complaints.

Inquiries and requests for assistance may also be directed to any of the following:

- Any Vice President or Associate Provost of the University
- Faculty members
• Department Chairpersons
• Deans
• Gardner-Webb University Counseling Center
• Campus Police

**Counseling**

For confidential counseling, students and employees may go to the University Counseling Center. Counseling services are also available through the University’s referral agency.

Preferred Choice Healthcare  
182 West Court Street  
Rutherfordton, NC 28139  
Phone 828-287-7806

Other referral information is available through the Counseling Center.

**Victims of sexual assault are encouraged to contact**  
Abuse Prevention Council  
Shelby, NC  
Phone: (704) 487-9325  
Crisis Line: (704) 481-0043

**ACADEMIC ADVISING**

**Academic Advising**

Students are assigned a faculty advisor. Students must meet with their faculty advisor at least once during each semester during their didactic and clinical training. It is the student’s responsibility to initiate the advisor meeting. The purpose of the meeting is to review the student’s progress and to discuss any problems the student may be experiencing. Students are encouraged to meet with their advisors more frequently if they are having issues affecting their ability to meet the academic or professional standards of the program, although specific review and assistance in a course should be directed to the course director. The Program Director will not be assigned advisees except under special circumstances.

The advisor is a key support and primary contact during the academic training. The faculty advisor will:

- Assist in the understanding of policies and practices of the Physician Assistant Program and Gardner-Webb University.
- Respond to questions or concerns about academic requirements and expectations, performance criteria, academic standing, and professionalism.
- Provide feedback on academic progress, graduate competencies and program goals.
- Provide support for personal and professional growth. This support may include referring the student to an appropriate professional, if difficult situations arise.
Issues or questions related to the clinical phase of the program should be addressed to the Director of Clinical Education. Please note – faculty advisors may **NOT** act as a medical provider or professional counselor for students in the PA Program.

**Faculty Access**

In addition to teaching, PA faculty members have administrative, college, and clinical responsibilities. The PA program faculty are accessible by appointment. Students are urged to provide the faculty member with the purpose of the meeting when making an appointment. Time spent with faculty should be for counseling, advisement, academic questions or other concerns related to the GWU PA Program. PA faculty are also available by appointment and students should schedule an appointment by calling the program office at 704-406-2369 or emailing the advisor directly.

**ACADEMIC INTEGRITY**

**Overview**

The University is an academic community and expects its students to have a commitment to academic integrity through serious observance of standards for academic honesty and respect. A university can function properly only when its members adhere to clearly established goals and values. Therefore, academic standards are established to ensure that these principles are upheld. The following acts violate academic standards:

**Cheating**

Cheating is intentionally using or attempting to use unauthorized materials, information, study aids, or previously prepared solutions in any academic exercise, exam, paper or other assignment. Cheating includes, but is not limited to:

- Copying another student’s work
- Sharing answers for either a take-home or in-class examination
- Using notes, books or web materials on an exam when such aids are forbidden
- Taking an examination in another student’s name or having another person take one for a student
- Changing answers on an examination after it has been graded in order to gain more credit than deserved
- Using a ‘cheat-sheet’ or other prohibited assistance (calculator, cell phone, text messaging, etc.) during an examination
- Working on an examination outside the specified time limits, such as beginning before the faculty member directs students to begin, or continuing to work after the faculty member had declared an end to the examination period
- Using a commercial service or engaging another person (whether paid or unpaid) to prepare assigned work. Unless prohibited by the faculty member for educational reasons, editing and/or proof-reading by another person is not considered cheating
Clarification:

- Students are responsible for maintaining an appropriate demeanor and decorum during examinations (for example: no talking, eyes on your own paper). Books, notes, study aids, coats and personal possessions should be placed well away from your seat.
- Students may not have others conduct research or prepare work for them without advance authorization from the instructor. This includes, but is not limited to, the services of commercial companies.
- Major portions of the same academic work may not be submitted in more than one course.
- Action that destroys or alters the work of another student is not permitted.
- Obtaining a copy of examination questions prior to taking the exam, obtaining a copy of a previous year’s examination or questions, or reproducing a database of test questions from memory is not permitted.
- Gardner-Webb PA students working together and creating study guides are a wonderful, and in many instances essential, part of self-directed learning in an intense graduate medical education program such as our PA program. The key component of that effort results from the actual process of students developing the study guide(s) themselves.
- Furthermore, the study guide or pearls developed by an individual or group who has had access to examinations is highly suspect because of the intrinsic ability and natural propensity to focus narrowly upon exam questions and answers. This puts both students at risk: those developing study guides as well as those receiving those documents at risk for intentionally or unintentionally shining a spotlight on limited test questions and answers which would naturally be interpreted as cheating.
- It is essential that students develop study guides within their own study groups and their own class. With the strongest of possible recommendations students should not to share notes, recommendations, questions, answers, pearls, study guides or any other information between two different year classes. By virtue of the fact that one class has seen examination including past questions and answers, it would open all parties involved to a potential accusation of cheating.

Collusion

Collusion occurs when two or more students work together to produce individually submitted work without the permission of the faculty member. Collusion also occurs when one student produces work and knowingly allows another student to copy it and submit that copy for assessment. In such a case, both students will be considered to have colluded. Similarly, any student who helps another student to commit any type of academic dishonesty is considered to have colluded. This includes sharing assessment scenarios, what is being tested or performed in lab simulations, skills and OSCE prior to all students completing the assessment potentially giving the student an unfair advantage.

Fabrication/Fraud

Fabrication/Fraud is the unauthorized falsification or invention of any information, data, or citation in an academic exercise. It also includes, but is not limited to, the presentation of information or data not collected in accordance with standard applicable ethical guidelines; the failure to include an accurate account of the method by which the data were gathered or collected; or any attempt to deceive an instructor, faculty member, or administrative officer of the university regarding academic work.
Obtaining an Unfair Advantage

Obtaining an unfair advantage includes activities that directly or indirectly compromise fair assessment or grading or constrain other students’ abilities to successfully complete their assignments. These activities include, but are not limited to:

- Stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the time authorized by the faculty member.
- Stealing, destroying, defacing or concealing library or other reference materials with the result that others are deprived of their use or that the faculty member cannot check students’ work.
- Possessing, using, or circulating previously administered examinations, unless authorized by the faculty member.

Plagiarism

Plagiarism is representing the words, expressions, productions or creative works of another as one’s own in any academic exercise. Examples of plagiarism include, but are not limited to:

- **Complete plagiarism** occurs when an essay or other work has been copied word for word from another source or sources (e.g. purchase or copying of an online paper) without citation and/or without any original contribution by the student.
- **Partial plagiarism** occurs when another work has been used by a student as part of an assessment or project without proper acknowledgement of the original source. Because of the accessibility of the internet, partial plagiarism can easily occur if students cut and paste from web pages.
- **Improper paraphrasing** occurs when a student changes one or two words in order to make the copied work look like original work instead of properly paraphrasing and citing the material.
- **Insufficient citation** occurs when a student cites a source one time and not again for subsequent uses of the source.
- **Self-plagiarism** occurs when a student reuses his or her own work or data without permission of the faculty member. Even when using one’s own material, it must be cited properly. Also, using the same work for different courses without permission of the faculty members is self-plagiarism.

Procedures for Violations in the Code of Academic Integrity

If a student is accused of, and charged with, violating the Code of Academic Integrity by the professor in the course, the professor will initiate a Report of Academic Dishonesty form. The form will describe the alleged violation in full. The form will be delivered to the student either in person, by registered mail, by email, or by fax. The student is required to enter, on the report, a plea of either Responsible or Not Responsible within two business days. No response is considered as Responsible.

**Responsible**

A plea of Responsible means that the student is not contesting the allegation and accepts the
penalty to be imposed by the Academic Progress Committee (APC). If the APC decision is ‘dismissal from the program,’ the completed Report of Academic Dishonesty will be sent to the Dean of the School of Physician Assistant Studies who forwards a copy to the Chair of the Graduate Council and Dean of Graduate Studies.

