Wake Forest University
School of Medicine

PA Program
MMS Student Handbook

PA Class of 2026
PA Class of 2027
2025-2026 Academic Year

IMPORTANT NOTE FOR ALL USERS:

Circumstances may arise during a term that cause significant disruptions to Wake Forest University School of Medicine and/or Wake Forest University Graduate School of Arts and Sciences – Biomedical Sciences operations and result in the closing of campus or a change in course modalities. These circumstances include, without limitation, extreme weather, fire, natural disaster, war, labor disturbances, loss of utilities, riots or civil commotions, epidemic, pandemic, public health crisis, power of government, or any other circumstance like or unlike any circumstance mentioned above, which is beyond the reasonable control or authority of the School of Medicine and/or the Graduate School.

NOTICE:
The information in this student handbook applies to the academic year 2024-2025.

Wake Forest University School of Medicine reserves the right to change policies and procedures at any time and without prior notice. Additionally, errors and omissions in published documents (written or electronic) may be corrected at any time.

PLEASE NOTE:
The student handbook contains only a subset of policies for students. Additional information is posted on the Atrium Health Wake Forest Baptist PolicyTech Site, as well as program specific websites, handbooks, or bulletins. Students who are uncertain about how to access program specific information should contact their program director.

Effective October 9, 2020, and as part of an integration with Atrium Health, an agreement was entered into by and among Wake Forest University (WFU), Wake Forest University Health Sciences (WFUHS), North Carolina Baptist Hospital (NCBH), Wake Forest University Baptist Medical Center (WFUBMC) and Atrium Health, inc. (AHI), in conjunction with a separate "Enterprise Agreement" between WFUBMC and AHI, under which agreement WFUMC is contractually authorized to:

- Govern, through its board, all Medical Center operations and assets (subject to reserved powers or approval of NCBH, AHI and WFU/WFUHS on select issues).
- Operate NCBH and WFUHS (including the School of Medicine and its faculty), and their respective subsidiaries and affiliates.

Policies which apply to Atrium Health Wake Forest Baptist (AHWFBH) clinics, affiliates, and other locations and/or specifically to the Medical Center (WFBMC) are designated as AHWFBH policies and all faculty, staff and students are required to abide by the policies as noted in each policy.
Policies which apply to the education and learning environment and are specific to students enrolled in and/or taking courses as part of the Wake Forest University School of Medicine (WFUSM) or Graduate School of Arts and Sciences – Biomedical Sciences are designated as WFUSM/WFU policies and students are required to abide by these policies.

As required by The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, information provided in the Annual Crime and Fire Report may be found at the Wake Forest University School of Medicine Campus Safety and Security website: https://school.wakehealth.edu/campus-and-community-life/campus-safety-and-security. This report will be mailed to anyone requesting a copy. Anyone may obtain a copy at Wake Forest Baptist Health Security Administration office located in Meads Hall, Ground Floor, Suite C.

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Accessing Policies

Wake Forest University School of Medicine maintains policies that apply to all School of Medicine students, including policies on health requirements and immunizations, disability accommodations, refunds of tuition, financial aid, education records, appeal of dismissal, substance use, and sexual misconduct. Students are expected to familiarize themselves with all School and program policies on the internal PolicyTech Site.

There are four ways to navigate to PolicyTech:

1. **Via the Intranet Home Page (Charlotte Campus)**

   - Access People Connect or Intranet Home Page via Chrome or Edge
   - Click 'Policies' and select 'All Policies' tab.
   - Click 'Access PolicyTech' and PolicyTech will open.

2. **Via any Intranet page (Winston-Salem campus)**

   - Select 'Policies' from the bottom banner of any Wake Market Intranet page.
   - Click 'View All Policies' and PolicyTech will open.

3. **Via the Citrix Portal (all campuses)**

   - Locate Citrix Workspace on your desktop and scroll down to the 'Policies' button.
   - Log in with your credentials.
   - Click the star to easily locate it in your Citrix Favorites.

