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

CATALOG 2025-2026

Table of Contents

This catalog is designed to serve as a guide to the curriculum, academic policies and procedures, and services of the LMU-Knoxville PA Program; therefore, it is not intended to establish a contract and the LMU-Knoxville PA Program reserves the right to amend, modify, or change curriculum, academic policies and procedures, or services stated in this catalog throughout the year. In such a case, the LMU-Knoxville PA Program will make reasonable efforts to notify its PA Students, in a timely manner, of any changes in policies and regulations. Notification shall be made via the student's LMU-issued e-mail account.

This catalog/handbook is a supplement to the Lincoln Memorial University General Graduate Catalog, which students should consult for information on matters not covered in this document.

General Information

Heritage

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

Equal Opportunity, Affirmative Action, And Nondiscrimination Policy

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

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

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

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

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

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

Accreditation
Institutional Accreditation

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

Professional Accreditation

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted **Accreditation-Continued** status to the **Lincoln Memorial University-Knoxville Physician Assistant Program** sponsored by **Lincoln Memorial University**. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **March 2035**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

The program's accreditation history can be viewed on the ARC-PA website at **[https://www.arc-pa.org/accreditation-history-lincoln-memorial-university-knoxville/.](https://www.arc-pa.org/accreditation-history-lincoln-memorial-university-knoxville/)**

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

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

LMU-Knoxville PA Program Mission and Goals

LMU-SMS-Knoxville PA Program Mission and Goals

Consistent with the mission and purpose of Lincoln Memorial University, the primary mission of the LMU-SMS-Knoxville PA Program is to train future PAs to provide high-quality, patient-centered care in the Appalachian region and beyond by providing a rigorous educational experience, with expanded training in surgical sciences, which supports each student's academic success and professional development.

To accomplish this mission, the LMU-SMS-Knoxville PA Program is committed to achieving the following goals:

1. Support student success in the program,
2. Prepare graduates for the Physician Assistant National Certifying Examination,

3. Prepare students for surgical Supervised Clinical Practice Experiences (SCPEs), and
4. Foster an atmosphere of community, support, and mutual respect for all students, faculty, and staff.

Program outcomes, in relation to the above goals, are published on the program's website.

Administration, Faculty, and Staff

LMU Administration and Staff

- Please see : Administration | LMU President's Office Leadership

President's Cabinet and Board of Trustees

- Please see : https://www.lmunet.edu/presidents-office/board-of-trustees

Student Services

- Director of Counseling – Jason Kishpaugh, LPC-MHSP
- Title IX Coordinator – Rebekah Webb
- Director of Accessible Education Services – Jason Davis
- Registrar – Helen Bailey, M.Ed.
- Executive Director of Student Financial Services – Tammy Tomfohrde

School of Medical Sciences (SMS) Administration

- Dean School of Medical Sciences – Paula Miksa, DMS, PA-C
- Associate Dean of Academic Affairs, School of Medical Sciences – Paul Miller, PhD
- Associate Dean of Clinical Affairs, School of Medical Sciences - Michael Stephens, DMS, PA-C

PA Program Administration, Faculty, and Staff

- Assistant Dean and Program Director – Dustin Bates, DMS, PA-C
- Medical Director – Robert Wilmoth, M.D., FACS
- Associate Medical Director and Principal Faculty – Daniel Drinnen, M.D.
- Director of Assessment – Aaron Harris, MMS, PA-C
- Director of Clinical Education – Sonia Rupani, DMS, PA-C
- Director of Clinical Phase Operations – Kaitlin Greene, DMS, PA-C
- Director of Didactic Education – Catherine Neal, DMS, PA-C
- Principal Faculty – Sarah Campbell, MS, PA-C
- Principal Faculty – Ashley Foster, PharmD
- Principal Faculty – Hannah Maus, MMS, PA-C
- Principal Faculty – Mary Strickler, MSPA, PA-C
- Principal Faculty – Jaan Kelly, DMS, PA-C
- Principal Faculty – Savannah Kidd, MPAS, PA-C
- Principal Faculty – Rachel Kohn, MMS, PA-C
- Principal Faculty – Erin Kramer, MMS, PA-C
- Principal Faculty – Catherine Taylor, MPAS, PA-C
- Principal Faculty – Mary Scott, MD
- Principal Faculty – Matthew Griffiths, MMSPA, PA-C
- Anatomy Instructor – Eric Winn, MS
- Anatomy Instructor – Sarah Jivraj, MS
- Program Administrative Coordinator – Andrea Parker
- Admissions and Community Relations Coordinator – Amy Reed
- Administrative Assistant - Didactic Team – Samintha Welch
- Administrative Assistant - Clinical Team – Haley Parker

PA Program Curriculum

Curriculum Overview and Components

CURRICULUM OVERVIEW AND COMPONENTS

The Program is a full-time, closed, 27-month, cohort curriculum leading to a Master of Medical Science (MMS) in Physician Assistant Studies. Part-time enrollment is not offered. This intensive 115-credit hour curriculum provides a solid foundation in primary care medicine and includes expanded training in surgical sciences. The first four (4) semesters are completed in the classroom (Didactic Phase) and the final three (3) semesters are completed at the Clinical Sites of the Program's Clinical Affiliates (Clinical Phase). Students must successfully complete all components of the Didactic Phase and Clinical Phases of the Program to be eligible to take the Summative Evaluation. Students must pass all components of the Summative Evaluation, including achievement of the Program's Graduate Competencies, to be eligible for graduation. Progression standards for the Program are outlined in this catalog.

Master of Medical Science (MMS) in Physician Assistant Studies

Degree Type
Master of Medical Science

Curriculum Outline and Credits Awarded

Didactic Phase

Fall 1 Semester

Item #	Title	Credits
PAS-506	Foundations of Clinical Medicine	7
PAS-507	Intro Patient Eval, Clin Skill	5

Spring 1 Semester

Item #	Title	Credits
PAS-501	Clinically Oriented Anatomy & Dissection	3
PAS-511	Patient Asmnt & Clin Skills I	4
PAS-531	Prin of Clin Medicine I	10
PAS-541	Physician Assistant Pract I	1

Summer 1 Semester

Item #	Title	Credits
PAS-502	Clin Oriented Anat & Dissect II	4
PAS-512	Patient Asmnt & Clin Skills II	4
PAS-532	Prin of Clin Medicine II	10
PAS-542	Physician Assistant Pract II	1

Fall 2 Semester

Item #	Title	Credits
PAS-503	Clin Oriented Anat & Dissec III	2
PAS-513	Patient Asmnt & Clin Skills III	3
PAS-533	Prin of Clin Medicine III	10
PAS-543	Physician Assistant Pract III	1

Clinical Phase

Item #	Title	Credits
PAS-602	Clin Conf/Clin Phase Cum Asmnt	2
PAS-611	Family Medicine	4
PAS-621	Hospital Medicine	4
PAS-622	Outpatient Medicine	4
PAS-631	Behavioral Medicine	4
PAS-641	Pediatric Medicine	4
PAS-651	Women's Health	4
PAS-661	Emergency Medicine	4
PAS-671	Orthopedics	4
PAS-681	Surgery	4
PAS-691	Elective I	4
PAS-692	Elective II	4
PAS-693	Elective III	4

Supervised Clinical Practice Experiences (SCPE) during the Clinical Phase are based on a 40-hour work week.

**Elective rotations occur within the setting of Adult-Outpatient, Adult-Hospital Medicine, Adult-Emergency Medicine, Adult-Surgery, Pediatric-Outpatient, Pediatric-Hospital Medicine, Pediatric-Surgery, and Pediatric-Emergency Medicine.*

	Total Credits	115

Learning Outcomes

Learning Outcomes and Graduate Competencies

Throughout the program's curriculum, students are provided with educational experiences to develop the knowledge, skills, and attitudes critical to the provision of safe and effective patient-centered care. Course content and sequencing build upon previously achieved student learning. Instructional objectives, found in course syllabi and other learning activities, guide students in achievement of the learning outcomes for the course and other components of the curriculum. Didactic Phase Learning Outcomes (DPLOs) provide the foundation for student success in achieving Clinical Phase Learning Outcomes (CPLOs), which provides the foundation for student success in achieving the program's graduate competencies. Throughout the curriculum, the program conducts frequent objective evaluations of student performance related to achievement of learning outcomes in a manner that promptly identifies deficits in knowledge or skills and establishes a means for remediation. Students are informed of the evaluation criteria utilized and the level of expertise they must demonstrate for successful achievement of DPLOs, CPLOs, and graduate competencies.

Graduate Competencies

Graduate Competencies

Medical Knowledge
Utilize concepts from applied medical sciences* to interpret patient history, physical examination, and diagnostic study findings and determine the most likely diagnosis and appropriate management.

Clinical and Technical Skills
Obtain essential and accurate patient information, correctly perform indicated physical examination techniques and clinical procedures, and document patient encounters with clarity and accuracy.
Clinical Reasoning and Problem-Solving Abilities
Utilize a systematic approach to patient evaluation to formulate a list of differential diagnoses and determine the most likely diagnosis and appropriate management.
Interpersonal Skills
Promote effective patient-centered care by communicating with sensitivity and clarity.
Engage patients in making decisions about their care.
Provide effective patient counseling regarding health promotion and medical/surgical conditions.
Professional Behaviors
Demonstrate a commitment to carrying out professional responsibilities including adherence to ethical principles and incorporation of humanistic attributes in the care of patients.

*Applied medical sciences include the following: anatomy, epidemiology, physiology, pathophysiology, microbiology, pharmacology, pharmacotherapeutics, and genetic and molecular mechanisms of health and disease.

Didactic Phase Curriculum

Didactic Phase Curriculum

Learning activities in the Didactic Phase prepare students for success in the Clinical Phase. In the first semester, basic science concepts including physiology, microbiology, pharmacology and pharmacotherapeutics are covered in the Foundations of Clinical Medicine course. Also, in the first semester, students also learn how to obtain a complete patient history and perform a complete physical examination in the Introduction to Patient Evaluation and Clinical Procedures course. Content from these courses lays the foundation for success in subsequent courses. Topics covered in the Principles of Clinical Medicine I-III courses are sequenced with topics covered in the Patient Assessment and Clinical Skills I-III and Clinically Oriented Anatomy and Dissection I-III courses. As such, instruction in anatomical structure and function serves to enhance understanding of the clinical presentation of medical and surgical conditions, correct performance of physical examination techniques, interpretation of diagnostic studies, correct techniques for procedures, and patient management principles. Concepts important to public health, intellectual honesty, interpretation of medical literature, and PA professional practice are covered in the Physician Assistant Practice I-III courses. The format for instruction includes, but is not limited to, lectures and laboratory sessions. Students have opportunities to apply learned concepts and develop problem-solving and clinical decision-making skills in small group discussions of patient cases and simulated patient encounters.

The Didactic Team coordinates the learning activities and assessments in the Didactic Phase. Learning activities and assessment of student performance generally occur Monday through Friday, 8am till 5pm. Students are notified in advance of any learning activities or assessments scheduled outside of this time frame in person or via LMU-issued student email accounts. Contact information for course directors, course syllabi, instructional materials, assignments, and grades for course assessments are posted on the program's online learning management system.

Clinical Phase Curriculum

Clinical Phase Curriculum

Supervised clinical practice experiences (SCPEs) and learning activities in the Clinical Phase prepare students to provide safe and effective patient-centered care following graduation. Students complete twelve (12) SCPEs. Required SCPE disciplines include family medicine, hospital medicine, outpatient medicine, behavioral medicine, pediatric medicine, women's health, emergency medicine, orthopedic surgery, and surgery. Students complete three (3) elective SCPEs in surgical/medicine disciplines. Mentorship by clinical preceptors, active participation in patient care, and self-reflection of patient encounters improve each student's medical knowledge and clinical skills. Students complete a scholarly project and PANCE preparation activities in the Clinical Conference/Clinical Phase Cumulative Assessment course.

The Clinical Team coordinates the learning activities and assessments in the Clinical Phase. Students complete SCPEs at clinical sites, which may be distant (>50 miles) from the program. Students follow the schedule of the clinical site/clinical preceptor for SCPEs and are expected to have approximately forty (40) hours of patient care activities each week. Contact information for clinical preceptors, course directors, course syllabi, instructional materials, assignments, and grades for course assessments on the program's online learning management system. Students return to campus in August and December during the Clinical Phase for learning activities and assessments.

Progression Standards
PROGRESSION STANDARDS

Students must complete all components of the program's curriculum within 54 months of initial matriculation. This includes time for remediation and leaves of absence. The academic and non-academic requirements that students must meet in each phase of the program to be eligible for graduation are listed below.