**Not Responsible**

A plea of Not Responsible means that the student is going to appeal the allegation and the APC recommended penalty. This plea requires that a written explanation be filed with the Chair of the Graduate Council within seven days of the date of the plea. The written explanation should include all of the circumstances and the grounds for contesting the charges. The APC sends the Report of Academic Dishonesty, and the student sends his/her written explanation, to the Dean of the School of Physician Assistant Studies who forwards a copy to the Chair of the Graduate Council and the Dean of the Graduate School.

When the Chair of the Graduate Council receives the completed Report of Academic Dishonesty and the student’s written explanation, the Chair, in consultation with the Dean of the Graduate School appoints an Appeals Committee composed of the Chair and two other members of the Graduate Council. The Appeals Committee examines the Report of Academic Dishonesty and the student’s written response. The committee may hear from the professor and the student, if they wish to appear before the committee. Attending, however, is optional. As this meeting is a purely academic proceeding, *no legal counsel, friends, or family members will be allowed to attend or participate.* The appellant student may, however, request participation by other students or non-program faculty with approval of the Program Director. *Proceedings may not be recorded in any manner (audio, video, digital, etc.)*

The committee decides whether to uphold or overturn the faculty member’s allegation and the APC proposed punishment. It reports its findings to the Graduate Council, the APC, and the student. Once the Appeals Committee makes its report, either the faculty member (filling the allegation) or the student may appeal the findings to the Provost within seven days, only on the basis of additional evidence, improper procedure, or a punishment inconsistent with the offense. The Provost may decide to hear the appeal or deny a further hearing. The Provost’s decision is final.

**Penalties**

A graduate student who fails a course due to academic dishonesty will receive a grade of F on his/her transcript and will then be dismissed from the program. Please refer to the dismissal policy.

**PROFESSIONAL BEHAVIOR**

**Documents Defining Professional Behavior**

“Professionalism is the expression of positive values and ideals in the delivery of care. Foremost, it involves prioritizing the interests of those being served above one’s own. Physician Assistants must know their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency or mental illness. Physician Assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient
population and adherence to legal and regulatory requirements.” (Competencies for the Physician Assistant Profession, joint statement of the NCCPA, ARC-PA, PAEA and AAPA).

When a student accepts admission into the Physician Assistant Program at Gardner-Webb University, it is assumed that the student thereby agrees to conduct him or herself in accordance with the ethical standards as set forth in AAPA policy.

- American Academy of Physician Assistant’s Guidelines for Ethical Conduct

In addition students are expected to adhere to the University and the PA Program’s ethical and professional expectations.

**Standards of Conduct**

Physician assistant students must conduct themselves in a highly professional manner consistent with the patient care responsibilities with which they will be entrusted during their training in the program. Students must adhere to the following standards. Failure to do so will result in referral to the Academic Progress Committee and may result in disciplinary sanction, or dismissal from the program.

**Respect:** Students are expected to treat all patients, faculty, program staff, clinical preceptors, and fellow students with dignity and respect. Conflicts should be resolved in a diplomatic and reasoned manner. Students should be sensitive and tolerant with regard to diversity in the student and patient population. Physician Assistant training involves a close working environment with other students and includes physical examination of fellow students and discussion groups that may reveal information of a personal nature. These situations must be approached with respect for the privacy, confidentiality, and the feelings of fellow students. The program will not tolerate incivility by any member of the PA community. Examples of incivility include rude, sarcastic, obscene, disruptive or disrespectful remarks or behavior, verbal or physical threats, or damage to property.

- Sensitive/responsive to needs of others
- Sensitive/responsive to culture, age, gender and disabilities of others
- Puts others interests before own
- Provides assistance/comfort to others

**Flexibility:** Physician assistant training involves instruction from practicing clinicians with unpredictable schedules. At times lectures or clinical sessions may need to be adjusted with short notice. We believe the advantages of utilizing practicing clinicians outweigh this inconvenience and ask students to be flexible and tolerant of changes.

- Attends required activities/arrives on time
- Reliable, dependable, completes tasks fully and in timely manner
- Accepts appropriate share of team work
- Self-motivated, organized, and prepared
- Accountable to patients, society, and the profession
- Adapts well to stressful/changing circumstances

**Behavior:** Students are expected to behave in a responsible, reliable and dependable manner. The student must project a professional image in manner, dress, grooming, speech and
interpersonal relationships that are consistent with being a medical professional. The student should recognize his/her personal limitations and biases, whether they are intellectual, physical or emotional and strive to correct them. He or she must demonstrate the professional and emotional maturity to manage tensions and conflicts and should seek professional help when necessary. Success in the Physician Assistant profession requires certain behavioral attributes including: empathy, discipline, honesty, integrity, the ability to work effectively with others in a team environment, and the ability to address a crisis or emergency situation in a composed manner.

- Respectful, cooperative (team player), builds atmosphere conducive to learning
- Acknowledges and values diversity, talents, skills, contributions of others
- Communicates effectively (verbal and written)
- Good interpersonal skills (develops appropriate professional relationships with peers, faculty, physician supervisors and other health care providers)
- Recognizes/maintains appropriate boundaries
- Displays tact and self-control

The College of Health Sciences (CoHS) is comprised of the Physician Assistant Program, the Hunt School of Nursing (which itself has multiple programs), Athletic Training, and Exercise Physiology. These programs – and the PA program – hold classes during the day, evening and weekends. While some rooms may be designed for a specific program, the reality is that all rooms remain part of the CoHS and are utilized at various points in time by multiple classes from all programs, both from within and outside the CoHS, regardless of the primary designation for a specific room. As such, we do not own any classrooms, conference rooms or labs and we are all guests in any of our rooms just as our colleagues are guests in any of their rooms. Part of being a good guest is cleaning up after oneself at the end of each and every day. Students may bring in reasonable items, such as seat cushions, to make themselves more comfortable. If cold, bring a sweater or sweatshirt and layer. Hospitals and medical offices do not allow providers to layer with a blanket or quilt, nor would it be appropriate at a medical conference, so please don’t expect to do so in the CoHS. All items must be removed when vacating a room and items that are abandoned in rooms will be turned over to lost and found at the end of each day and may be discarded.

**Integrity:** Integrity is the quality of consistency and steadfast adherence to a defined code of ethics. It includes honesty and soundness of mind and body. Students are expected to demonstrate integrity by following all policies in the GWU Student Handbook, including those pertaining to academic dishonesty and unethical behavior. Physician Assistant students are also expected to display the highest ethical standards commensurate with work as a health care professional. These are outlined in the *Guidelines for Ethical Conduct for the Physician Assistant Profession* published by the American Academy of Physician Assistants.

- Accurately portrays personal qualifications
- Displays professional presentation (dresses appropriately and good personal hygiene)
- Performs in accordance with regulatory and legal requirements (follow the rules), as well as the appropriate role of the physician assistant
- Committed to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
• Recognizes limitations and seeks, accepts and incorporates constructive feedback
• Behaves honestly/appears trustworthy

Student Identification

Students will ALWAYS introduce themselves to patients, patient family members and clinical site staff by stating their full name and position title – “Physician Assistant Student.” Students will wear a short white lab coat – emblazoned with the Gardner-Webb University Physician Assistant Program logo – during all assigned clinical activities unless wearing the coat is inappropriate based upon the activity being performed (e.g. operating room). Students will wear the Gardner-Webb University Physician Assistant Program name badge whenever they are in a health care facility, clinic or physician office in their official capacity as a student of the PA program. The identification name badge should be affixed to attire on the upper chest and not below the chest area (i.e. not on belt, pants or skirt).

Dress Code

Students should maintain a professional appearance and dress appropriately whenever they are representing GWU and the PA profession in any setting. Being neatly dressed and well-groomed exemplifies professionalism. Students should adhere to the following dress code:

• Clothing: Business casual attire or scrubs in lab (see below):
  o Clean/neat Gardner-Webb scrubs and closed toed shoes are to be worn only on dates and times as assigned by course director.
  o Clothing should allow for adequate movement during patient care, and should not be tight, short, low cut or expose the trunk or undergarments.
  o Students are not to wear flip-flops, shorts, cut-offs, hats, jeans, clothing with rips/tears, sweat clothing, workout attire, short skirts/tops, halter type tops, tank tops or T-shirts.