4. **Via the PolicyTech website (all campuses)**

   - Visit: https://atrium.policytech.com/
   - Log in with your credentials when prompted.

Students who would like additional training or assistance accessing policies should contact edcompliance@wakehealth.edu.

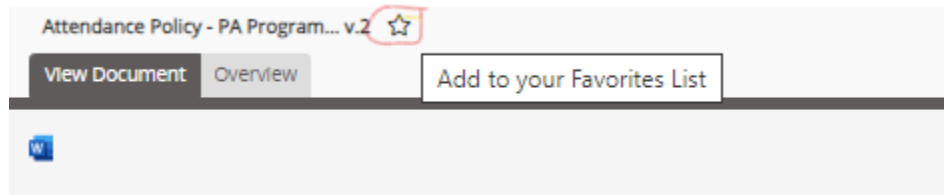Favoriting important policies is a great way to make sure that applicable policies are easy to find in the future. Students are strongly encouraged to add applicable policies to their PolicyTech 'Favorites' for quick access.

There are two ways to favorite policies:

1. When viewing the policy title on the 'Browse' page, click the 3 dots to the right of the policy name and select "Add to Favorites."   OR

2. When viewing the policy, click the star at the top left of the page.

To favorite a policy in PolicyTech for easy reference simply click the star!

Students may reach out to edcompliance@wakehealth.edu to obtain a quick reference list of applicable policies for their program.

Wake Forest School of Medicine maintains **policies that apply to all School of Medicine students**, including policies on health requirements and immunizations, disability accommodations, leave of absence, refunds of tuition, financial aid, education records, appeal of dismissal, substance abuse, and sexual misconduct.

Students are strongly urged to familiarize themselves with the database housing these policies at https://atrium.policytech.com/.

Wake PA Studies MMS Program Policies

Please familiarize yourself with the following important PA Program Policies. We strongly recommend that you add these policies to your favorites list in our PolicyTech system for quick reference. https://atrium.policytech.com/

- Advanced Placement Policy - PA Studies (WFUSM)
- Attendance Policy - PA Program - PA Studies (School of Medicine)
- Cross-Campus Policy - PA Program - PA Studies (WFUSM)
- Deferral Policy - PA Studies (WFUSM)
- Dress Code Policy - PA (MMS) Program - PA Studies Department (School of Medicine)
- Evaluation Policy - PA Program (WFUSM)
- Final Course Grade, Final Summative Evaluation, and Behavioral Sanction Appeal Policy - PA Program - PA Studies (School of Medicine)
- Health Screening and Background Check Policy - PA Studies (WFUSM)
- Satisfactory Academic Progress for Financial Aid Eligibility Policy - PA Program - PA Studies (School of Medicine)
- Student Employment Policy - PA Program - PA Studies (WFUSM)
- Student Professionalism and Honor Code Policy - PA Program - PA Studies (School of Medicine)
- Student Progress Policy - PA Program - PA Studies (School of Medicine)
- Technical Standards - PA Program - PA Studies (WFUSM)

Wake Forest School of Medicine Policy (that applies to the PA-MMS Program)

- Leave of Absence Policy (School of Medicine)
- Military Leave of Absence Policy (School of Medicine)
- Advanced Practice Provider (APP) Student Documentation in the Medical Record Policy (Wake Market)
- Adverse Event Policy (School of Medicine)
- Anti-Harassment Policy (WFUSM)
- Conflict of Interest Related to Student Assessment Policy (WFUSM)
- Effects of Infectious Disease or Disability on Student Learning Activities Policy (WFUSM)
- Exit Policy (School of Medicine)
- Acceptable Use Policy (Enterprise)
- Enterprise Drug Diversion Policy
- Enterprise Social Media Use Policy
- Exposure to Infectious and Environmental Hazards Policy (School of Medicine)
- HIPAA Privacy and Security Sanctions Policy (Enterprise)
- Infectious Disease Prevention Policy (SE Region)
- Cybersecurity Policy (Enterprise)
- Medical Health Requirements and Immunizations Policy (WFUSM)
- Mistreatment Reporting Policy (WFUSM)
- Nondiscrimination Statement (WFUSM)
- Posthumous Degrees and Degrees in Memoriam Policy (School of Medicine)
- Refund of Tuitions and Fees Policy (WFUSM)
- Return of Federal Financial Aid Funds Policy (WFUSM)
- Student Appeal of Dismissal Policy (WFUSM)
- Student Disability Accommodations Requests Policy and Procedures (WFUSM)
- Student Disability Grievance Procedures (WFUSM)
- Student Education Records Policy (WFUSM)
- Student Health Insurance Requirements and Responsibilities Policy (School of Medicine)
- Student Payment Policy (School of Medicine)
- Student Substance Use Policy (WFUSM)