Students must meet all Didactic Phase requirements listed below to be eligible to progress to the Clinical Phase.

- Demonstrate consistent compliance with all LMU and program policies and procedures (including maintenance of Minimum Technical Standards for Enrollment and Progression found in the LMU-SMS-Knoxville PA Program Student Handbook).
- Demonstrate no professional conduct deficits or successful remediation of professional conduct deficits.
- Demonstrate successful achievement of Didactic Phase Learning Outcomes:
  - Pass all Didactic Phase courses,
  - Pass each of the components of the Didactic Phase Cumulative Assessment listed below,
    - Written multiple-choice examination,
    - Simulated patient encounter (OSCE),
    - Physical examination skills assessment,
    - Clinical procedure skills assessment, and
  - Pass all remediation assessments/assignments.

Students on Academic and/or Professional Probation may be delayed in beginning SCPEs. The Student Progress Committee (SPC) has the authority to remove a student from Academic and/or Professional Probation so that the student may progress in the curriculum.

Students must meet all Clinical Phase requirements listed below to be eligible to progress to the Summative Evaluation.

- Demonstrate consistent compliance with all LMU and program policies and procedures (including maintenance of Minimum Technical Standards for Enrollment and Progression found in the LMU-SMS-Knoxville PA Program Student Handbook).
- Demonstrate no professional conduct deficits or successful remediation of professional conduct deficits.
- Demonstrate successful achievement of Clinical Phase Learning Outcomes:
  - Pass all Clinical Phase courses and
  - Pass all remediation assessments/assignments.

Students on Academic and/or Professional Probation are not allowed to progress to the Summative Evaluation. The SPC has the authority to remove a student from Academic and/or Professional Probation so that the student may progress to the Summative Evaluation.

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

- Demonstrate compliance with all LMU and program policies and procedures (including maintenance of Minimum Technical Standards for Enrollment and Progression found in the LMU-SMS-Knoxville PA Program Student Handbook).
- Demonstrate no professional conduct deficits or successful remediation of professional conduct deficits.
- Demonstrate successful achievement of the program's graduate competencies:
  - Pass each of the following components of the Summative Evaluation:
    - Written multiple-choice examination,
    - Simulated patient encounter (OSCE),
    - Physical examination skills assessment,
    - Clinical procedure skills assessment, and
  - Pass all remediation assessments/assignments. Students have one opportunity to remediate any failed component of the Summative Evaluation.
- **Students who fail any component of the Summative Evaluation may be delayed in graduation.**
- Any student who fails remediation of any component of the Summative Evaluation will be referred to the SPC for a progression and/or disciplinary action recommendation(s) which may include dismissal from the program.

Students on Academic and/or Professional Probation are not allowed to progress to Graduation. The SPC has the authority to remove a student from Academic and/or Professional Probation so that the student may progress to Graduation.

At the end of each semester, and as needed, the SPC convenes to review student performance (academic and non-academic) and either approve students for progression in the program or make an alternate recommendation. Students must meet all requirements for completion of the Didactic Phase, the Clinical Phase, and the Summative Evaluation for successful completion of the program. Students must successfully complete the program and demonstrate fulfillment of all financial obligations to LMU to be eligible for graduation.

Advanced Placement Policy

ADVANCED PLACEMENT POLICY

All students seeking a Master of Medical Science (MMS) degree must complete the full LMU-SMS Physician Assistant curriculum as designed by their program to be eligible for graduation. The program does not grant advanced placement, transfer credit, or credit for prior academic, professional, or experiential learning. Graduate-level coursework completed before enrollment—including courses taken at other institutions or during undergraduate or graduate study—will not be accepted toward the MMS degree. Students from other PA programs are not eligible for transfer.

Credential Awarded

CREDENTIAL AWARDED

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

*****Please review the NCCPA's "PANCE Eligibility Requirements" documented on the NCCPA webpage.**

Cost of Attendance

Cost of Attendance Including Tuition & Fees for the Master of Medical Sciences in Physician Assistant Studies - Knoxville may be found at https://www.lmunet.edu/student-financial-services/tuition-and-fees/graduate-and-professional

Supervised Clinical Practice Experiences (SCPEs)

Establishment of Clinical Sites/Clinical Preceptors for SCPEs Policy

Establishment of Clinical Sites/Clinical Preceptors for SCPEs Policy

Students are not required to provide or solicit clinical sites or clinical preceptors (clinical affiliates). The program employs sufficient faculty and staff to coordinate clinical sites and clinical preceptors for the program's required SCPEs. However, students may provide the Clinical Team with contact information for clinical sites or clinical preceptors with whom the student has an established professional relationship or in cases where the clinical preceptor (who is not the student's spouse/partner, parent/in-law, or other familial relationship) has indicated they would like to precept the student. The Clinical Team determines if the clinical affiliate(s) can meet program requirements and provide students with the required educational experiences to achieve the program's CPLOs and graduate competencies.

SCPE Assignments Policy

SCPE Assignments Policy

The Clinical Team is responsible for coordinating student assignments to clinical affiliates for SCPEs. SCPE assignments are maintained in the program's online clinical site/clinical preceptor management system. The program makes every effort to provide students with all twelve (12) SCPE assignments no less than eight (8) weeks prior to the start of the Clinical Phase. Throughout the Clinical Phase SCPE assignments may change, often due to circumstances outside of the program's control. The program also reserves the right to change any student's SCPE assignment(s) based on student performance (academic and professional), student achievement of CPLOs, SPC recommendations, or clinical affiliate changes. The program makes every effort to minimize disruption of a student's SCPE should a change occur. Students are notified in a timely manner of any change in their SCPE assignment(s). The program provides students with contact information for the clinical affiliate and primary clinical preceptor for each assigned SCPE. Students must contact the primary clinical preceptor (or other designated associate of the clinical affiliate) via phone, or the primary clinical preceptor's preferred method of communication, no less than two (2) weeks prior to the start of the SCPE to determine what date/time, where, and to whom the student should report on the first day of the SCPE.

Students completing their next SCPE assignment within 300 miles of current SCPE assignment are allowed one half day for travel. Students completing their next SCPE assignment more than 300 miles from current SCPE assignment are allowed one day for travel if flying and two days for travel if driving.

Patient Care Hours

Patient Care Hours

The PA profession values service and dedication to patient care. As such, students may work long hours, night shifts, holidays, and weekends during SCPEs. Every opportunity for a patient encounter advances each student's academic and professional growth. Students are expected to complete approximately forty (40) hours of patient care activities (e.g., patient encounters, documentation of patient encounters, performing procedures, etc.) each week. The program has set this number of expected contact hours to provide students with sufficient opportunity to develop CPLOs through exposure to specific patent populations, performance of specific physical examination components, and observation of, participation in, or performance of specific clinical procedures. Hours vary depending on the SCPE discipline and the clinical affiliate's practice patterns; however, students are expected to work the same hours as the clinical preceptor(s). This includes seeing patients in all settings in which the clinical preceptor provides care, covered by the Clinical Affiliation Agreement, such as the office, hospital, long-term care/skill nursing facility, and prison. Students may need to work with more than one clinical preceptor at the clinical site to obtain sufficient patient encounters to achieve CPLOs. Students are expected to arrive at the clinical site each day at least 15 minutes prior to the expected time.

Clinical Conference Policy

Clinical Conference Policy

All students must return to campus twice during the Clinical Phase for learning activities and assessments. The Clinical Team provides students with the Clinical Conference schedule a minimum of four (4) weeks prior to the Clinical Conference. Students completing SCPE assignment within 300 miles of the campus are allowed one half day for travel. Students completing SCPE assignment more than 300 miles from the campus are allowed one day for travel if flying and two days for travel if driving.

Housing, Transportation, and Meals

Housing, Transportation, and Meals

Students are responsible for securing housing, transportation, and meals during the Clinical Phase. Students should expect one or more rotations to be located outside a 50-mile radius of LMU-Knoxville. Students are encouraged to discuss housing options with students who will be completing or have completed Supervised Clinical Practice Experiences (SCPEs) in the same geographic area. Students are responsible for all costs associated with housing, transportation, and meals during the Clinical Phase.

Academic Policies and Procedures

Assessment of Student Performance

Assessment of Student Performance

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

Types of Assessments

The program utilizes formative assessments to monitor student progress in meeting course-specific learning outcomes. Formative assessments are administered in several forms (e.g., multiple-choice questions, written assignments, and observation of performance in simulated patient encounters) and allow program faculty to provide students with ongoing feedback on areas of strength and opportunities for improvement.

The program utilizes comprehensive assessments to assess student achievement of learning outcomes at the end of a course component. These graded assessments are administered in several forms (e.g., multiple-choice questions and physical examination and clinical procedure skills assessments) and allow program faculty to provide students with periodic feedback on areas of strength and opportunities for improvement.

The program utilizes cumulative assessments to assess student achievement of learning outcomes at the end of a course during the Didactic Phase and at the end of the Didactic and Clinical Phases. These graded assessments are administered in several forms (e.g., multiple-choice questions and physical examination and clinical procedure skills assessments) and allow program faculty to provide students with feedback on areas of strength and opportunities for improvement.

The Summative Evaluation, administered after successful completion of the Clinical Phase, is used to verify that each student has acquired the program's graduate competencies and is prepared to enter clinical practice.

The program makes every attempt to post student grades on the program's online learning management system within 48 hours of an electronic written examination and within 96 hours of all other assignments/assessments. All assessments are the property of the program. Students may not duplicate assessment items in any form at any time.

Grading System

Grading SYSTEM

Assessment/Course Grades: Letter grades for each assessment and course correspond with the following numeric ranges:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- F = < 70%

Assessment grades are computed and recorded to the nearest hundredth (0.01). Course grades are rounded up if the first number after the decimal is greater than or equal to 5 (e.g., a course grade of 79.50% is rounded up to 80% (B) and a course grade of 79.49% is not). Some assessments may be computed and recorded as pass ("P")/fail ("F"). This is noted in each course syllabus.

Academic Standing

Academic Standing

A student in good academic standing has demonstrated compliance with all LMU, program, and clinical affiliate policies and procedures, met all program Student Code of Conduct expectations, has earned a grade of 70% (C) or higher in completed courses and all components of the Summative Evaluation.

Remediation Policies and Procedures

REMEDIATION POLICIES AND PROCEDURES

The program monitors and documents the progress of each student in a manner that promptly identifies deficits in knowledge, skills, and professional conduct and establishes means for remediation. Some assignments and assessments are for the purpose of student self-assessment and for program faculty to gauge student development of learning outcomes and graduate competencies. Remediation is not required for these assessments. Assignments and assessments for which remediation is required are specified in each course syllabus.

In addition, students are required to complete remediation for any failed component of the Didactic Phase Cumulative Assessment, Clinical Phase Cumulative Assessment, and Summative Evaluation. Students who do not pass the Didactic Cumulative Multiple-Choice Exam, on the first attempt, will be required to complete one Elective (PAS 691/692/693) SCPE in a Family Medicine or Internal Medicine setting, as determined by the Clinical Team.

At Risk Support

Students who earn a grade of 70.00 – 75.00% on specific assessments identified in course syllabi are considered at-risk for failure of a course, other components of the program's curriculum, and the PANCE. Therefore, students who earn a grade of 70.00 – 75.00% on a graded assessment/assignment for which remediation is required are mentored by program faculty. Students are not placed on Academic Probation, no assessment of at-risk support is required, and there is no change in the initial grade earned.

Remediation

Students who earn a grade of < 70.00%, fail a "pass/fail" assessment, a score of < 3.0 (on a 5-point Likert scale) on any evaluation item in the clinical preceptor evaluation of student performance, or have a knowledge and/or skill deficit that is considered to adversely impact patient safety regardless of the grade earned on a graded assessment/assignment for which

remediation is required, are mentored by program faculty. Assessment of remediation of the knowledge/skill deficit(s) occurs near the end of the semester in the Didactic Phase. The timing of remediation assessment during the Clinical Phase is determined by the Clinical Team. All remediation assessments follow the same format as the assessment that identified the deficit(s). Remediation of a failed Clinical Preceptor Evaluation of Student Performance may include successful completion of another SCPE in the same discipline.

Students who earn a grade of < 70.00% on a graded assessment/assignment for which remediation is required are placed on Academic Probation and their progress is monitored by the SPC. Students may complete one (1) remediation assessment/assignment for a failed graded assessment/assignment for which remediation is required. Remediation of a failed remediation assessment/assignment is not permitted. Students must successfully complete all required remediation assessments/assignments to be eligible for progression in the curriculum. Successful remediation is defined as earning a grade of ≥ 75.00% on the remediation assessment/assignment. The initial grade earned is changed to 70.00% following successful remediation. Failure of remediation is defined as earning a grade of < 75.00% on the remediation assessment/assignment. The initial grade earned is unchanged following failure of remediation. Completion of remediation assessments/assignments may result in a delay in beginning SCPEs, a delay in graduation and/or failure to complete the program curriculum within 54 months of initial matriculation.