• Jewelry: Watches, wedding bands and/or engagement rings are permissible.
  o Earrings - no more than two earrings per ear, no dangling, oversized earrings, or gauges permitted.
  o No excessive jewelry.
  o No other visible body piercing.

• Nails: Fingernails should be kept trimmed. No artificial nails are allowed.
  o Nails should be no longer than ¼ inch long (the “white” part). When looking at the palm of your hand, you should not see your nails.

• Tattoos: Students should make all attempts to cover visible tattoos.
• Perfume / after-shave: No excessive or heavy perfumes, after-shave or colognes.
• Hair: Hair should be clean and arranged so as not to interfere with providing patient care. If hair length is past the shoulders, it should be tied back during skills examinations and on clinical rotations. Facial hair should be neatly trimmed.
• Nametags: Proper photo identification as a PA student is mandatory at all times and must be University issued. ID must be available while in the classroom.

Clinical supervisors, preceptors, or GWU PA faculty reserve the right to ask a student who is
inappropriately dressed to meet regarding the issue and/or to leave the classroom and/or clinical site.

**Confidentiality**

Students must respect the confidentiality of patients and fellow students and are not permitted to discuss any patients or fellow students by name outside the clinical or academic setting. Students should not discuss other students with preceptors. For academic presentations and history and physical assignments, all patient identifying data, including name, initials, date of birth, and facility where seen will not be included.

**Improper use of Materials**

Copyrighted materials available in class are for educational use only. One copy is permitted per student for educational purposes. Redistribution of copyrighted material is not permitted.

**Use of Electronic Devices**

Students are prohibited from using phones or tablets/iPads, texting, instant messaging, or Websurfing during any academic exercise. Academic exercises include but are not limited to lecture, group work, and lab activities. Electronic devices may ONLY be used by students when an instructor permits their use for a particular exercise.

**Use of Social Media**

Students are discouraged from posting any information about other students, or faculty, on any social networking site (e.g. Facebook) without the consent of the individual and the prior approval of PA faculty. Posting derogatory information is a violation of the PA program’s as well as the university standards of professional behavior and subject to disciplinary action as stated in the Evaluation of Professional Behaviors section (below). Under no circumstances are students to make any posting regarding patients, preceptors, and/or clinical activities. Any and all postings must adhere to all federal, state, and professional organizational rules and regulations. Faculty who use social media do not interface with students in the PA program (e.g. faculty do not “friend” students on Facebook).

**Recording of PA Program Activities**

Students are strictly prohibited from photographing, recording, or videotaping any activity that occurs at clinical rotation sites. Such actions may be illegal and are cause for disciplinary action that may result in dismissal from the PA program.

Students must obtain written permission prior to recording or videotaping lectures, small group or laboratory sessions. Recordings may be shared with other students for the purpose of successfully learning or completing course material but may not be used for any other purpose. Failure to comply with these guidelines constitutes a violation of the PA program’s standards of professional behavior subject to disciplinary action.

**Behavior Related to Specific Prior Knowledge, Experiences, or Skills**
Students with specific prior knowledge, experiences, and skills may assist faculty in didactic and laboratory sessions to share their knowledge and skills. Students will not, however, be the primary instructor or instructor of record for any component of the curriculum and must subordinate to the Instructor of Record.

OVERALL EVALUATION OF STUDENT PERFORMANCE

Evaluations of Professional Behavior

In concert with the core competencies for the Physician Assistant profession, the faculty of the Masters of Physician Assistant Studies Program at Gardner-Webb University has established standards for evaluating the professional conduct of all students. This evaluation of professional conduct is indirect compliance with the core competency of professionalism that is required of practicing Physician Assistants in their daily clinical life. Professionalism is noted during all phases of the PA program and inappropriate behavior will be addressed by faculty or staff as warranted. Unprofessional conduct may result in the student being asked to meet with their advisor, referral to the APC for disposition which may include remediation, failure of a course and/or dismissal from the program.

Assignments and Assessments

Assignments and assessments are given at the discretion of the instructor as delineated in the course syllabus.

GRADES

It is the Course Director’s decision to determine the grading components and associated weights for a course. The Course Director will determine the type of assessment instrument(s) to be used in the classroom. Course syllabi provide course content and course expectations. It is the student’s responsibility to become familiar with this information. The cumulative average is calculated as all course averages multiplied by semester hours per course, then divided by total semester hours.

INCOMPLETES

The grade of Incomplete (I) is an option when part of the work for the course remains to be finished at the completion of that course. A grade of Incomplete can only be given if the Course Director agrees that there were circumstances beyond the student’s control, which resulted in a failure to complete the required work. The Course Director will determine the length of time the student has to complete the required coursework. The plan for completing the coursework, including the completion date, must be in the form of a written agreement between the student and the Course Director and will be placed in the student’s file. If the completed coursework does not result in a passing grade, the Incomplete will be submitted as an “F”. If the student fails to complete the required coursework in the time allotted, the grade will convert to an “F” and will be on the transcript permanently.
REMEDIATION

Student progress is monitored and documented in a manner that promptly identifies deficiencies in knowledge or skills and establishes means for remediation as described herein.

- Remediation is required for:
  - Any test score below 75% in the didactic year
  - Failing to meet minimum competencies during a skills exam
- Remediation may be required for:
  - Unprofessional Conduct

Remediation: Assessments and Exam failures, Academic Warning and Consequences

Prior to offering remediation to any student, the APC must determine if the student is eligible for remediation based on the student’s prior academic and professional program performance.

If a student scores below a 75% then remediation is required. An academic warning will be issued for the student for the semester in which the assessment or exam failure occurred.

- The Course Director or designee will offer a remediation assessment within one week of an identified deficiency during the didactic phase of the program. Failing this remediation with a score below 75% will result in one additional opportunity to learn the material and represent for a second remediation assessment. If the student fails this testing, it will result in the student being referred to the Academic Progression Committee (APC).
- Remediation of assessments and End of Rotation examinations during the SCPE phase of the program will be made in a timely manner and re-evaluation or examination performed as designated by the Director of Clinical Education or Associate Director of Clinical Education, taking into account the students clinical rotation schedule, return to campus days for proctored exams and availability of rotations.
- If the student remediates the assessment successfully, the student remains on academic warning for the semester. Should a student at another time in the same academic semester score a failing grade on another exam or skills evaluation, the student will be referred to the APC.
- The responsible Course Director or faculty member will complete the Academic Warning form and submit it to the PA office, document remediation efforts and outcomes using the remediation form, and return the completed remediation form to the PA office for placement in the student’s official file.
- The goal of this policy is to help the student identify and master the material, not to improve the numerical grade. The Course Director will be responsible for coordinating the remediation assessment.

Program Performance: <80% Program Average, Academic Probation and Consequences

- Students with a cumulative weighted course average of below 80% at the end of any semester will be placed on academic probation. The academic probation will be in effect for the duration
of the subsequent semester. At that time the probation will be removed, assuming the student’s performance has improved to the minimum expected cumulative weighted course average of 80%.

- If the student on academic probation has a program average below 80% at the end of the following semester, the student will be referred to the APC committee for dismissal from program.

- If the student on academic probation improves their program average equal to or above 80% during the following semester, the student will return to good academic standing.

- If a student who has been on academic probation has a program average of less than 80% during any subsequent semester within the program, the student will be referred to APC for dismissal.

SPECIAL COURSES: Risk of dismissal for course failure

- A Pre-Clinical Seminar (MPAS599) score less than 75% on any component requires remediation. Students who do not pass one or more components on the first attempt will be identified as “at-risk” and will meet with the faculty team who will formulate and implement a remediation plan, including a scheduled date for a second attempt to pass the exam. When retesting is required, the repeat assessment will be scheduled within one week. Failure to pass on the second attempt will result in referral to the Academic Progression Committee. In the event of a second failure, retesting will be repeated within five weeks of the second failure. When a student fails a third attempt, they will be dismissed from the program. Students must demonstrate standards and competencies needed to progress to the clinical phase of the program. Prior to the start of the Supervised Clinical Practice Experience (SCPE) students must successfully complete all prior coursework including the Pre-Clinical Seminar. Please see this course’s syllabus for further details.

- A Clinical Summative Evaluation (MPAS654) combined score of less than 75% requires remediation. Furthermore, students who do not pass one or more components on the first attempt will be identified as “at-risk” and will meet with the faculty team who will formulate and implement a remediation plan, including a scheduled date for a second attempt to pass the exam. When retesting is required, the repeat assessment will be scheduled within one week. Failure to pass on the second attempt will result in referral to the Academic Progression Committee. In the event of a second failure, retesting will be repeated within five weeks of the second failure. When a student fails a third attempt, they will be dismissed from the program. A student is expected to meet performance expectations of an entry level graduate Physician Assistant at this juncture.

EXAMINATION PROCEDURES

Exam Integrity
• To maintain exam validity and academic integrity, students may not make inquiry about exam items or content during the administration of the examination or assessment.
• If problems related to exam administration are encountered, the examination proctor should be notified immediately.
• During an examination, students may not have, at their desk or on their persons
  o Caps or hats
  o Written material of any kind
  o Electronic devices, unless approved by the Course Director
• Students should not leave the room during an exam. However if a student needs to use the rest room, they must leave all of their exam materials and electronic devices on the proctor’s desk.
• Cheating is a violation of the school’s policy on academic honesty and grounds for dismissal.

Computerized Testing Integrity

Courses may use computerized testing to assess knowledge. The following parameters apply to all computerized, on-site, proctored examinations:

• All backpacks, notes, cell phones, and any items other than your computer must be removed from the table and put to the front/side of the room prior to the start of the exam.
• No questions will be permitted during a test. If there is a question about the test, please contact the Course Director after completion of the exam by all students.
• The student should raise his/her hand if computer difficulties develop.
• When a test is open, no other windows may be open simultaneously (unless otherwise instructed). The testing screen must be fully maximized.
• When the student has completed the exam, he or she must exit the room quietly.
• Once a student has left the room, they may not return until everyone has completed the test.

Late for an examination or other timed assessment

• Students are expected to arrive 10 minutes prior to the scheduled start time of an examination allowing time to set up laptop computers when needed, etc. Exams will begin on time.
• Students arriving after an examination has begun will be allowed to take the examination, but no additional time beyond the scheduled conclusion will be allowed.
• If a student arrives for an examination after another student has completed it and left the room, he or she will not be allowed to take the examination and therefore receives a score of zero (0).
• Recurrent tardiness is considered unprofessional and may result in formal evaluation of a student’s professionalism and remedial action.

Missed examination

• Due to personal emergencies or other exceptional circumstances, a student may miss sitting for an exam. If this occurs, it is the responsibility of the student to inform the Course Director
within 48 hours. The student must also complete, sign, and submit an Excused Absence Request Form (with an explanation and documentation supporting the absence) to the Course Director within 72 hours of missing the exam (see Appendix 6: Excused Absence Request). The Course Director will consider the request and, only if satisfactory evidence is presented, may allow the student to take the exam on the next scheduled class date.

- An absence will automatically be considered unexcused if the Course Director is not notified within 48 hours.
- The Course Director will consider each request on its individual merits and all decisions for either approval or denial shall be final.
- Unexcused absence from an examination will result in a grade of zero (0) on that exam.
- If excused, the student must be prepared to take the exam on the day they return to class. The actual timing of the exam will be at the discretion of the Course Director and the make-up exam may not be the same as the original exam. Except in circumstances relative to the Pre-Clinical Comprehensive Evaluation and Program Summative Evaluation, written examinations are given only once (there are no re-examinations).

Dissemination of Examination Results

Results of student examinations will be provided within a reasonable time following the exam. Grades will be accessible via the online learning management system Blackboard. Assessment grades will not be given over the telephone or via email.

Assessment Challenge

- The PA Program will retain electronic copies of student examination grading and written assignments not returned to students until after graduation or three years (whichever comes first) in order to address any concerns re: the assignment or recording of a grade. After that time, materials will be shredded to preserve the confidentiality of the student. The PA Studies program utilizes the delineated graduate school academic policy in the event of final grade challenges.

- Mechanical errors, such as mismarking answers, are the responsibility of each student and no grading adjustments will be made. Students may bring grading errors to the attention of the program by returning their grade report to the Course Director with a note regarding the error, but challenges to questions are not accepted.

- The Course Director will review reliability of exam questions using test item analysis. Every attempt is made to eliminate variables that interfere with the ability to meaningfully interpret scores or ratings from flawed items such as ambiguity, one or more correct answers, or no correct answer. Students should recognize that there are different levels of questions and that, as they progress through the program, initial questions eliciting recall of information will quickly develop into questions stimulating students to think about situations resembling the real life ones they will face in the future. The Course Director assesses the test results and, if criteria met and deemed appropriate, the Course Director may adjust student test scores.
ACADEMIC PROGRESSION AND GRADUATION REQUIREMENTS

Graduation Requirements

In order to graduate from the GWU Physician Assistant Program and be awarded the Master of Physician Assistant Studies degree, students must:

- Pass all courses (minimum 75% final grade in each course)
- Have a minimum cumulative grade average of 80% (The cumulative average is calculated as all course averages multiplied by semester hours per course, then divided by total semester hours)
- Successfully pass all components of the Summative Evaluation as delineated in the course syllabus
- Complete payment of all tuition, program fees, and library charges.

ACADEMIC PROGRESSION COMMITTEE

The Academic Progression Committee (APC) will review each student’s scholastic achievement record, clinical learning progress, and professional behavior at the end of each semester, and as needed during the student’s progression through the program. The academic and clinical standards that must be met by each student are outlined above in the Graduation Requirements. If a student fails to meet academic, clinical, and/or professional standards, the Committee will meet with the student in question. Depending on the nature of the academic, clinical, and/or professional deficiency, the APC may recommend to the Executive Committee and Program Director that a student return to good academic standing, be placed on academic probation, decelerate in the program, or be dismissed from the program. Any decisions made by the APC on a student’s status take into consideration factors that include, but are not limited to, the student’s past performance, whether academic or clinical, current academic standing, mitigating circumstances, and demonstration of behavioral change. Therefore, the committee may determine that a student should or should not be on probation or dismissed for reasons that are not otherwise defined as automatic indications for such academic status.

Performance on Course Assessment Components

Students who fail a component of assessment within a course, but do not fail the course, must communicate with their course director to establish an academic remediation plan. Advisors who identify weaknesses during advising or consistently low assessment components of a course may recommend formal study plans.

Didactic Phase Progression

The GWU PA program is a “lock-step” curriculum with subsequent components building upon early components. It is impossible to step out of one portion of the program and continue with other portions. Students must adhere to all University withdrawal policies and procedures and should be aware that there may significant tuition and/or loan implications associated with their actions.
ACADEMIC STANDING DEFINITIONS

It is the responsibility of the student to know his/her academic status. Students not in good standing may not hold elected or appointed student leadership positions.

1. **Good Standing without Academic Warning**: Status of a student who has met course and clinical requirements in a satisfactory manner, and has demonstrated appropriate professional behavior.

2. **Good Standing with Academic Warning**: Status of a student whose performance in an academic course or clinical rotation grade places him/her in jeopardy of falling below the minimum stated standards, or who has exhibited inappropriate professional behavior.
   - Example includes but not limited to: A student who receives a grade of less than 75% on any assessment will receive an academic warning and should meet with the Course Director or designee.

3. **Academic Probation**: Status of a student whose performance in the program has fallen below acceptable academic standards or who has exhibited unacceptable professional behavior.
   - Examples include but are not limited to: Failure of more than one assessment or a cumulative program average of less than 80% will result in referral to the APC for consideration of academic status change.