The number of remediation assessments/assignments for academic deficits allowed by the program are as follows:

- Didactic Phase:
  ◦ No more than three (3) total remediation assessments/assignments are permitted for each semester in the Didactic Phase.
  ◦ Remediation of a failed remediation assessment/assignment is not permitted.
- Didactic Phase Cumulative Assessment
  ◦ No more than one (1) remediation assessment/assignment is permitted for each component of the Didactic Phase Cumulative Assessment.
  ◦ Remediation of a failed remediation assessment/assignment is not permitted.
- Clinical Phase:
  ◦ No more than two (2) total remediation assessments/assignments are permitted for End-of-Rotation written multiple-choice examinations.
  ◦ No more than one (1) remediation assessment/assignment is permitted for a final score of less than 70.00% on the Clinical Preceptor Evaluation of Student Performance.
  ◦ There is no limit for the number of remediation assessments/assignments for a score of < 3.0 on individual evaluation items on the Clinical Preceptor Evaluation of Student Performance.
  ◦ Remediation of a failed remediation assessment/assignment is not permitted.
- Clinical Phase Cumulative Assessment
  ◦ No more than one (1) remediation assessment/assignment is permitted for the written multiple-choice examination component.
  ◦ Remediation of a failed remediation assessment/assignment is not permitted.
- Summative Evaluation
  ◦ No more than one (1) remediation assessment/assignment is permitted for each component of the Summative Evaluation.
  ◦ Students who fail remediation assessment/assignment of any component of the Summative Evaluation will be referred to the SPC for recommendation on progression which may include dismissal from the program.

Students who exceed the total number of remediation assessments/assignments allowed by the program are immediately referred to the SPC for recommendation on progression which may include dismissal from the program.

Students may not appeal the decision by program faculty for the student to complete remediation activities. Students who do not successfully complete remediation assessments/assignments are referred to the SPC for recommendation on progression which may include dismissal from the program.

Student Mentoring

Student Mentoring

Student mentoring by program faculty is designed to provide each student with the support necessary to achieve academic success and professional development in the program. During the Clinical Phase, student mentoring occurs in person or via phone or videoconferencing and is scheduled to have the least impact on the student's clinical responsibilities for SCPEs. Students are assigned a faculty mentor for the Didactic and Clinical Phases of the program.

Students meet with their assigned Didactic Phase faculty mentor early in the first semester in the Didactic Phase to develop their plan to achieve academic success and professional development in the Program. Students continue to meet with their assigned Didactic Phase faculty mentor at least once every semester to review and revise their plan as necessary. During the Clinical Phase and prior to graduation, students meet with Clinical Phase faculty for mentoring and to determine a plan for ongoing self-assessment, self-directed learning, scholarship, service, and leadership

Academic Conduct Policy

Academic Conduct Policy

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

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

Dishonesty of any kind on examinations, unauthorized possession of examination questions, duplication of examination questions, the use of unauthorized notes during an examination, obtaining information during an examination from another student, assisting others to cheat, altering grade records, or illegally entering an office are instances of cheating and are violations of appropriate academic and professional conduct.

The Academic Conduct Policy is part of the Student Code of Conduct (found in the LMU-SMS-Knoxville PA Student Handbook). Students suspected of violating the Academic Conduct Policy will be referred to the SPC for progression and/or disciplinary action recommendation(s) which may include dismissal from the program.

Academic Grievance Policy

Academic Grievance Policy

If a student has an academic grievance about a course, the student is required to first discuss the matter with the course director for that course. If the academic grievance is unresolved after meeting with the course director, the student may then discuss the matter with the Director of Didactic Education (Didactic Phase) or Director of Clinical Education (Clinical Phase). If the academic grievance remains unresolved, the student may then discuss the matter with the Program Director for final resolution.

Family Educational Rights and Privacy Act (FERPA)

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The program complies with the provisions of the Family Educational Rights and Privacy Act (FERPA), 1974, as amended. This law maintains that the program will provide for the confidentiality of student education records. Identifiable information from a student's educational record will only be accessible to program faculty, staff, and other LMU employees with a legitimate educational need for the information. Student grades are recorded, stored, and secured with the LMU Registrar.

All other student educational records are maintained by the program. Please see (www.LMUnet.edu) for detailed information regarding FERPA and the list of disclosures that LMU may make without student consent in accordance with FERPA.

Registrar Information

Course Registration

Course Registration

- <u>Didactic Phase:</u> Matriculating students are registered by the program/registrar for the Fall 1 semester. Students enrolled in the Didactic Phase are responsible for completing Express Registration for the Spring 1, Summer 1, and Fall 2 Didactic Phase courses. Enrolled students register for a SCPE placeholder (PAS 601-WK) for the Fall 2 semester. The Office of Student Financial Services will notify students, via LMU-issued student email accounts, about registration and financial aid deadlines. The program provides instructions for Express Registration.
- <u>Clinical Phase:</u> Students enrolled in the Clinical Phase are responsible for completing Express Registration for all Clinical Phase courses (Fall 2, Spring 2, Summer 2, and Fall 3). Students also register for PAS 602: Clinical Conference / Clinical Phase Cumulative Assessment during the Spring 2 semester (Clinical Phase). The Office of Student Financial Services will notify students, via LMU-issued student email accounts, about registration and student financial aid deadlines. The program provides instructions for Express Registration.

Change of Name, Contact Information, Emergency Contact(s) Information

Change of Name, contact information, emergency contact(s) INFORMATION

Students must notify the faculty/staff/departments listed below as soon as possible with any change in name, contact information, or emergency contact(s) information in person or via telephone or email communication. Students must provide the Registrar, Admissions and Community Relations Coordinator, and Executive Director of Student Financial Services with their current name and physical address at graduation.

Type of Change	NOTIFY
Name	Registrar's Office _registrar@LMUnet.edu_, _423-869-6313_ Admissions and Community Relations Coordinator _Amy Reed, Amy.Reed@LMUnet.edu_, _865-338-5685_ Campus Security _Robin Johnson, Robin.Johnson02@LMUnet.edu_, _423-869-6301_ Student Financial Services _student.finance@LMUnet.edu_, _423-869-6336_
Mailing Address	Registrar's Office _registrar@LMUnet.edu_, _423-869-6313_

	Admissions and Community Relations Coordinator *Amy Reed, Amy.Reed@LMUnet.edu, 865-338-5685*
Cell Phone Number	Admissions and Community Relations Coordinator (Didactic Phase) *Amy Reed, Amy.Reed@LMUnet.edu, 865-338-5685* Director of Clinical Education (Clinical Phase) *Sonia Rupani, DMS, PA-C, Sonia.Rupani@LMUnet.edu, 865-338-5707*
Emergency Contact(s) Information	Admissions and Community Relations Coordinator (Didactic Phase) *Amy Reed, Amy.Reed@LMUnet.edu, 865-338-5685* Director of Clinical Education (Clinical Phase) *Sonia Rupani, DMS, PA-C, Sonia.Rupani@LMUnet.edu, 865-338-5707*

Student Services

Academic Support Services

Academic Support Services

In addition to having access to program faculty for academic advising and mentoring, students have access to the Office of Academic Support. The Tagge Center for Academic Support aids with study skills, time management, stress management and wellness, test anxiety management, and test-taking skills. Students may self-refer or be referred by program faculty. www.LMUnet.edu

Accessible Education Services

ACCESSIBLE EDUCATION SERVICES

The Office of Accessible Education Services works with Program faculty to provide accommodations for learning and assessment activities. Students must request and be approved for assessment (testing) accommodations prior to the start of each semester. Assessment accommodations are not automatically renewed. Accommodation requests will be considered after the start of the semester only if the disability first presents itself after the start of the semester, but in any event no fewer than fourteen (14) days preceding the requested effective date of the accommodation. The program's Minimum Technical Standards for Enrollment and Progression, found in the LMU-SMS-Knoxville PA Program Student Handbook, must be maintained to ensure that all parts of the program's curriculum are delivered to all students and that students provide safe and effective patient care. Therefore, extra time is not granted to students during assessments of physical examination and clinical procedure skills, simulated patient encounters, and completion of patient care activities during SCPEs. Similarly, the use of trained intermediaries is not approved in the assessments listed above and SCPEs. Students are responsible for requesting services and are strongly encouraged to contact the Office of Accessible Education Services prior to matriculation and as soon as possible after a condition that may qualify for accommodations arises. www.LMUnet.edu

Information regarding Title IX and pregnant and parenting student resources may be found on the LMU website under "Equal Opportunity/Title IX". www.LMUnet.edu

Financial Services

Financial Services

The Office of Student Financial Services is responsible for providing qualified students with the appropriate documents and counseling to secure financial assistance in the form of loans, scholarships, and grants. It is very important to be aware of the completion dates for the Free Application for Federal Student Aid (FAFSA) requirements. Accepted and enrolled students are supported by representatives from the Office of Student Financial Services. www.LMUnet.edu

Veterans Benefits

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

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

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

Beginning with the terms starting after December 17, 2021, students using their Post 9/11 GI Bill will be required to verify their enrollment at the end of each month. Students receiving the Montgomery GI Bill will not be impacted by this change. They are already required to verify their enrollment. After December 17, 2021, all impacted students with a US mobile phone number on file with the VA will receive an opt-in text as their next enrollment period approaches. Students who do not have a mobile phone number on file will not be able to use text verify. They will be automatically enrolled into email verification.

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

Refund of Institutional Tuition, Room and Board Charges

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

The official withdrawal process begins in the Office of the Registrar. A withdrawal form must be completed, and all the necessary signatures obtained. Oral requests do not constitute official notification. The official date of withdrawal used to compute the refund is the date that the Registrar's Office physically receives the form. Applicable institutional charges for fall and spring semesters will be refunded according to the following schedule:

- During the first week of the semester: 100%
- During the second week of the semester: 75%
- During the third week of the semester: 50%
- During the fourth week of the semester: 25%
- After the fourth week of the semester: 0%

No refund of institutional charges will be made after the fourth week of the semester. Refund schedules pertaining to summer and mini terms are adjusted to the varying length of the terms. They appear in the Class Schedule published for the given term. Room and board fees will not be refunded to any student who withdraws from campus residency but remains enrolled at LMU during the semester or term.

Refund of Student Financial Aid

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

Refund of Housing Reservation and Damage Deposit

Student housing is not available on the LMU-SMS-Knoxville campus.

Refund of Credit Balance

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

Health Care Services

Healthcare Services

Except in emergency situations, the Program Director, Medical Director, and Program Faculty are not permitted to participate as health care providers for enrolled students.

Medical Services

Students may access non-emergent medical care based on their private health insurance plan. LMU-SMS-Knoxville PA Students are given preference for obtaining same-day appointments at 'Internal Medical Associates', Powell, TN location (approximately 20 miles from the Knoxville campus). Students must identify themselves as an LMU-SMS-Knoxville PA Student when scheduling an appointment. Students must bring a completed health history questionnaire and a copy of their vaccination/immunization records to their first office visit. Providers at Internal Medical Associates also provide the services listed below for LMU-SMS-Knoxville PA Students:

- Acute visits
- Behavioral counseling
- Medication refills (for existing diagnoses)
- Vaccinations/immunizations and titers
- Laboratory (including urine drug screens) and imaging services
- Follow-up care following percutaneous/bloodborne pathogen exposures
- History and physical examination prior to beginning Supervised Clinical Practice Experiences (SCPEs)
- Discounts/payment plans for services provided, if needed

Internal Medicine Associates

7744 Conner Road

Powell, TN 37849

http://www.imasummit.com

There are five (5) major hospitals within 15 miles of the program (listed below). These hospitals have emergency services 24 hours a day, seven days a week. The hospital will file claims with the student's health insurance provider; however, students are responsible for payments not covered by their health insurance provider.

- Parkwest Medical Center (2.8 miles)

9352 Park West Blvd., Knoxville, TN 37923

- Turkey Creek Medical Center (3.1 miles)

10820 Parkside Drive, Knoxville, TN 37934

- Methodist Medical Center (11.7 miles)

990 Oak Ridge Turnpike, Oak Ridge, TN 37830

- Fort Sanders Regional Medical Center (13.6 miles)

1901 W. Clinch Avenue, Knoxville, TN 37916

- University of Tennessee Medical Center (14.7 miles)

1924 Alcoa Hwy., Knoxville, TN 37920

Mental Health Counseling Services

Students have access to confidential mental health counseling through the Office of Mental Health Counseling and can make confidential appointments online or in person (www.LMUnet.edu). Students may also complete confidential mental health screenings, access information and directions on handling mental health emergencies on and off campus, and gain assistance in obtaining mental health counseling while completing educational activities off campus. Program faculty, the Program Director, and the Medical Director are not permitted to participate as mental health counsellors for enrolled students.