4. **Dismissal**: Action whereby a student is dismissed from the GWU Physician Assistant Studies Program due to failure to adhere to program standards including but not limited to academic, clinical, and/or professional standards. Dismissal will occur after review of the student’s academic and/or professional deficiency by the Academic Progression Committee results in referral for dismissal, and final determination is made by the Program Director, and the Dean of Graduate Studies.
   - Examples include but are not limited to: Cheating, plagiarism, conviction of a felony, moral turpitude, positive drug screen without medical review officer approval or refusal to submit to a drug screen, multiple exam failures, course failure, or significant professional conduct violation.

For the purposes of reporting to outside organizations and agencies, categories 1 and 2 will be reported as good standing.

GRIEVANCES AND APPEALS

**Department of Physician Assistant Studies Grievance Policy**

Graduate students in the Physician Assistant Studies Program who feel they have grounds for an appeal or a grievance related to policies and procedures of the Physician Assistant Program other than a grade appeal, must first utilize the following steps:

- The student who has a specific problem or grievance should first discuss the problem or grievance with the faculty or instructor involved.
- The grievance/appeal must be initiated through the formal process within the academic semester when the concern was raised.
• Once the student has identified the issue(s) giving rise to the grievance/appeal, new issues may not be introduced at a later stage unless the student can demonstrate that:
  o She or he could not reasonably have known about these issues;
  o The new issues have direct and pertinent bearing on the grievance/appeal, highlighting aspects that would otherwise be unclear.
• The faculty or instructor named in the grievance must be prepared to defend the decision or action on the basis of departmental policy, professional standards, or sound professional judgment.
• If a satisfactory resolution with the faculty or instructor is not achieved, the student may appeal to the PA Program Director, who will attempt to reconcile the differences between the student and the faculty or instructor within two weeks of the issue being raised.
• The PA Program Director shall send a letter to the student and the faculty or instructor named in the grievance documenting that the meeting occurred and confirming the decision that was made.
• If the student believes that the issue was not resolved at that level, the student shall submit a written request to the Executive Committee. If the grievance is with the PA Program Director, the student can bypass the initial grievance process and appeal directly for a hearing by the Program’s Grievance Committee.
• The GWU PA Grievance Committee will be an ad hoc committee consisting of at least three (3) faculty members in the PA program.
• The written request must detail:
  o Identification of the issue involved with supporting documentation;
  o A description of the appeal or grievance; and
  o A description of the action(s) taken by the student, faculty or instructor, and the PA Program Director.
• The faculty or instructor named in the grievance and the Program’s Grievance Committee will be provided a copy of the student’s written request and the faculty or instructor named in the grievance will have the opportunity to provide the Grievance Committee and the student with a written response to the student’s complaint.
• The Grievance Committee will review the documentation provided by the student and the instructor and if the committee members need additional information, they will request either an interview with the involved parties or supplemental written documentation.
• The Grievance Committee will render a decision in writing no later than 30 days after receiving the additional required information. This decision will include a justification for the decision. Copies of the written decision shall be provided to the student and others who have been involved in the appeal process and will be placed in the student’s file as a part of the permanent record. If the decision rendered by the Program’s Grievance Committee does not resolve the complaint, the student may proceed to the next level of appeal, following the guidelines provided in the Graduate College Policies. [http://www.gardner-webb.edu/](http://www.gardner-webb.edu/)

DISMISSAL APPEAL PROCESS

For the purposes of the dismissal appeals process, the Program adheres to Gardner-Webb University’s process. All appeals must be submitted to the Program Director in writing within five (5) working days.
of the Program action being appealed. The Program faculty will review appeals and a decision will be rendered within ten (10) working days after the appeal was received. Students will be invited to attend the faculty discussion and allowed to present their case and respond to questions. Attending, however, is optional. As this meeting is a purely academic proceeding, no legal counsel, friends, or family members will be allowed to attend or participate. The appellant student may, however, request participation by other students or non-program faculty with approval of the Program Director. Proceedings may not be recorded in any manner (audio, video, digital, etc.).

Students wishing to appeal the PA Program decision should address a letter to the Chair of the Graduate Council, stating the reason for the appeal and explaining the circumstances. If the student is asked to appear before the Council, he or she may bring a representative from within the University to act as counsel. Outside representation will not be allowed to attend (family members, lawyers, etc.). Deadline for any appeal is seven (7) days after the date of the PA Program decision being appealed (date of student receiving the rendered decision in any form). All academic appeal decisions rendered by the Graduate Council are final.

WITHDRAWAL

Students are permitted to withdraw from the program at their discretion following the University defined procedure. Unless a leave of absence is requested and granted, withdrawal from any individual course will not allow a student to progress in the program and therefore constitutes withdrawal from the program.

DECELERATION

At the discretion of the Academic Progression Committee, deceleration may be allowed in the rare event that a student is granted a leave of absence. Students may either proactively request a leave of absence when personal (non-academic) circumstances arise, which jeopardize the likelihood for successful completion of their studies.
<table>
<thead>
<tr>
<th>Didactic Education - First Year</th>
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<td><strong>Spring I</strong> - PA Core Curriculum (16 SH)</td>
<td><strong>Summer I</strong> - System Based Module 1 (16 SH)</td>
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<td>MPASS540 PA Medicine I (10 SH)</td>
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<td>MPASS506 Medical Physiology (3 SH)</td>
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<tr>
<td>MPASS508 History and Physical Exam (3 SH)</td>
<td>MPASS531 Professional Development (1 SH)</td>
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<td>MPASS512 Clinical Pharmacology (3 SH)</td>
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<tbody>
<tr>
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<td><strong>Summer II</strong> - Rotations (3 to 6 SH each)</td>
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</tr>
<tr>
<td>MPASS560 PA Medicine III (11 SH)</td>
<td>MPASS620 Family Medicine (6 SH)</td>
<td>MPASS628 Emergency Medicine (6 SH)</td>
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<td>MPASS621 Pediatrics (2 SH)</td>
<td>MPASS632 Mental Health (3 SH)</td>
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<tr>
<td>MPASS561 Pediatrics (2 SH)</td>
<td>MPASS622 Women's Health (3 SH)</td>
<td>MPASS634 Sum/RAD (0 SH)</td>
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<tr>
<td>MPASS533 Professional Development II (1 SH)</td>
<td>MPASS624 Internal Medicine (6 SH)</td>
<td>MPASS638 Elective (6 SH)</td>
</tr>
<tr>
<td>MPASS590 Emergency Medicine (3 SH)</td>
<td>MPASS625 General Surgery (6 SH)</td>
<td>MPASS640 Professional Development Clinical (1 SH)</td>
</tr>
<tr>
<td>MPASS591 Professional Development Clinical (1 SH)</td>
<td>MPASS599 Preclinical Semi (1 SH)</td>
<td>MPASS642 Professional Development Clinical II (1 SH)</td>
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<td>MPASS592 Professional Development Clinical II (1 SH)</td>
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<td>MPASS593 Professional Development Clinical III (1 SH)</td>
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**Clinical Education**

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<tr>
<th>Spring III - Rotations (3 to 6 SH each)</th>
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<tbody>
<tr>
<td>MPASS640 Clinical Development I (3 SH)</td>
<td><strong>Time for review &amp; professional planning</strong></td>
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<td>MPASS641 Clinical Development II (3 SH)</td>
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<td>MPASS642 Clinical Development III (3 SH)</td>
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<td>MPASS643 Clinical Development IV (3 SH)</td>
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<tr>
<td>MPASS644 Professional Development Clinical III (1 SH)</td>
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**Although all Clinical rotations must be completed, they will most likely not follow the example given. The exact order of rotations will depend upon site availability and schedule coordination.**
PHYSICIAN ASSISTANT STUDIES GRADUATE COMPETENCIES

The following represent the competencies that all GWU PA graduates will embody at the end of their training.

1. The student will obtain and record a complete and accurate medical history from any patient in any setting. **Outcomes**: The student will:
   1.1 Establish effective rapport with patients and their families in a manner that will enhance the history taking process
   1.2 Obtain and record a complete and accurate chief complaint
   1.3 Obtain and record a complete and accurate history of the present illness that includes the symptom location, quantity, quality, timing, setting, aggravating and relieving factors, and other associated factors
   1.4 Obtain and record a complete past medical and surgical history, psychosocial history, and family history
   1.5 Obtain and record a comprehensive review of systems noting pertinent positive and negative findings as they relate to the history of present illness
   1.6 Obtain and record interval history pertaining to ongoing disease states
   1.7 Obtain a problem-focused history
   1.8 Obtain and record a follow-up history of an improved or deteriorating patient condition
   1.9 Obtain and record the medical history components from patient friends or family when necessary

2. The student will perform a complete or problem-focused physical examination on any patient in any setting. **Outcomes**: The student will:
   2.1 Demonstrate techniques of gaining patient confidence and providing reassurance about the examination in a manner that will enhance the collection of data and maintain patient dignity
   2.2 Distinguish normal from abnormal physical examination findings for males and females of any age group
   2.3 Demonstrate the appropriate use of the necessary instruments and tools for the physical examination with proper techniques that incorporate Universal Precautions
   2.4 Perform and record the findings from a comprehensive physical examination
   2.5 Demonstrate ability to alternate the sequence and content of the physical examination to correspond with the special needs of the patient and the presenting complaint
   2.6 Perform and record a problem-focused physical examination utilizing conventional formats and nomenclature

3. The student will interpret and synthesize the information derived from the history, physical examination and other patient related data to guide the formulation of a thorough differential diagnosis. **Outcomes**: The student will:
   3.1 Formulate a problem list and a differential diagnosis for each patient problem identified during patient encounters
   3.2 Demonstrate deductive reasoning skills in processing clinical data in the development of a differential diagnosis

4. The student will order, perform and interpret appropriate diagnostic procedures and laboratory tests based upon the findings from the medical history and physical examination. **Outcomes**: 
Utilizing the data collected from the medical history and physical examination findings, the student will be able to:

4.1 Utilize a problem list or differential diagnosis to identify the diagnostic procedures and laboratory studies that are indicated to aid in establishing the diagnosis

4.2 Educate the patient about the benefits and risks associated with specific laboratory tests and diagnostic procedures

4.3 Demonstrate the necessary skills and techniques to safely and properly collect specimens including, but not limited to:
   A. Collection of blood specimens for laboratory testing
   B. Collection of specimens for aerobic and anaerobic cultures
   C. Venous or arterial blood samples
   D. Capillary blood glucose (finger stick)
   E. Fecal occult blood test
   F. Dipstick urinalysis
   G. Urine samples, sterile and non-sterile
   H. Stool specimens
   I. Tissue samples
   J. Sputum sample

4.4 Order, interpret the results and discuss the implications of laboratory tests including but not limited to:
   A. Urinalysis by dipstick and microscopic examination
   B. Glucose testing
   C. Vaginal specimen
   D. Pregnancy tests
   E. Rapid strep screen
   F. KOH prep for fungal infection
   G. Prostate specific antigen
   H. Complete blood count with differential
   I. Erythrocyte sedimentation rate and C-reactive proteins
   J. Stool for blood, ova and parasites
   K. Electrolytes, liver enzymes, serum lipid profiles, hemoglobin A1c and other commonly utilized blood chemistries

4.5 Order, interpret and discuss the implications of diagnostic procedures, including but not limited to:
   A. 12 Lead EKG
   B. Rhythm strips
   C. Pulmonary function testing

4.6 Order and interpret radiologic studies of the head, spine, chest, abdomen, pelvis and extremities.

4.7 Outline the indications for and analyze the information provided by the following imaging modalities:
   A. CT scans
   B. MRI and MRA
   C. Fluoroscopy
   D. Angiography
   E. Nuclear medicine studies
   F. Ultrasound
   G. DXA scan
H. Mammography
4.8 Identify the techniques and indications for bronchoscopy, upper endoscopy, colonoscopy and flexible sigmoidoscopy
4.9 Examine the techniques and outline the indications for thoracentesis, paracentesis, and lumbar puncture
4.10 Examine the techniques and outline the indications for an excisional biopsy, endometrial biopsy, arthrocentesis and joint injection
4.11 Outline the required preparation for imaging studies and office procedures

5. The student will be able to identify, discuss, perform, and order appropriate therapy and treatment modalities for the management of commonly occurring primary care entities. **Outcomes**: The student will be able to:
5.1 Distinguish between the various electrolyte solutions for intravenous therapy and indications for their use
5.2 Outline the use of blood and blood products, indications, risks and potential complications
5.3 Administer injections intra-dermally, subcutaneously, intravenously, and intramuscularly.
5.4 Educate patients about nutritional requirements and the treatment of nutritionally-related health problems
5.5 Identify medications used for the treatment of medical conditions and their mechanism of action, metabolism, excretion, indications, contraindications, drug-drug interactions and potential side effects
5.6 Manage non-pharmacologic treatment and follow-up of common medical conditions
5.7 Prescribe medications as a part of patient management
5.8 Identify and manage medication interactions and adverse effects
5.9 Outline common complementary and alternative medicine modalities

6. The student will be able to recognize life-threatening conditions. **Outcomes**: The student will be able to:
6.1 Recognize emergency cardiovascular conditions, including life-threatening dysrhythmias, in patients of any age in any setting and initiate standard treatment according to Advanced Cardiac Life Support recommendations.
   A. Perform cardiopulmonary resuscitation
   B. Establish hemostasis or control blood loss of hemorrhaging patients
6.2 Recognize and treat patients with anaphylactic reactions, respiratory distress, drug overdose, accidental poisoning, envenomation, heat illness, dehydration, ocular emergencies, trauma, acute abdominal pain, gynecological and obstetrical emergencies, acute chest pain, pediatric emergencies, congestive heart failure, hypertensive crisis, seizure, altered mental status, alcohol intoxication, hyperglycemia, and diabetic ketoacidosis.
6.3 Assist with or perform commonly encountered emergency procedures including but not limited to:
   A. Endotracheal/nasogastric intubations
   B. Defibrillation or cardioversion
   C. Arterial and venous line placement

7. The student will be able to clearly and effectively communicate with patients, their families, and other medical personnel in a professional manner. **Outcomes**: The student will:
7.1 Present a systematic, clear and concise description of the patient’s chief complaint, history of present illness, pertinent positive and negative findings, laboratory findings, and diagnosis and treatment plan

7.2 Discuss information and counsel patients regarding the diagnosis, prognosis, and treatment of common disorders in a manner that promotes understanding.

7.3 Instruct patients about a variety of health education and disease prevention issues such as self-breast examination, self-testicular examination, skin cancer screening, exercise, weight management and smoking cessation.