Student Ambassador Program

The Student Ambassador Program (SAP) is designed to provide interested incoming students with an opportunity to participate in coaching by Student Ambassadors (students currently enrolled in the LMU-Knoxville PA Program). For New PA Student Participants (NPSP), the SAP offers an opportunity to connect with peers, establish goals, and develop professional behaviors. For Student Ambassadors, the SAP offers an opportunity to further develop and execute skills in leadership, coaching, and professional conduct. Participation as a NSAP and Student Ambassador is voluntary.

Guidelines for Student Ambassadors

- Student Ambassadors must maintain academic and professional good standing for continued participation.
- Student Ambassadors must adhere to the Student Code of Conduct outlined in the LMU-Knoxville PA Program Student Handbook.
- NPSPs are not "little brothers" or "little sisters." This is a professional relationship that requires mutual respect and understanding.
- Participation in the SAP is voluntary. If at any time a Student Ambassador is unable or unwilling to participate in the SAP, the Student Ambassador must contact the President or Vice President of the Dr. Rex Lee Hobbs PA Student Society to reassign NPSPs.

Guidelines for New PA Student Participants (NPSPs)

- NPSPs must adhere to the Student Code of Conduct outlined in the LMU-Knoxville PA Program Student Handbook.
- Student Ambassadors are not "big brothers" or "big sisters." This is a professional relationship that requires mutual respect and understanding.
- The formal Student Ambassador/NPSP relationship ends when the Student Ambassador graduates or is no longer enrolled in the LMU-Knoxville PA Program or when the NPSP decides to withdraw from the SAP.
- Participation in the SAP is voluntary. If at any time a NPSP is unable or unwilling to participate in the SAP, the NPSP must contact the President or Vice President of the Dr. Rex Lee Hobbs PA Student Society to withdraw from the SAP.
- NPSPs must contact the President or Vice President of the Dr. Rex Lee Hobbs PA Student Society to request a new Student Ambassador.

Student Ambassador/NPSP Pairing

- Members of the SAP pair Student Ambassadors with NPSPs based on information collected from the NPSP survey.
- This survey is distributed to all members on the incoming class prior to matriculation.

Guidelines for Student Ambassador/NPSP Relationships

- During the initial meeting, the Student Ambassador and the NPSP complete the Student Ambassador/NPSP Expectation Sheet. This allows the Student Ambassador and the NPSP to get to know each other and discuss expectations. The NPSP's Faculty Mentor retains a copy of this worksheet.
- Student Ambassadors and NPSPs must adhere to the Student Code of Conduct outlined in the LMU Knoxville PA Program Student Handbook. If a conflict arises, Student Ambassadors and NPSPs should refer to the Student Grievance Policies in the LMU-Knoxville PA Program Student Handbook for guidance.

Career Services

Career Services

Students have access to career services, including curriculum vitae (CV) creation and interview preparation from the office of Career Services. The office of Career Services also maintains an electronic job bank and posts department updates on the LMU Career Services' Facebook page.

Alumni Services

Students also have access to the Office of Alumni Services' PA Mentorship Program. This program connects enrolled PA Students with PA alumni mentors who have similar interests for assistance with networking, job searches, and specialty choices. The Office of Alumni Services also maintains an electronic job bank.

Verification of Program Completion/Degree Awarded

Many states licensing boards and hospital credentialing boards require verification of program completion/degree awarded. FERPA guidelines are followed when completing these forms. Students must submit all requests for verification of program completion/degree awarded to the Program Director.

Official Transcript Request

Many states licensing boards, and hospital credentialing boards require official transcripts from LMU. LMU follows FERPA guidelines in fulfilling requests for official transcripts. Students must submit all requests for official transcripts to the Registrar's Office (www.LMUnet.edu).

Reference Letter Request

All state licensing boards, and prospective employers require professional reference letters as part of the application process. Students should get permission from program faculty and clinical preceptors prior to providing their contact information to state licensing boards and/or prospective employers for professional reference requests. Students requesting reference letters from program faculty and clinical preceptors should include their dates of attendance; a copy of their CV; the name

and contact information for submission; the title of the position/area of medicine they are applying for; and the reasons why they are interested in the position. Students must allow program faculty and clinical preceptors a minimum of two (2) weeks to complete professional reference letters. Program faculty and clinical preceptors reserve the right to decline to provide students with a professional reference letter.

Certification, Licensure, and Professional Organizations

CERTIFICATION, LICENSURE, AND PROFESSIONAL ORGANIZATIONS

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

Graduates of PA programs accredited by the ARC-PA are eligible to sit for the PANCE. The NCCPA does not accept student registration for the PANCE until 180 days prior to the expected completion date (graduation date) of the PA program. The Program Director must confirm the expected completion date. Students have 180 days from the beginning of their examination timeframe (PA program completion date) to take the PANCE. Students are notified by the NCCPA via email when their PANCE results are posted to an online record (approximately 1-2 weeks after the examination date). More detailed information may be found on the NCCPA's website.

Tennessee State Licensure

PAs are licensed in Tennessee through the Health Professionals Board by the Committee on Physician Assistants (COPA). Hyperlinks for rules and regulations governing the practice of PAs in Tennessee are posted on www.tn.gov.

Tennessee Academy of Physician Assistants (TAPA)

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

American Academy of Physician Assistants (AAPA)

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

American Association of Surgical Physician Assistants (AASPA)

The AASPA provides support to surgical PAs in all operative settings and specialties who seek to better their careers, their professions, and the quality of patient care. AASPA was formed for surgical PAs, by surgical PAs. AASPA also supports PA students (pre-PA, entry-level, and post-graduate) with workshops and other educational activities, a PA Student Blog, AASPA Scholarships, and other resources. www.aaspa.com

LMU Annual Security & Fire Safety Report

The LMU Annual Security & Fire Safety Report (ASFSR) will be published online by October 1st of each year and can be found at: Campus Police and Security (lmunet.edu)

The LMU ASFSR contains three previous years of crime statistics, campus policies and procedures, including: alcohol, drug, weapons, sexual violence, etc., and law enforcement authority. This publication is required to be incompliance with the Clery Act and the Higher Education Opportunity Act (HEOA)

To request a paper copy, contact the Clery Act Compliance Coordinator at 423-869-6301 or in person at: Tex Turner Arena, 330 Mars/DeBusk Parkway, Harrogate, TN 37752.

Appendices

Didactic Phase Learning Outcomes

Didactic Phase Learning Outcomes (DPLOs)

MEDICAL KNOWLEDGE
1. Connect concepts from applied medical sciences* with history, physical examination, diagnostic study findings, and medical/surgical management.   2. Connect concepts from applied medical sciences* with screening methods used to detect conditions in asymptomatic patients and interventions used for prevention of disease and promotion/maintenance of health.
CLINICAL AND TECHNICAL SKILLS
For simulated patient encounters/laboratory practicals: 1. Demonstrate consistent and correct use of personal protective equipment.   2. Develop a systematic approach to patient evaluation and management.   3. Obtain essential histories.   4. Demonstrate correct technique when performing physical examinations.   5. Provide appropriate patient education.   6. Demonstrate correct technique when performing clinical procedures.
CLINICAL REASONING AND PROBLEM-SOLVING ABILITIES
For simulated patient encounters: 1. Correctly interpret history findings.   2. Correctly interpret physical examination findings.   3. Determine the appropriate diagnostic evaluation (e.g., laboratory and imaging studies).   4. Correctly interpret diagnostic study findings.   5. Utilize history, physical examination, and diagnostic study findings to formulate a list of differential diagnoses.   6. Formulate appropriate patient management plans.
INTERPERSONAL SKILLS
1. Engage simulated patients in decisions regarding their care.   2. Communicate with simulated patients with consideration of their individual backgrounds, values/beliefs.   3. Discuss the roles and responsibilities of various health care professionals and the team approach to patient-centered care.   4. Provide faculty facilitators with clear and accurate oral reports and written documentation of simulated patient encounters.
PROFESSIONAL BEHAVIORS
1. Always adhere to the LMU-SMS-Knoxville PA Program Student Code of Conduct.   2. Engage simulated patients in an ethical PA Student/patient relationship.   3. Demonstrate a decreasing reliance on faculty facilitators for direction in discussion of patient cases/completion of simulated patient encounters.   4. With assistance from program faculty, identify areas of strength and weaknesses related to medical knowledge, skills, and professional conduct and formulate a plan for improvement.   5. Accept constructive criticism and incorporate feedback into future performance.   6. Formulate a clinical question and search, interpret, and evaluate current medical literature.   7. List the common precipitants of medical errors in clinical settings.   8. Discuss procedures to help prevent medical errors and optimize patient safety in clinical settings.   9. Demonstrate an understanding of the delivery of patient care and the common methods of payment / business of healthcare.   10. Discuss the professional requirements of Physician Assistant practice.   11. Develop preventative provider personal wellness strategies.   12. Discuss concepts of public health as they relate to the role of a practicing Physician Assistant.
CLINICAL PROCEDURES

Correctly perform the following procedures:

- Surgical scrubbing, gowning, and gloving
- Handling of surgical instruments
- Sterile technique
- Knot tying
- Administration of local anesthesia
- Wound closure with sutures

Applied medical sciences include the following: anatomy, epidemiology, physiology, pathophysiology, microbiology, pharmacology, pharmacotherapeutics, and genetic and molecular mechanisms of health and disease.

Clinical Phase Learning Outcomes

Clinical Phase Learning Outcomes (CPLOs)

MEDICAL KNOWLEDGE

For pediatric, adult, and elderly patients encountered in SCPEs:

1. Apply concepts from applied medical sciences* to interpret history, physical examination, and diagnostic study findings.
2. Apply concepts from applied medical sciences* to determine the appropriate screening studies and interventions for prevention of disease and promotion/maintenance of health.

CLINICAL AND TECHNICAL SKILLS

For pediatric, adult, and elderly patients encountered in SCPEs:

1. Develop a systematic approach to patient evaluation and management.
2. Obtain essential histories.
3. Demonstrate correct technique when performing physical examinations.
4. Provide appropriate patient education.
5. Demonstrate correct technique when performing clinical procedures.

CLINICAL REASONING AND PROBLEM-SOLVING ABILITIES

For pediatric, adult, and elderly patients encountered in SCPEs:

1. Correctly interpret history findings.
2. Correctly interpret physical examination findings.
3. Determine the appropriate diagnostic evaluation (e.g., laboratory and imaging studies).
4. Correctly interpret diagnostic study findings.
5. Utilize history, physical examination, and diagnostic study findings to formulate a list of differential diagnoses.
6. Formulate appropriate patient management plans.

INTERPERSONAL AND COMMUNICATION SKILLS

For pediatric, adult, and elderly patients encountered in SCPEs:

1. Communicate with patients and their families with consideration of their values/beliefs.
2. Engage patients in making decisions about their care.
3. Provide effective patient counseling regarding health promotion and medical/surgical conditions.
4. Provide clinical preceptors with clear and accurate oral reports and written documentation of patient encounters (when permitted to document in patient medical records).

PROFESSIONAL BEHAVIORS

1. Always adhere to the LMU-SMS-Knoxville PA Program Student Code of Conduct.
2. Always adhere to HIPAA and other patient privacy guidelines.
3. Engage patients and their families in an ethical PA-Student/patient relationship.
4. Demonstrate the humanistic attributes of integrity, excellence, collaboration, compassion, altruism, respect, resilience, empathy, and service in the care of patients.
5. Demonstrate a decreasing reliance (while maintaining appropriate supervision) on clinical preceptors for direction in patient evaluation and management.
6. Self-identify areas of strength and weaknesses related to medical knowledge, skills, and professional conduct and formulate a plan for improvement.
7. Self-reflect and incorporate constructive feedback to improve one's delivery of patient care.
8. Search, interpret, and evaluate current medical literature and clinical practice guidelines to improve one's delivery of patient care.

Applied medical sciences include the following: anatomy, epidemiology, physiology, pathophysiology, microbiology, pharmacology, pharmacotherapeutics, and genetic and molecular mechanisms of health and disease.