7.4 Create medical documentation using a widely accepted format including but not limited to:
   A. Admit history and physical exam
   B. Discharge summary
   C. Progress notes
   D. SOAP notes

7.5 Clearly and effectively communicate in a respectful manner with individuals from diverse cultures, religions, and various lifestyles

7.6 Provide age appropriate anticipatory guidance for patients and their families across the lifespan

7.7 Effectively and professionally communicate bad news to patients and their families.

7.8 Facilitate communication between patients and their families about issues relating to end of life decision-making
   A. Advanced directives
   B. Grieving processes

8. The student will be able to demonstrate the impact that health problems have on the individual and family members and will develop an attitude of professional concern for each patient. Outcomes: The student will:
   8.1 Discuss the physical, psychological, social, and economic impact that health problems create for patients and their families
   8.2 Appraise patient encounters from an objective perspective necessary for rational assessment and treatment of the patient’s health problems
   8.3 Recognize the importance of preventative health care education for patients to prevent future disease states
   8.4 Discuss difficulties encountered by patients attempting to adhere to prescribed therapeutic regimens and treatment plans
   8.5 Recognize the right of the patient as a health care consumer to be informed regarding their physical status, therapy, costs, therapeutic alternatives, prognosis, and services available
   8.6 Recognize the patient’s right to privacy and confidentiality and treating privileged information with professional discretion

9. The student will be able to utilize critical thinking skills through the use of evidence-based medicine. Outcomes: The student will:
   9.1 Transfer clinical information needs into answerable clinical questions
   9.2 Identify the best available evidence to answer clinical questions
   9.3 Critically evaluate the available clinical evidence for its validity and usefulness
   9.4 Apply the findings of the appraisals to the specific clinical scenarios/questions
   9.5 Demonstrate skills necessary for life-long learning
10. The student will be able to articulate the unique role of the physician assistant in the medical team. **Outcomes:** The student will:

  10.1 Adhere to the tenants of ethical medical practice as a PA
  10.2 Articulate the collegial and interdependent relationship of the PA and the physician
  10.3 Integrate the role of the PA with the roles of other members of the interdisciplinary health care team
  10.4 Explain the legal responsibilities of the PA-patient relationship
  10.5 Articulate an understanding of the history and milestones of the PA profession
  10.6 Describe the mechanisms of licensure, certification and recertification for the PA profession

11. The students will possess a working knowledge of the American health care delivery system. **Outcomes:** The student will:

  11.1 Utilize community resources in health care delivery
  11.2 Coordinate health care services including, but not limited to:
      A. Care provided by multiple providers
      B. Specialty consultations and referrals
      C. Consultations with other members of the health care team
      D. Complementary and alternative health care
      E. Ancillary services
  11.3 Employ risk management practices including continuous quality assurance
  11.4 Utilize best practices to minimize the risk of medical malpractice
  11.5 Utilize and employ current knowledge of reimbursement issues including documentation, coding and billing practices

12. The students will exhibit ethical behavior and professional conduct. **Outcomes:** The student will:

  12.1 Provide competent, compassionate and respectful medical service to all patients
  12.2 Display honesty with patients and colleagues
  12.3 Respond appropriately to persons of the health care team who exhibit impairment, lack of professional conduct or competence, or who engage in fraud or deception
  12.4 Demonstrate a commitment to maintaining clinical competence
  12.5 Comply with established principles governing intellectual honesty
PHYSICIAN ASSISTANT STUDIES TECHNICAL PROCEDURE SKILLS

Diagnostic and Therapeutic Technical Skills
Upon completion of the supervised clinical practice experiences, physician assistant students should have a familiarity and be able to demonstrate/perform the following technical skills:

VASCULAR ACCESS AND GENERAL SKILLS
- Venipuncture
- Arterial puncture
- Peripheral IV catheterization
- Peripherally Inserted Central Catheter (PICC)
- Intramuscular, subcutaneous, intradermal and intravenous injections

LABORATORY AND DIAGNOSTIC IMAGING SKILLS
- Collection of blood specimens for laboratory testing
- Collection of specimens for aerobic and anaerobic cultures
- Blood glucose testing
- Fecal occult blood testing
- Complete blood count with differential interpretation
- Throat swab
- Dipstick urinalysis
- Urine pregnancy (hCG) testing
- Microscopic examination of urinary sediment
- Microscopic examination of a KOH wet prep
- Microscopic examination of skin scrapings and hair
- Interpret plain film radiographic images

EENT SKILLS
- Foreign body removal from skin, eyes, nose, and ears
- Visual acuity and color vision screening
- Eye irrigation
- Wood’s lamp corneal examination (w/fluorescein staining)
- Hearing acuity screening
- Tympanometry
- Irrigation of the external auditory canal
- Anterior nasal packing

CARDIOVASCULAR SKILLS
- Perform and interpret 12-lead electrocardiogram (ECG) and rhythm
- Identify the following heart sounds: S1, S2, gallops, and murmurs
- Doppler assessment of peripheral or prenatal fetal pulses

RESPIRATORY SKILLS
- Peak flow testing
- Pulmonary function testing (spirometry)
- Pharyngeal suctioning
- Tracheal and bronchial suctioning
- Endotracheal intubation
• Laryngeal mask airway (LMA) placement

GI/GU SKILLS
• Urinary bladder catheterization
• Naso-/oro- gastric intubation and lavage
• Digital rectal/prostate exam

ORTHOPEDIC SKILLS
• Splinting and casting
• Arthrocentesis/intraarticular injection of the large joints (knee, shoulder, hip)
• Bursa aspirations and injections

NEUROLOGY SKILLS
• Lumbar puncture

REPRODUCTIVE HEALTH SKILLS
• Vaginal newborn delivery
• Collection of urethral, vaginal and/or cervical specimens for STI testing
• Collection of vaginal and cervical specimens for cytologic (PAP) examination
• Clinical breast exam

SURGICAL SKILLS
• Aseptic technique
• Administration of local anesthesia and digital nerve blocks
• Wound closure with sutures, liquid skin adhesive, steri-strips and staples
• Superficial wound incision and drainage and packing
• Wound care, debridement, and dressing
• Skin punch, excisional and shave biopsy procedures
• Toenail removal/wedge resection
• Chemical and electrical cauterization
• Cryotherapy of skin lesions
• Electrodesiccation of skin lesions
• Subungual hematoma trephination

LIFE SUPPORT SKILLS
• Basic life support (BLS) procedures
• Advance cardiac life support (ACLS) procedures
EXCUSED ABSENCE REQUEST

All requests for excused absences must be reviewed by the Director of Didactic Education or Director of Clinical Education and, in some instances, by the Program Director. Approval is not guaranteed. However, if approval is granted there may be consequences for the student including but not limited to delayed progression and graduation, course incompletion or failure requiring a repeat, or program dismissal. It is the student’s responsibility to discuss the request and consequences with the appropriate Director.

This form must be completed no more than two days following an unexpected emergency event (illness, accident).

Physician Assistant Student ________________________________________
Address _________________________________________________________
City __________________________ State ______ Zip ________________
Phone __________________________________________________________
E-Mail __________________________________________________________
Dates of Absence _______________________________________________
Reason _________________________________________________________

________________________________________________________________

Documentation __________________________________________________
________________________________________________________________

Notes __________________________________________________________

________________________________________________________________

Approved _______ Denied _______ Date _____________________________

Director of Didactic Education/
Director of Clinical Education Signature __________________________________
Physician Assistant Student ____________________________________________

Address ___________________________________________________________

City ____________________________ State ______ Zip Code ______________

Phone ________________________________

E-Mail ______________________________________________________________

I acknowledge that I have received and understand the PA Student Handbook and Policy Manual and agree to adhere to all policies, procedures, and requirements as set forth within the preceding document. I further acknowledge that I have read the Program Technical Standards and I hereby declare that I possess the abilities outlined in the standards as stated in the preceding document.

Signature __________________________________________________________

Date _______________________________________________________________
PERMISSION TO RELEASE IMMUNIZATION
AND BACKGROUND INFORMATION

Physician Assistant Student _______________________________________________________

Address _______________________________________________________________________

City ___________________________ State ______ Zip Code _________________________

Phone _________________________________________________________________________

E-Mail _______________________________________________________________________  

I, _____________________________________________________________, give the GWU
Physician Assistant Studies Program permission to release my Immunization and TB Records, Drug
Screen Results and Criminal Background Check to other institutions for the purpose of securing clinical
rotations. I understand that if I choose not to give permission, the program may not be able to secure
clinical rotations for me. This permission will be enforced through the duration of my enrollment as
a student at GWU. I may withdraw my permission at any time in writing to the Director of Clinical
Education.