Academic Calendar

Academic Calendar

PA Class of 2025	
Fall 1 Semester (12 weeks)	
Orientation/Semester begins	September 28, 2023
Thanksgiving Break – no class	November 22 – 24, 2023
Semester ends	December 15, 2023
Spring 1 Semester (16 weeks)	
Semester begins	January 3, 2024
Good Friday – no class	March 29, 2024
Semester ends	April 19, 2024
Summer 1 Semester (16 weeks)	
Semester begins	April 22, 2024
Memorial Day – no class	May 27, 2024
Juneteenth - no class	June 19, 2024
July 4th – no class	July 4, 2024
Semester ends	August 9, 2024
Fall 2 Semester (14 weeks Didactic/4 weeks Clinical)	
Semester begins	August 12, 2024
Labor Day – no class	September 2, 2024
Last day of class Didactic Phase	November 6, 2024
Clinical Phase Orientation	November 7 – 8, 2024
Break – no class	November 11 – 15, 2024
SCPE Block #1	November 18 – December 13, 2024
Spring 2 Semester (16 weeks)	
SCPE Block #2	January 1 – 24, 2025
SCPE Block #3	January 27 – February 21, 2025
SCPE Block #4	February 24 – March 21, 2025
SCPE Block #5	March 24 – April 18, 2025
Summer 2 Semester (18 weeks)	
SCPE Block #6	April 21 – May 16, 2025
Clinical Conference / Mock Summative Evaluation	May 19 – May 23, 2025
Break – no class	May 26 – May 30, 2025
SCPE Block #7	June 2 – June 27, 2025
SCPE Block #8	June 30 – July 25, 2025
SCPE Block #9	July 28 – August 22, 2025
Fall 3 Semester (15 weeks)	
SCPE Block #10	August 25 – September 19, 2025
SCPE Block #11	September 23 – October 1, 2025
SCPE Block #12	October 20 – November 14, 2025

Thanksgiving Break – no class	November 17 – 21, 2025
Clinical Conference / Clinical Phase Cumulative Assessment/ Summative Evaluation	November 24 – December 12, 2025
TENTATIVE Graduation	December 13, 2025

Academic Calendar

PA Class of 2026	
Fall 1 Semester (12 weeks)	
Orientation/Semester begins	September 26, 2024
Thanksgiving Break – No Class	November 27-29, 2024
Semester ends	December 13, 2024
Spring 1 Semester (16 weeks)	
Semester begins	January 2, 2025
Martin Luther King Jr.	January 20, 2025
Semester Ends	April 17, 2025
Good Friday - No Class	April 18, 2025
Summer 1 Semester (16 weeks)	
Semester begins	April 21, 2025
Memorial Day – no class	May 26 2025
Juneteenth - no class	June 19, 2025
July 4th – no class	July 4, 2025
Semester ends	August 8, 2025
Fall 2 Semester (14 weeks Didactic/4 weeks Clinical)	
Semester begins	August 11, 2025
Labor Day – no class	September 1, 2025
Last day of class, Didactic Phase	November 12, 2025
Clinical Phase Orientation	November 13-14, 2025
Break – no class	November 17 – 21, 2025
SCPE Block #1	November 24 – December 19, 2025
Spring 2 Semester (16 weeks)	
SCPE Block #2	January 5 - 30, 2026
SCPE Block #3	February 2– February 27, 2026
SCPE Block #4	March 2 – March 27, 2026
SCPE Block #5	March 30 – April 24, 2026
Summer 2 Semester (17 weeks)	
SCPE Block #6	April 27 – May 22, 2026
Break - No Class	May 25 – May 29, 2026
SCPE Block #7	June 1 – June 26, 2026
SCPE Block #8	June 29 – July 24, 2026
SCPE Block #9	July 27 – August 21, 2026
Fall 3 Semester (16 weeks)	
Clinical Conference / EOC	August 24 - August 28, 2026
SCPE Block #10	August 31 – September 25, 2026

SCPE Block #11	September 28 – October 23, 2026
SCPE Block #12	October 26 – November 20, 2026
Thanksgiving Break – no class	November 23 – 27, 2026
Clinical Conference / Clinical Phase Cumulative Assessment/ Summative Evaluation	November 30 – December 18, 2026
TENTATIVE Graduation	December 19, 2026

Academic Calendar

PA Class of 2027	
Fall 1 Semester (12 weeks)	
Orientation/Semester Begins	September 25, 2025
Thanksgiving Break – No Class	November 26-28, 2025
Semester Ends	December 12, 2025
Spring 1 Semester (15 weeks)	
Semester Begins	January 5, 2026
Martin Luther King Jr.	January 19, 2026
Good Friday - No Class	April 3, 2026
Semester Ends	April 17, 2026
Summer 1 Semester (15 weeks)	
Semester Begins	April 27, 2026
Memorial Day – No Class	May 25, 2026
Juneteenth - No Class	June 19, 2026
July 4th – No Class	July 3, 2026 (observed)
Semester Ends	August 7, 2026
Fall 2 Semester (14 weeks Didactic/4 weeks Clinical)	
Semester Begins	August 17, 2026
Labor Day – No Class	September 1, 2026
Last Day of Class - Didactic Phase	November 18, 2026
Clinical Phase Orientation	November 19-20, 2026
Break – No Class	November 23-27, 2026
SCPE Block #1	November 30 – December 25, 2026
Spring 2 Semester (16 weeks)	
SCPE Block #2	January 4 - 29, 2027
SCPE Block #3	February 1– February 26, 2027
SCPE Block #4	March 1– March 26, 2027
SCPE Block #5	March 29 – April 23, 2027
Summer 2 Semester (17 weeks)	
SCPE Block #6	April 26 – May 21, 2027
SCPE Block #7	May 24- June 18, 2027
SCPE Block #8	June 21 – July 16, 2027
SCPE Block #9	July 19 – August 13, 2027
Fall 3 Semester (16 weeks)	
Clinical Conference / EOC	August 16 - August 20, 2027

SCPE Block #10	August 23 – September 17, 2027
SCPE Block #11	September 20 – October 15, 2027
SCPE Block #12	October 18 – November 12, 2027
Thanksgiving Break – No Class	November 15 – 26, 2027
Clinical Conference / Clinical Phase Cumulative Assessment/ Summative Evaluation	November 29 – December 16, 2027
TENTATIVE Graduation	December 17, 2027

Application and Admission to the LMU-Knoxville PA Program 2025-2026 CASPA Cycle

APPLICATION AND ADMISSION TO THE LMU-KNOXVILLE PA PROGRAM

2025-2026 CASPA CYCLE

The LMU-SMS-Knoxville PA Program seeks to recruit, matriculate, and graduate highly motivated student applicants whose professional goals are consistent with the mission of LMU and the mission and goals of the program. Applications for admission are only accepted through the Central Application Service for Physician Assistants (CASPA). Application and admission criteria reflect the academic aptitude, personal attributes, and experiences in healthcare essential for success in the program. The evaluation criteria include the following:

1. Academic performance
2. Personal statement submitted to CASPA
3. Evaluation letters submitted to CASPA
4. Responses to program-specific questions submitted to CASPA
5. Performance during the student applicant interview
6. Behaviors demonstrated throughout all communications with the program
7. Healthcare experiences

Application Process

Application for the LMU-SMS-Knoxville PA Program is separate from the LMU-SMS-Harrogate PA Program. The LMU-SMS-Knoxville PA Program follows a rolling admissions cycle. Applications are reviewed after they are received by the Program. A CASPA-verified application, Graduate Record Examination (GRE) scores, and a minimum of 24 hours of shadowing a PA, MD, DO, DPM, or NP with direct observation of patient interaction must be submitted before student applicants are considered for a student applicant interview. Student applicants with stronger academic profiles are more likely to be selected for a student applicant interview. Student applicants selected for an interview are contacted via telephone and/or email to schedule a student applicant interview, which begins in the fall of each year. The Admissions Committee meets after one or more student applicant interview sessions and makes one of three decisions: (1) offer admission, (2) place on the waitlist, or (3) decline the offer of admission. Student applicants are notified of the Admissions Committee's decision in writing as soon as possible following their student applicant interview. Student applicant interviews continue until the maximum class size of 100 is reached. Student applicants benefit from completing their application early in the CASPA cycle.

Application Submission

Applications for admission are only accepted through CASPA. Only applications verified by CASPA are reviewed. Grade point averages (GPAs) calculated by CASPA are applied. Student applicants are also required to submit GRE scores and a minimum of 24 hours of shadowing a PA, MD, DO, DPM, or NP before consideration for a student applicant interview. Please note that submission of a complete application does not guarantee an invitation for a student applicant interview, and completion of a student applicant interview does not guarantee an offer for admission.

- GPAs: Cumulative and science GPAs are calculated by CASPA. A minimum cumulative GPA of 2.8 and a minimum cumulative science GPA of 2.8 are required for application; however, students with stronger academic profiles are more likely to be invited for student applicant interviews.

- GRE Scores: Student applicants must request submission of official GRE scores from Education Testing Services (ETS) to the LMU-SMS-Knoxville PA Program using the Designated Institution (DI) Code 4376. The date of the GRE scores must be within five years of the date of application to the Program. There is no minimum GRE score required for application; however, the Program considers applicants who scored at or above the 50th Percentile in verbal reasoning, quantitative reasoning, and/or analytical writing as more competitive. Students with stronger academic profiles are more likely to be invited for student applicant interviews.
- Evaluation (Reference) Letters: Student applicants must submit three professional evaluation letters to CASPA that address the student applicant's readiness for the rigor of the Program's curriculum and professional conduct. At least one evaluation letter must be from a PA, MD, DO, DPM, or NP, including their observations of the student applicant in the clinical setting. The Program does not consider personal or family recommendations.
- Shadowing and Healthcare Experience Requirements: Student applicants must include a minimum of 24 hours of shadowing a PA, MD, DO, DPM, or NP before consideration for a student applicant interview. Shadowing must be completed through in-person direct observation of patient interaction by a PA, MD, DO, DPM, or NP. Only in-person shadowing will be considered. Work hours (patient care experience) completed with a PA, MD, DO, DPM, or NP do not meet the Program's shadowing experience requirements. The Program does not require a minimum number of health care experience hours; however, student applicants are encouraged to seek out opportunities to obtain health care experience in either paid or volunteer positions in a variety of health care settings, as these experiences are valuable to professional growth.
- Admission Seat Deposit: Student applicants who are offered admission to the Program must submit a non-refundable seat deposit of $500.00 to secure their seat. The seat deposit is applied to the balance of tuition and fees for the first semester. The seat deposit is not refunded to students who do not matriculate into the Program.
- Deferral of Admission Offer: Students may request to defer their admission offer to the next student cohort once. This request must be submitted in writing to the Program Director no less than 90 days prior to the first day of class. Any student who does not matriculate with the next student cohort following approval for deferral for admission offer loses their offer of admission but is eligible to reapply to the Program.
- Reapplying to the Program: Any student reapplying to the Program must follow the same application procedure as new student applicants and is evaluated using the same process as new student applicants. The Program does not maintain student application records for student applicants who do not matriculate into the program.
- CASPA Code of Conduct: Student applicants are held to CASPA's Code of Cooperation and Conduct Policies. As such, all student applicants are expected and required to take full responsibility for their application throughout the application and admissions process and to abide by CASPA's Profession Code of Conduct.
- Preferences:
  ◦ Appalachian Region: Consistent with the mission of LMU and the vision and mission of the LMU-SMS-Knoxville PA Program, preference is given to student applicants with permanent residence in the Appalachian region of the following states: TN, KY, VA, NC, OH, WV, PA, AL, and GA. The preference is applied with a 3-tiered system. The greatest preference is given to student applicants with permanent residence in the Appalachian region of Tennessee. Student applicants with permanent residence in the Appalachian region of KY, VA, NC, and WV are given greater preference than student applicants with permanent residence in the Appalachian region of OH, PA, AL, and GA.
  ◦ LMU's GPA Program: LMU undergraduate students enrolled in LMU's GPA Program, who apply to the program through CASPA, are guaranteed a student applicant interview if they meet the Program's criteria for application. Students enrolled in LMU's GPA Program must complete the same application process as all other student applicants.
  ◦ Military Service: Student applicants with military service, including honorably discharged veterans, active duty, guard, and reserve members, are given preference.
  ◦ Articulation Agreements: The LMU-SMS-Knoxville PA Program holds articulation agreements with Tusculum University (Greeneville, TN), Hampton University (Hampton, VA), and Union Commonwealth University (Barbourville, KY). Up to six student applicants from each of these universities who have completed or are in the process of completing their undergraduate degree from these universities are guaranteed a student applicant interview if they meet the Program's criteria for application. Students from these universities must complete the same application process as all other student applicants.
- International Student Applicants: Student applicants must be a United States Citizen or a permanent resident of the United States. All prerequisite course requirements must be completed in the United States at a regionally or nationally accredited college or university. Student applicants who completed courses and/or degree(s) outside of the United

States must submit a transcript evaluation from World Education Services, Educational Credential Evaluators, or Josef Silny and Associates, Inc. to CASPA. Student applicants whose native language is not English must submit scores from the combined Test of English as a Foreign Language (TOEFL) and Test of Spoken English (TSE) examination unless the student applicant is a graduate of a regionally or nationally accredited college or university in the United States. The minimum accepted score is 79 for Internet-Based Testing (BT) and 26 for the speaking component.

Admission and Enrollment Requirements

- Academic Standards:
    - GPAs: Cumulative and science GPAs are calculated by CASPA. A minimum cumulative GPA of 2.8 and a minimum cumulative science GPA of 2.8 are required for application.
    - GRE Scores: The date of the GRE scores must be within five years of the date of application to the program. There is no minimum GRE score required for the application.
- Advanced Placement: All students seeking a Master of Medical Science (MMS) degree must complete the full LMU-SMS Physician Assistant curriculum as designed by their program to be eligible for graduation. The program does not grant advanced placement, transfer credit, or credit for prior academic, professional, or experiential learning. Graduate-level coursework completed before enrollment—including courses taken at other institutions or during undergraduate or graduate study—will not be accepted toward the MMS degree. Students from other PA programs are not eligible for transfer.
- Prerequisite Course Requirements: Prior to matriculation, all prerequisite courses must be completed at a regionally or nationally accredited college or university in the United States with a course grade of "C" or higher. Course grades of Pass (P), Satisfactory (S), or equivalent for prerequisite courses completed during the spring and summer 2020 semesters are acceptable. Student applicants with greater than 16 credit hours of prerequisite courses to complete prior to their student applicant interview are not considered for admission. Student applicants must self-report course information on the CASPA application prior to submission to the Program. Official transcripts, from all institutions attended, confirming course grades, must be submitted directly from the degree-granting institution to CASPA. Survey science courses are not considered. Student applicants are advised to complete a thorough review of course material for any science course completed more than four years prior to matriculation. The Program does not provide a waiver of required coursework (in whole or in part) included in the curriculum based on prior academic or professional experience. Transfer academic credits are not accepted. All students must complete all components of the curriculum in whole to be eligible for graduation.

Prerequisite Courses Table

Course	Minimum number of total credit hours	Clarifications
Biology	7	Two courses/two semesters of biology. General biology and/or upper-level biology courses will be considered. Any course(s) fulfilling the microbiology prerequisite will not count as biology prerequisites. A laboratory component for at least one of the biology courses is recommended.
Microbiology	3	One course/one semester of microbiology. This course should include the study of microorganisms.
Organic Chemistry or Biochemistry	3	One course/one semester of organic chemistry or biochemistry. Any course(s) fulfilling the organic or biochemistry prerequisite will not count towards additional chemistry prerequisites.
Chemistry	7	Two courses/two semesters of any combination of inorganic chemistry, organic chemistry, or biochemistry. Any course(s) fulfilling the organic or biochemistry prerequisite will not count towards additional chemistry prerequisites. A laboratory component for at least one of the chemistry courses is recommended.
Human Anatomy	4	One course/one semester of human anatomy, or *two courses/two semesters if combination course. This course should cover all organ systems. A laboratory component is recommended. Course must be completed within 8 years of application *If a combined human anatomy and physiology course is completed, eight (8) credit hours is required.
Human Physiology	4	One course/one semester of human physiology, or *two courses/two semesters if combination course. This course should cover all organ systems. A laboratory component is recommended. Course must be completed within 8 years of application. *If a combined human anatomy and physiology course is completed, eight (8) credit hours is required.
Psychology	3	One course/one semester of psychology. A psychology course covering the full spectrum of psychological development from childhood to advanced age and an abnormal psychology course will best prepare an applicant for success in the Program.
Statistics	3	One course/one semester of statistics. This course should cover descriptive and inferential statistics.

Course	Minimum number of total credit hours	Clarifications
English Composition	3	One course/one semester of English composition. Other writing-intensive courses will be considered.
Medical Terminology	1	One course/one semester of medical terminology. This course should cover all organ systems. Certificates are not accepted.

- Degree Requirements: Prior to matriculation, student applicants must earn a minimum of a baccalaureate degree from a regionally or nationally accredited college or university. Student applicants must self-report degree information on the CASPA application prior to submission to the Program. Official transcripts confirming degree completion must be submitted directly from the degree-granting institution to CASPA. Student applicants who complete their degree after submission of their CASPA application must have their official transcripts confirming degree completion submitted directly from the degree-granting institution to the Program (PAKnox@LMUnet.edu).
- Arrest/Criminal Background Check Policy: To ensure the safety of students, faculty, colleagues, and most importantly, patients; the PA profession requires that both students and licensed health care professionals be able to pass criminal background checks. Therefore, prior to matriculation and prior to beginning supervised clinical practice experiences (SCPEs), students must submit to a criminal background check. Students may be required to submit additional criminal background checks, which may include fingerprinting, based on clinical affiliation agreements with the Program's clinical sites or at the Program Director's discretion. Students are responsible for all costs associated with criminal background checks. Further information is published in the LMU-SMS-Knoxville PA Program Student Handbook.
- Drug/Alcohol Screen: Safe and competent delivery of patient care requires all providers to be free of impairment from drugs and alcohol. Prior to matriculation and prior to beginning SCPEs, students must submit the results of a urine drug screen to the online central screening service by the Program's submission due dates. At times, students may be required to submit additional drug and/or alcohol screens. Students are responsible for all costs associated with drug and alcohol screenings. Further information is published in the LMU-SMS-Knoxville PA Program Student Handbook.
- Immunization and Screening Requirements: Prior to matriculation, students must have a licensed health care provider verify the student's immunization, tuberculosis screening, and urine drug screening status relative to the requirements listed below. Clinical sites may have additional requirements. Students are responsible for all costs associated with obtaining the program's immunization and screening requirements and any additional requirements of clinical sites providing SCPEs for the student. Students must submit their immunization records, tuberculosis screening results, and urine drug screen results to the online central screening service by the Program's submission due dates. The Program follows the recommendations of the Centers for Disease Control and Prevention (CDC for healthcare workers). Students may request a religious or medical exemption to the immunization/vaccination requirements by contacting the Program Director; however, clinical sites that provide SCPEs may not allow for exemptions to the Program's requirements and may have additional requirements.

Immunization Table

Immunization	Details
Hepatitis B	Students are required to provide proof of immunity against hepatitis B virus (qualitative or quantitative Hep B Surface AB titer). Students who do not have serologic evidence of immunity must get a 3-dose series of Recombivax HB or Engerix-B or a 2-dose series of Heplisav-B and then an anti-HBs serologic test 1-2 (one to two) months after the final dose.
Measles, Mumps, & Rubella (MMR)	Students are required to provide proof of immunity against measles, mumps, and rubella (qualitative or quantitative MMR antibody titer). Students who do not have serologic evidence of immunity against measles, mumps, and rubella or who show insufficient immunity against any of the three components must get a booster vaccination and then a serologic test 6 (six) weeks later.
Varicella	Students are required to provide proof of immunity against varicella (qualitative or quantitative Varicella antibody titer or proof of a prior history of varicella or herpes zoster infection verified by a licensed health care provider). Students who do not have serologic evidence of immunity against varicella must get two (2) doses of the varicella vaccine at least 4 (four) weeks apart and then a serologic test six (6) weeks later.
COVID-19 Vaccination/ Booster	Matriculating and enrolled students in the LMU-SMS-Knoxville PA Program are not required but are encouraged to provide proof of COVID-19 vaccination/booster. Students may apply for an exemption to the COVID-19 vaccination/booster through LMU. The Program will make every reasonable effort to accommodate clinical site placement for students who do not have proof of COVID-19 vaccination/booster or who have an

The meningococcal vaccination will not be required for students entering the Program unless required by a rotation site.

Updated 3.26.2024

Immunization	Details
	exemption to the COVID-19 vaccine/booster through LMU; however, since clinical sites may require proof of COVID-19 vaccination/booster and may not accept an exemption to the COVID-19 vaccine/booster, this may result in a delay in graduation or failure to complete the Program curriculum within 54 months of initial matriculation.
Tetanus, diphtheria, pertussis (Tdap)	Students are required to provide proof of Tdap vaccination as an adult. Vaccination must be current through graduation.
Influenza	Students are required to provide proof of annual influenza vaccination.
Tuberculosis (TB)	Students are required to provide proof of a TB blood test (QuantiFERON-TB Gold Plus [QFT-Plus] or T-SPOT TB test [T-Spot]) or a TB skin test (Mantoux tuberculin skin test [TST]). Students with a positive TB test (blood or skin) are required to have additional testing to determine if they have latent TB infection or TB disease.
Urine drug screen	Students are required to submit to a 10-panel urine drug screen. A copy of the urine drug screen results, with the list of substances tested, is required. A copy of the related prescription is required for any positive findings.

The meningococcal vaccination will not be required for students entering the Program unless required by a rotation site.

Updated 3.26.2024

- <u>Technical Standards for Enrollment:</u> The program has identified minimum technical standards that all students must meet to ensure successful completion of the program and the delivery of competent, safe, and appropriate patient care during training and following graduation. All students in the program must be able to demonstrate these health standards, cognitive and motor skills, and professional behaviors, including students with disabilities when reasonable accommodations are made by the program, for Program matriculation, progression, and graduation. Further information is published in the LMU-SMS-Knoxville PA Program Student Handbook.

Course Descriptions

Physician Assistant Studies

PAS-501 : Clinically Oriented Anatomy & Dissection

PAS 501: Clinically Oriented Anatomy and Dissection I (3.0 credit hours)

This is the first of three courses focused on gross human anatomy presented in a regional approach. Students learn anatomical terminology and correlate structure with function. Learning objectives in the course align with many of the learning objectives in PAS 531 and 511. Instruction is primarily in lecture and laboratory format with identification of structures on prosected cadavers. These learning experiences enable students to achieve the program's Didactic Phase Learning Outcomes. Student learning is assessed primarily with multiple-choice question examinations and laboratory practical examinations.

Pre-requisite(s): PAS 506 and PAS 507
Credits 3

PAS-502 : Clin Oriented Anat & Dissect II

PAS 502: Clinically Oriented Anatomy and Dissection II (4.0 credit hours)

This is the second of three courses focused on gross human anatomy presented in a regional approach. Students learn anatomical terminology and correlate structure with function. Learning objectives in the course align with many of the learning objectives in PAS 532 and 512. Instruction is primarily in lecture and laboratory format with dissection and identification of structures on cadavers. These learning experiences enable students to achieve the program's Didactic Phase Learning Outcomes. Student learning is assessed primarily with multiple-choice question examinations and laboratory practical examinations.

Pre-requisite(s): PAS 506, PAS 507, PAS 501, PAS 511, PAS 531, and PAS 541
Credits 4

PAS-503 : Clin Oriented Anat & Dissec III

PAS 503: Clinically Oriented Anatomy and Dissection III (2.0 credit hours)

This is the third of three courses focused on gross human anatomy presented in a regional approach. Students learn anatomical terminology and correlate structure with function. Learning objectives in the course align with many of the learning objectives in PAS 532 and 513. Instruction is primarily in lecture and laboratory format with identification of structures on prosected cadavers. These learning experiences enable students to achieve the program's Didactic Phase Learning Outcomes. Student learning is assessed primarily with multiple-choice question examinations and laboratory practical examinations.

Pre-requisite(s): PAS 506, PAS 507, PAS 501, PAS 502, PAS 511, PAS 512, PAS 531, PAS 532, PAS 541, and PAS 542
Credits 2

PAS-506 : Foundations of Clinical Medicine

PAS 506: Foundations of Clinical Medicine (7.0 credit hours)

This course focuses on the basic sciences that serve as the foundation for the practice of clinical medicine. Students will undertake an advanced study of human physiology, genetic and molecular mechanisms of health and disease, and microbiology. Students will also learn basic principles of pharmacology such as pharmacokinetics, pharmacodynamics, drug absorption, metabolism, and excretion. This course will highlight anatomical, physiological, and pharmacologic principles related to human organs, systems, and cellular function that can then be applied to clinical medicine, disease processes, and pharmacotherapeutics. Instruction is primarily in lecture and small group discussion. These learning experiences enable students to achieve the program's Didactic Phase Learning Outcomes. Student learning is assessed primarily with multiple-choice question examinations.