I allow release of my information as stated above:

Signature ________________________________________________________________

Date ________________________________

STUDENT INCIDENT REPORT

Physician Assistant Student __________________________________________
Address _________________________________________________________
City ___________________________ State _______ Zip Code ___________
Phone _________________________
E-Mail _________________________

Date of Incident ______________ Time of Incident _______________________
Semester ______________ Course __________ Location ___________________

Student’s Account of Incident _______________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Signature _________________________________________________________

Date ____________________________________________________________

(Please have the site preceptor complete the second page of this form)
GARDNER-WEBB UNIVERSITY
PHYSICIAN ASSISTANT STUDIES

ACADEMIC WARNING FORM

DATE OF REPORT ____________________

I, ________________________________, hereby acknowledge that I have met with the course director (or designee) in __________________________ due to receiving a failing score on a written or skills examination in the course. I also acknowledge that I have received a remediation plan for the examination as determined by the course director, and understand that the plan must be completed to the satisfaction of the course director in the time designated.

EXAM GRADE ______

COURSE WEIGHTED AVERAGE ______

Student Signature __________________________ Date _________________

Course Director (or appointee) ______________________ Date _________________

Advisor _________________________________ Date _________________

(Copy to Course Director, Advisor & Student)

(Original to PA Program file)
DATE OF REPORT ____________________

I, ________________________________, hereby acknowledge that I have met with the course director (or designee) in ______________________________ due to a breach of professionalism. I also acknowledge that I have received a plan for improvement related to professional conduct as determined by the course director, and I understand that the plan must be completed to the satisfaction of the course director in the time designated.

Student Signature ____________________________ Date ________________

Course Director (or Appointee) ____________________________ Date ________________

Advisor ____________________________ Date ________________

Copy to Course Director, Advisor and Student

Original to PA Program File
GARDNER-WEBB UNIVERSITY
PHYSICIAN ASSISTANT STUDIES

ACADEMIC DISHONESTY REPORT

A. Indicate whether this report involves an Official Warning or Formal Charges

☐ OFFICIAL WARNING
I, the undersigned, have discussed with my instructor the nature of an infraction of the Academic Dishonesty Policy. Based on this discussion, I understand that I will receive an Official Warning which will become a part of my confidential disciplinary file. There may also be additional sanctions if issued a warning. I also understand that it may be used as evidence should charges of academic dishonesty be filed against me in the future. (Student and Instructor sign and date on the lines provided.)

☐ FORMAL CHARGES
I, the undersigned, have been charged with academic dishonesty and have discussed the charge(s) with my instructor.

Specific Charge: Plagiarism/Cheating/Collusion/Fabrication-Fraud/Obtaining an Unfair Advantage (reference the PA Program Student Handbook Academic Integrity Policy). Circle the applicable charge(s).

B. Based upon this discussion, I plead: (Check one of the following)
Student is required to enter on the report, a plea of either “Responsible” or “Not Responsible” within two business days.

☐ RESPONSIBLE. I realize that by entering this plea, I do hereby waive all rights to contest these charges and accept the penalty to be imposed by the Academic Progress Committee. I understand that if this is determined to be a second offense, I will be required to go before the Dean of the School of Graduate Studies for a hearing and possible additional sanctions.

By pleading responsible, I accept the following sanction(s):

_____ Grade reduction on assignment;
_____ “0” on assignment;
_____ Grade reduction for course;
_____ Course failure for academic dishonesty (FX);
_____ Other

☐ NOT RESPONSIBLE. I realize that by entering this plea, I must file, in writing and within two days, my intention to contest these charges. A plea of Not Responsible means that the student is going to appeal the allegation and the APC recommended penalty. This plea requires that a written explanation be filed with the Chair of the Graduate Council within seven days of the date of the plea. The written explanation should include all of the circumstances and the grounds for contesting the charges. The APC sends the Report of Academic Dishonesty, and the student sends his/her written explanation to the Program Director of the School of Physician Assistant Studies who forwards a copy to the Chair of the Graduate Council and the Dean of the School of Graduate Studies.
ACADEMIC DISHONESTY REPORT

Student ____________________________
ID# ________________________________
Instructor __________________________
Course ______________________________
Date of Infraction ____________________
Specific Charge (Plagiarism/Cheating) ________________________________

In the space provided below, and/or on attached sheet(s), please describe as thoroughly as possible the nature of the infraction, how you discovered the infraction, and what evidence (including the names of eyewitnesses) you have located supporting your charges. Be certain to include your assessment of the severity of the infraction and the importance (percentage of course grade, etc.) of the assignment in which you believe dishonesty occurred. Because this statement may be reviewed by the Academic Progress Committee, it should be as detailed and accurate as possible.

Both pages of the ACADEMIC DISHONESTY REPORT, with all signatures, must be forwarded to the Office of The Physician Assistant Studies Program Director.
REMEDICATION FORM A
(Complete at time of initial remediation meeting)

Student ____________________________________________

Faculty ____________________________________________

Course ____________________________________________ Date __________

☐ Clinical Evaluation   ☐ Written Exam   ☐ Practical Exam

REASON FOR REMEDIATION
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

AREAS OF CORE KNOWLEDGE DEFICITS
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

DESCRIBE REMEDIATION PLAN
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

You must fulfill all terms of the remediation plan within the as specified in the Student Handbook under Remediation or face actions to include but not limited to dismissal.

Student Signature _____________________________ Date _______________________

Signifies agreement with remediation plan

Faculty/Course Director Signature _____________________________ Date __________

Advisor Signature ___________________________________________ Date __________
GARDNER-WEBB UNIVERSITY
PHYSICIAN ASSISTANT STUDIES

REMEDICATION FORM B
(Check after first remediation attempt)

Student ____________________________________________

Faculty ____________________________________________

Course ____________________________________________ Date __________

INITIAL REMEDIATION REQUIRED FOR:  ☐ Clinical Evaluation  ☐ Written Exam  ☐ Practical Exam

DESCRIBE REMEDIATION OUTCOMES

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Please Check One: Remediation Successful _____  *Remediation NOT Successful _____

* PROVIDE EXPLANATORY NOTES

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Student Signature ____________________________________________ Date ________________

Required only if student fails initial remediation attempt

Faculty/Course Director Signature ________________________________ Date ________________

Advisor Signature ____________________________________________ Date ________________

If initial remediation attempt is unsuccessful, notify APC committee chair, and if indicated complete Remediation Form C.
REMEDICATION FORM C

Student: ___________________________________________________________

Faculty: __________________________________________________________

Course: ___________________________________________ Date ____________

INITIAL REMEDIATION REQUIRED FOR:  ☐ Clinical Evaluation  ☐ Written Exam  ☐ Practical Exam

DESCRIBE REMEDIATION OUTCOMES

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

________________________________________ Date ________________

Please Check One: Remediation Successful _____  *Remediation NOT Successful _____

* PROVIDE EXPLANATORY NOTES

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

____________________________________________________________________

Student Signature __________________________________________ Date ________________

Faculty/Course Director Signature ________________________________ Date ________________

Advisor Signature __________________________________________ Date ________________
Step 1: Identify Individual Circumstances

What prevented you from achieving a passing grade? (Check all that apply.)

☐ Personal Problems
  (family issues, death or illness of a family member)

☐ Psychological or Physical Health Issues
  (personal injury, illness, anxiety, depression, etc.)

☐ Knowledge of material, study patterns/habits, organization and time management

Step 2: Identify Possible Resources (Check all that apply.)

☐ Noel Center Evaluation - 704.406.4270
☐ Personal Counseling Appointment and Crisis Line - 704.300.1910
☐ Evaluation with a Medical Provider

Step 3: Identify Academic Strengths and Weaknesses

What are you doing well?

What do you need to improve upon?
Step 4: APC Review and Response

Date of Evaluation: __________________________

Plan for Future Success (Required Actions by Student)

Complete evaluation as below within 21 days:
- Noél Center Evaluation
- Individual Counseling
- Evaluation with a Medical Provider

Additional Requirements

Consequences for Additional Failure

Subsequent failure of a Didactic Exam or End of Rotation Exam during the program will result in automatic dismissal from the program.

I, ___________________________ agree to the terms of the APC Review and to the requirements outlined as the conditions to remain in the PA Studies Program.

Student __________________________________________

Date __________________________________________

Student’s Advisor __________________________________

APC Chair ______________________________________

Dean of PA Studies Program ____________________________