Pre-requisite(s): Matriculation into the LMU-SMS-Knoxville PA Program
Credits 7

PAS-507 : Intro Patient Eval, Clin Skill

PAS 507: Introduction to Patient Evaluation and Clinical Skills (5.0 credit hours)

This course provides students with an introduction to the clinical psychomotor skills necessary for evaluating patients and performing common clinical procedures. Students learn how to conduct and document a complete medical history and physical examination. Students are also introduced to the interpersonal and communication skills necessary for the effective exchange of information and collaboration with patients, families, and other health care professionals. Instruction is primarily in lectures, laboratory sessions, and small group activities. These learning experiences enable students to achieve the program's Didactic Phase Learning Outcomes. Student learning is assessed primarily with multiple-choice question examinations, written assignments, and physical examination and clinical skills practicals.

Pre-requisite(s): Matriculation into the LMU-SMS-Knoxville PA Program
Credits 5

PAS-511 : Patient Asmnt & Clin Skills I

PAS 511: Patient Assessment and Clinical Skills I (4.0 credit hours)

This is the first of three courses focused on patient assessment and clinical skills. Students develop interpersonal communication and clinical decision making skills as they learn how to elicit focused patient histories, perform focused physical examinations, interpret clinical findings, order and interpret diagnostic studies, generate differential diagnosis lists, determine the most likely diagnosis, explain clinical findings and assessments to patients and their families, determine appropriate management options, engage patients and their families to formulate patient-centered management plans, and present and document patient encounters. Students learn the indications, contraindications, and potential complications of common clinical procedures. Students also develop correct techniques for and proper documentation of common clinical procedures. Learning objectives in this course align with many of the learning objectives in PAS 501 and PAS 531. Instruction is primarily in small group discussion, simulated patient encounters, and laboratory format. Procedures are performed on simulated task trainers, human cadavers, and classmates as appropriate. These learning experiences enable students to achieve the program's Didactic Phase Learning Outcomes. Student learning is assessed primarily with physical examination and clinical skills practicals, written assignments, and simulated patient encounters.

Pre-requisite(s): PAS 506 and PAS 507
Credits 4

PAS-512 : Patient Asmnt & Clin Skills II

PAS 512: Patient Assessment and Clinical Skills II (4.0 credit hours)

This is the second of three courses focused on patient assessment and clinical skills. Students develop interpersonal communication and clinical decision making skills as they learn how to elicit focused patient histories, perform focused physical examinations, interpret clinical findings, order and interpret diagnostic studies, generate differential diagnosis lists, determine the most likely diagnosis, explain clinical findings and assessments to patients and their families, determine appropriate management options, engage patients and their families to formulate patient-centered management plans, and present and document patient encounters. Students learn the indications, contraindications, and potential complications of common clinical procedures. Students also develop correct techniques for and proper documentation of common clinical procedures. Learning objectives in this course align with many of the learning objectives in PAS 502 and PAS 532. Instruction is primarily in small group discussion, simulated patient encounters, and laboratory format. Procedures are performed on simulated task trainers, human cadavers, and classmates as appropriate. These learning experiences enable students to achieve the program's Didactic Phase Learning Outcomes. Student learning is assessed primarily with physical examination and clinical skills practicals, written assignments, and simulated patient encounters.

Pre-requisite(s): PAS 506, PAS 507, PAS 501, PAS 511, PAS 531, and PAS 542
Credits 4

PAS-513 : Patient Asmnt & Clin Skills III

PAS 513: Patient Assessment and Clinical Skills III (3.0 credit hours)

This is the third of three courses focused on patient assessment and clinical skills. Students develop interpersonal communication and clinical decision making skills as they learn how to elicit focused patient histories, perform focused physical examinations, interpret clinical findings, order and interpret diagnostic studies, generate differential diagnosis lists, determine the most likely diagnosis, explain clinical findings and assessments to patients and their families, determine appropriate management options, engage patients and their families to formulate patient-centered management plans, and present and document patient encounters. Students learn the indications, contraindications, and potential complications of common clinical procedures. Students also develop correct techniques for and proper documentation of common clinical procedures. Learning objectives in this course align with many of the learning objectives in PAS 503 and PAS 533. Instruction is primarily in small group discussion, simulated patient encounters, and laboratory format. Procedures are performed on simulated task trainers, human cadavers, and classmates as appropriate. These learning experiences enable students to achieve the program's Didactic Phase Learning Outcomes. Student learning is assessed primarily with physical examination and clinical skills practicals, written assignments, and simulated patient encounters.

Pre-requisite(s): PAS 506, PAS 507, PAS 501, PAS 502, PAS 511, PAS 512, PAS 531, PAS 532, PAS 541, and PAS 542
Credits 3

PAS-531 : Prin of Clin Medicine I

PAS 531: Principles of Clinical Medicine I (10.0 credit hours)

This is the first of three courses focused on the evaluation and management of acute, emergent, and chronic presentations of medical and surgical conditions found in pediatric, adult, and geriatric patient populations. Students learn the epidemiology, etiology, physiology, pathophysiology, clinical presentation, diagnostic evaluation, prevention, and management (acute, longitudinal, pre-/intra-/post-operative, pharmacologic, non-pharmacologic, referral, rehabilitative, palliative/end-of-life) of these conditions. Students also learn how to generate differential diagnoses and make clinical decisions by linking relevant anatomic, physiologic, and pathophysiologic concepts with clinical presentations and diagnostic study results. Learning objectives in this course align with many of the learning objectives in PAS 501 and PAS 511. Instruction is primarily in lectures, small group discussion, and case study format. These learning experiences enable students to achieve the program's Didactic Phase Learning Outcomes. Student learning is assessed primarily with multiple-choice question examinations.

Pre-requisite(s): PAS 506 and PAS 507
Credits 10

PAS-532 : Prin of Clin Medicine II

PAS 532: Principles of Clinical Medicine II (10.0 credit hours)

This is the second of three courses focused on the evaluation and management of acute, emergent, and chronic presentations of medical and surgical conditions found in pediatric, adult, and geriatric patient populations. Students learn the epidemiology, etiology, physiology, pathophysiology, clinical presentation, diagnostic evaluation, prevention, and management (acute, longitudinal, pre-/intra-/post-operative, pharmacologic, non-pharmacologic, referral, rehabilitative, palliative/end-of-life) of these conditions. Students also learn how to generate differential diagnoses and make clinical decisions by linking relevant anatomic, physiologic, and pathophysiologic concepts with clinical presentations and diagnostic study results. Learning objectives in this course align with many of the learning objectives in PAS 502 and PAS 512. Instruction is primarily in lectures, small group discussion, and case study format. These learning experiences enable students to achieve the program's Didactic Phase Learning Outcomes. Student learning is assessed primarily with multiple-choice question examinations.

Pre-requisite(s): PAS 506, PAS 507, PAS 501, PAS 511, PAS 531, and PAS 541
Credits 10

PAS-533 : Prin of Clin Medicine III

PAS 533: Principles of Clinical Medicine III (10.0 credit hours)

This is the third of three courses focused on the evaluation and management of acute, emergent, and chronic presentations of medical and surgical conditions found in pediatric, adult, and geriatric patient populations. Students learn the epidemiology, etiology, physiology, pathophysiology, clinical presentation, diagnostic evaluation, prevention, and management (acute, longitudinal, pre-/intra-/post-operative, pharmacologic, non-pharmacologic, referral, rehabilitative, palliative/end-of-life) of these conditions. Students also learn how to generate differential diagnoses and make clinical decisions by linking relevant anatomic, physiologic, and pathophysiologic concepts with clinical presentations and diagnostic study results. Learning objectives in this course align with many of the learning objectives in PAS 503 and PAS 513. Instruction is primarily in lectures, small group discussion, and case study format. These learning experiences enable students to achieve the program's Didactic Phase Learning Outcomes. Student learning is assessed primarily with multiple-choice question examinations.

Pre-requisite(s): PAS 506, PAS 507, PAS 501, PAS 502, PAS 511, PAS 512, PAS 531, PAS 532, PAS 541, and PAS 542
Credits 10

PAS-541 : Physician Assistant Pract I

PAS 541: Physician Assistant Practice I (1.0 credit hours)

The first of three courses focused on topics relevant to Physician Assistant practice. Instruction covers the historical development of the profession, professional organizations, health policy, laws and regulations regarding professional practice and conduct, medical ethics, intellectual honesty, academic integrity, professional conduct, the provision of care to diverse populations, patient response to illness or injury, and stress, and provider wellness. These learning experiences enable students to achieve the program's Didactic Phase Learning Outcomes. Student learning is assessed primarily with written assignments and/or small group activities.

Pre-requisite(s): PAS 506 and PAS 507
Credits 1

PAS-542 : Physician Assistant Pract II

PAS 542: Physician Assistant Practice II (1.0 credit hours)

This is the second of three courses focused on topics relevant to Physician Assistant practice. Instruction covers methods to search, interpret, and evaluate medical literature, concepts of public health, patient safety, prevention of medical errors, quality improvement, and risk management. These learning experiences enable students to achieve the program's Didactic Phase Learning Outcomes. Student learning is assessed primarily with written assignments and/or small group activities.

Pre-requisite(s): PAS 506, PAS 507, PAS 501, PAS 511, PAS 531, and PAS 541
Credits 1

PAS-543 : Physician Assistant Pract III

PAS 543: Physician Assistant Practice III (1.0 credit hour)

This is the third of three courses focused on topics relevant to Physician Assistant practice. Instruction covers coding and billing, documentation of care, healthcare delivery systems, credentialing, licensure, certification, the PA relationship with the physician and other health care providers, the roles and responsibilities of various health care professionals, the team approach to patient-centered care and interprofessional education. These learning experiences enable students to achieve the program's Didactic Phase Learning Outcomes. Student learning is assessed primarily with written assignments and/or small group activities.

Pre-requisite(s): PAS 506, PAS 507, PAS 501, PAS 502, PAS 511, PAS 512, PAS 531, PAS 532, PAS 541, and PAS 542
Credits 1

PAS-601 : PA Rotation Placeholder

Credits 4

PAS-602 : Clin Conf/Clin Phase Cum Asmnt

PAS 602: Clinical Conference / Clinical Phase Cumulative Assessment (2.0 credit hours)

This course occurs in the 5th, 6th, and 7th semesters of the program. Students complete scholarly projects, mock summative assessments, and PANCE preparation activities. These learning experiences enable students to achieve the program's Clinical Phase Learning Outcomes. Student learning is assessed with grading rubrics for scholarly projects and mock summative simulated patient encounters, physical examination skills assessment, and clinical procedures skills assessment and with multiple-choice examinations for the mock summative written examination and PANCE preparation activities.

Pre-requisite(s): Successful completion of all Didactic Phase courses (PAS 506, PAS 507, PAS 501, PAS 502, PAS 503, PAS 511, PAS 512, PAS 513, PAS 531, PAS 532, PAS 533, PAS 541, PAS 542, and PAS 543) and the Didactic Phase Cumulative Assessment (written examination, simulated patient encounter, physical examination skills assessment, and clinical procedures skills assessment).
Credits 2

PAS-611 : Family Medicine

PAS 611: Family Medicine (4.0 credit hours)

This required 4-week supervised clinical practice experience under the supervision of the clinical site preceptor is designed to provide students with exposure to adult and elderly patients presenting for acute, chronic, and preventive encounters in family medicine. Students apply knowledge and skills learned during the Didactic phase of the program to novel patient encounters in the outpatient setting from initial presentation through ongoing follow-up. These learning experiences enable students to achieve the program's Clinical Phase Learning Outcomes. Student learning is assessed primarily with the clinical preceptor evaluation of student performance and a multiple-choice examination.

Pre-requisite(s): Successful completion of all Didactic Phase courses (PAS 506, PAS 507, PAS 501, PAS 502, PAS 503, PAS 511, PAS 512, PAS 513, PAS 531, PAS 532, PAS 533, PAS 541, PAS 542, and PAS 543) and the Didactic Phase Cumulative Assessment (written examination, simulated patient encounter, physical examination skills assessment, and clinical procedures skills assessment).
Credits 4

PAS-621 : Hospital Medicine

PAS 621: Hospital Medicine (4.0 credit hours)

This required 4-week supervised clinical practice experience under the supervision of the clinical site preceptor is designed to provide students with exposure to adult and elderly patients admitted to the hospital for acute conditions and exacerbations of chronic conditions. Students apply knowledge and skills learned during the Didactic phase of the program to novel patient encounters in the inpatient setting from admission through discharge. These learning experiences enable students to achieve the program's Clinical Phase Learning Outcomes. Student learning is assessed primarily with the clinical preceptor evaluation of student performance and a multiple-choice examination.

Pre-requisite(s): Successful completion of all Didactic Phase courses (PAS 506, PAS 507, PAS 501, PAS 502, PAS 503, PAS 511, PAS 512, PAS 513, PAS 531, PAS 532, PAS 533, PAS 541, PAS 542, and PAS 543) and the Didactic Phase Cumulative Assessment (written examination, simulated patient encounter, physical examination skills assessment, and clinical procedures skills assessment).
Credits 4

PAS-622 : Outpatient Medicine

PAS 622: Outpatient Medicine (4.0 credit hours)

This required 4-week supervised clinical practice experience under the supervision of the clinical site preceptor is designed to provide students with exposure to adult and elderly patients presenting for acute, chronic, and preventive encounters in family or internal medicine. Students apply knowledge and skills learned during the Didactic phase of the program to novel patient encounters in the outpatient setting from initial presentation through ongoing follow-up. These learning experiences enable students to achieve the program's Clinical Phase Learning Outcomes. Student learning is assessed primarily with the clinical preceptor evaluation of student performance and a multiple-choice examination.

Pre-requisite(s): Successful completion of all Didactic Phase courses (PAS 506, PAS 507, PAS 501, PAS 502, PAS 503, PAS 511, PAS 512, PAS 513, PAS 531, PAS 532, PAS 533, PAS 541, PAS 542, and PAS 543) and the Didactic Phase Cumulative Assessment (written examination, simulated patient encounter, physical examination skills assessment, and clinical procedures skills assessment).
Credits 4

PAS-631 : Behavioral Medicine

PAS 631: Behavioral Medicine (4.0 credit hours)

This required 4-week supervised clinical practice experience under the supervision of the clinical site preceptor is designed to provide students with exposure to adult patients seeking care for acute and chronic behavioral and mental health conditions. Students apply knowledge and skills learned during the Didactic phase of the program to novel patient encounters in the outpatient setting from initial presentation through ongoing follow-up. These learning experiences enable students to achieve the program's Clinical Phase Learning Outcomes. Student learning is assessed primarily with the clinical preceptor evaluation of student performance and a multiple-choice examination.

Pre-requisite(s): Successful completion of all Didactic Phase courses (PAS 506, PAS 507, PAS 501, PAS 502, PAS 503, PAS 511, PAS 512, PAS 513, PAS 531, PAS 532, PAS 533, PAS 541, PAS 542, and PAS 543) and the Didactic Phase Cumulative Assessment (written examination, simulated patient encounter, physical examination skills assessment, and clinical procedures skills assessment).
Credits 4

PAS-641 : Pediatric Medicine

PAS 641: Pediatric Medicine (4.0 credit hours)

This required 4-week supervised clinical practice experience under the supervision of the clinical site preceptor is designed to provide students with exposure to infants, children, and adolescents brought for acute, chronic, and preventive encounters. Students apply knowledge and skills learned during the Didactic phase of the program to novel patient encounters in the outpatient setting from initial presentation through ongoing follow-up. These learning experiences enable students to achieve the program's Clinical Phase Learning Outcomes. Student learning is assessed primarily with the clinical preceptor evaluation of student performance and a multiple-choice examination.

Pre-requisite(s): Successful completion of all Didactic Phase courses (PAS 506, PAS 507, PAS 501, PAS 502, PAS 503, PAS 511, PAS 512, PAS 513, PAS 531, PAS 532, PAS 533, PAS 541, PAS 542, and PAS 543) and the Didactic Phase Cumulative Assessment (written examination, simulated patient encounter, physical examination skills assessment, and clinical procedures skills assessment).
Credits 4

PAS-651 : Women's Health

PAS 651: Women's Health (4.0 credit hours)

This required 4-week supervised clinical practice experience under the supervision of the clinical site preceptor is designed to provide students with exposure to adult patients presenting for acute, chronic, and preventive encounters in women's health. Students apply knowledge and skills learned during the Didactic phase of the program to novel patient encounters in the outpatient setting from initial presentation through ongoing follow-up. These learning experiences enable students to achieve the program's Clinical Phase Learning Outcomes. Student learning is assessed primarily with the clinical preceptor evaluation of student performance and a multiple-choice examination.

Pre-requisite(s): Successful completion of all Didactic Phase courses (PAS 506, PAS 507, PAS 501, PAS 502, PAS 503, PAS 511, PAS 512, PAS 513, PAS 531, PAS 532, PAS 533, PAS 541, PAS 542, and PAS 543) and the Didactic Phase Cumulative Assessment (written examination, simulated patient encounter, physical examination skills assessment, and clinical procedures skills assessment).
Credits 4

PAS-661 : Emergency Medicine

PAS 661: Emergency Medicine (4.0 credit hours)

This required 4-week supervised clinical practice experience under the supervision of the clinical site preceptor is designed to provide students with exposure to adult and elderly patients presenting to the emergency department for acute and emergent encounters and exacerbations of chronic conditions. Students apply knowledge and skills learned during the Didactic phase of the program to novel patient encounters in the emergency department. These learning experiences enable students to achieve the program's Clinical Phase Learning Outcomes. Student learning is assessed primarily with the clinical preceptor evaluation of student performance and a multiple-choice examination.

Pre-requisite(s): Successful completion of all Didactic Phase courses (PAS 506, PAS 507, PAS 501, PAS 502, PAS 503, PAS 511, PAS 512, PAS 513, PAS 531, PAS 532, PAS 533, PAS 541, PAS 542, and PAS 543) and the Didactic Phase Cumulative Assessment (written examination, simulated patient encounter, physical examination skills assessment, and clinical procedures skills assessment).
Credits 4

PAS-671 : Orthopedics

PAS 671: Orthopedics (4.0 credit hours)

This required 4-week supervised clinical practice experience under the supervision of the clinical site preceptor is designed to provide students with exposure to adult patients requiring orthopedic care for acute and chronic encounters. Students apply knowledge and skills learned during the Didactic phase of the program to novel patient encounters in the outpatient setting from initial presentation through ongoing follow-up. These learning experiences enable students to achieve the program's Clinical Phase Learning Outcomes. Student learning is assessed primarily with the clinical preceptor evaluation of student performance and a multiple-choice examination.

Pre-requisite(s): Successful completion of all Didactic Phase courses (PAS 506, PAS 507, PAS 501, PAS 502, PAS 503, PAS 511, PAS 512, PAS 513, PAS 531, PAS 532, PAS 533, PAS 541, PAS 542, and PAS 543) and the Didactic Phase Cumulative Assessment (written examination, simulated patient encounter, physical examination skills assessment, and clinical procedures skills assessment).
Credits 4

PAS-681 : Surgery

PAS 681: Surgery (4.0 credit hours)

This required 4-week supervised clinical practice experience under the supervision of the clinical site preceptor is designed to provide students with exposure to adult patients requiring surgical care for acute, chronic, and emergent encounters. Students apply knowledge and skills learned during the Didactic phase of the program to novel patient encounters in surgical practice. These learning experiences enable students to achieve the program's Clinical Phase Learning Outcomes. Student learning is assessed primarily with the clinical preceptor evaluation of student performance and a multiple-choice examination.

Pre-requisite(s): Successful completion of all Didactic Phase courses (PAS 506, PAS 507, PAS 501, PAS 502, PAS 503, PAS 511, PAS 512, PAS 513, PAS 531, PAS 532, PAS 533, PAS 541, PAS 542, and PAS 543) and the Didactic Phase Cumulative Assessment (written examination, simulated patient encounter, physical examination skills assessment, and clinical procedures skills assessment).
Credits 4

PAS-691 : Elective I

PAS 691/692/693: Elective I/II/III: Surgery / Medicine (4.0 credit hours)

This required 4-week supervised clinical practice experience under the supervision of the clinical site preceptor is designed to provide students with the opportunity to select a SCPE in a surgery or medicine discipline of interest. Students apply knowledge and skills learned during the Didactic phase of the program to novel patient encounters. These learning experiences enable students to achieve the program's Clinical Phase Learning Outcomes. Student learning is assessed primarily with the clinical preceptor evaluation of student performance, an assignment, and a presentation.

Pre-requisite(s): Successful completion of all Didactic Phase courses (PAS 506, PAS 507, PAS 501, PAS 502, PAS 503, PAS 511, PAS 512, PAS 513, PAS 531, PAS 532, PAS 533, PAS 541, PAS 542, and PAS 543) and the Didactic Phase Cumulative Assessment (written examination, simulated patient encounter, physical examination skills assessment, and clinical procedures skills assessment).
Credits 4

PAS-692 : Elective II

PAS 691/692/693: Elective I/II/III: Surgery / Medicine (4.0 credit hours)

This required 4-week supervised clinical practice experience under the supervision of the clinical site preceptor is designed to provide students with the opportunity to select a SCPE in a surgery or medicine discipline of interest. Students apply knowledge and skills learned during the Didactic phase of the program to novel patient encounters. These learning experiences enable students to achieve the program's Clinical Phase Learning Outcomes. Student learning is assessed primarily with the clinical preceptor evaluation of student performance, an assignment, and a presentation.

Pre-requisite(s): Successful completion of all Didactic Phase courses (PAS 506, PAS 507, PAS 501, PAS 502, PAS 503, PAS 511, PAS 512, PAS 513, PAS 531, PAS 532, PAS 533, PAS 541, PAS 542, and PAS 543) and the Didactic Phase Cumulative Assessment (written examination, simulated patient encounter, physical examination skills assessment, and clinical procedures skills assessment).
Credits 4

PAS-693 : Elective III

PAS 691/692/693: Elective I/II/III: Surgery / Medicine (4.0 credit hours)

This required 4-week supervised clinical practice experience under the supervision of the clinical site preceptor is designed to provide students with the opportunity to select a SCPE in a surgery or medicine discipline of interest. Students apply knowledge and skills learned during the Didactic phase of the program to novel patient encounters. These learning experiences enable students to achieve the program's Clinical Phase Learning Outcomes. Student learning is assessed primarily with the clinical preceptor evaluation of student performance, an assignment, and a presentation.

Pre-requisite(s): Successful completion of all Didactic Phase courses (PAS 506, PAS 507, PAS 501, PAS 502, PAS 503, PAS 511, PAS 512, PAS 513, PAS 531, PAS 532, PAS 533, PAS 541, PAS 542, and PAS 543) and the Didactic Phase Cumulative Assessment (written examination, simulated patient encounter, physical examination skills assessment, and clinical procedures skills assessment).
Credits 4

SECTION VII: APPENDICES

APPENDIX A

RECEIPT OF THE LMU-KNOXVILLE PHYSICIAN ASSISTANT PROGRAM
STUDENT CATALOG

I, _____, attended orientation for the LMU-Knoxville Physician Assistant (PA) Program on _____ and was advised of LMU and PA Program academic policies, procedures, and regulations.

I hereby acknowledge that I have received a copy of the Student Catalog and that I am able to access a copy of the Student Catalog online. I further acknowledge that I am responsible for all the information contained within this catalog and that I will abide by the academic policies, procedures, and regulations set forth in this document, or subsequent versions.

I have been provided with an opportunity to ask questions regarding the contents of the Student Catalog and should I have any further questions regarding the stated academic policies, procedures, and/or regulations, I understand that it is my responsibility to ask Program faculty for clarification. I understand that the Program will notify all students, via LMU-issued student email accounts, of any revisions and subsequent versions of the Student Catalog and that such revisions and subsequent versions will be posted on the Program's online learning management system. I understand that failure to comply with the academic policies, procedures, and regulations set forth in this catalog, or subsequent versions, may result in disciplinary action, suspension, or dismissal from the LMU-Knoxville PA Program.

_____
Student Name (print legibly)

_____
Student Signature

_____
Date

Letter of Evaluation Release

This form should be completed by any student requesting a faculty or staff member or clinical preceptor to write a letter of evaluation/recommendation or serve as a reference.

Student Name:

Cohort Year (e.g., PA 2022):

LMU email address:

Contact phone number:

I understand that a letter of evaluation/recommendation or an oral reference may contain non-directory personally identifiable information. I give permission to the person/entity listed below to disclose the information indicated below in the form of a letter of evaluation/recommendation and/or to provide an oral reference to the person/entity listed below.

Name of person/entity providing reference:

Name of person/entity receiving reference:

Contact information for person/entity receiving reference:

I give permission to release only the information indicated below:
- ☐ Academic records (transcripts, grades, GPA, class attendance)
- ☐ Disciplinary records
- ☐ All records
- ☐ Other (specify)

- ☐ I hereby waive my right to review the letter of evaluation/recommendation.

- ☐ I hereby do not waive my right to review the letter of evaluation/recommendation.

Student Signature and date:

This form should be signed and returned to the faculty or staff member or clinical preceptor prior to the writing of a letter of evaluation/recommendation or serving as a reference.

Last edited 10/5/2022

END OF STUDENT CATALOG