- ➤ [Title IX and Non-Title IX Sexual Misconduct Policy and Grievance Procedures (WFUSM)](#)

- ➤ [Title IX and Non-Title IX Sexual Misconduct Policy and Grievance Procedures (WFUSM)](#)

Faculty-Staff-Student Communication Guidelines

These guidelines provide faculty, staff, and students with expectations for communication that are reasonable and consistent for all parties.

- All students have a school/institutional email account and should use it for all school related correspondence.

- Faculty and staff will respond to an email from a student within three (3) business days. This time frame will allow faculty and staff who may be out of the office to act on the email after returning to the office.

- Students should note that although they will receive a response within three business days, the issue may require a longer period to be completely resolved.

- Students who do not receive a response to their initial email within the three-day period should proceed as follows:

  o   Preclinical year students in Boone: Contact the Boone Associate Program Director (APD).

  o   Preclinical year students in Winston-Salem: Contact the Program Director.

  o   Clinical year students: Contact the Director of Student Services

  o   The APD/PD/DSS may follow up with the recipient of the student's initial email or may resolve the issue directly with the student and notify the initial recipient.

- Faculty and staff who will be out of the office and/or out of contact will post an "out of office" message that will reply automatically to emails. This message should tell students whom to contact if their need must be addressed before the faculty/staff member's return to the office.

- Students who cannot wait three (3) business days for a response to their email should contact the recipient in person or by telephone. Students may also reach out to the DSS for assistance.

Academic Calendar – Class of 2026

<u>Pre-Clinical Year</u>

Semester IWS Housing for Boone Cohort Opens	May 27, 2024
Program Orientation	May 29-30, 2024
Unit 1 Begins	May 31, 2024
Unit 1 Final Examinations	June 25, 2024
Unit 2 Orientation	June 26-27, 2024
Boone Campus Move-Out	June 28-29, 2024
Unit 2 Begins	July 1, 2024
Boone Campus Orientation	July 1, 2024
July 4th Holiday	July 4-5, 2024
Unit 2 Final Examinations	August 26-30, 2024
Labor Day Holiday-No Classes	September 2, 2024
September Break-No Classes	September 3-6, 2024

Semester II	
Unit 3 Begins	September 9, 2024
Mid-Unit Examinations	October 21-22, 2024
Fall Break	October 23-25, 2024
Thanksgiving Holiday-No Classes	November 27-29, 2024
Unit 3 Final Exams	December 9-13, 2024
Winter Break- No classes	December 16, 2024-January 3, 2025

Semester III	
Unit 4 Begins	January 6, 2025
Martin Luther King Holiday-No Classes	January 20, 2025
Unit 4 Final Examinations	March 10-14, 2025
March Break-No Classes	March 17-21, 2025
Unit 5 Begins	March 24, 2025
Unit 5 Evaluation Week	May 12-16, 2025

<u>Clinical Year*</u>

AAPA Annual Conference /Break Week	May 17-23, 2025
(AAPA Conference: May 17-21, 2025)	
Memorial Day Holiday	May 26, 2025
WS Housing for Boone Cohort Opens	May 26, 2025
Clinical Year Prep Begins	May 28, 2025
Clinical Year Prep Ends	June 26, 2025
White Coat Ceremony	June 27, 2025
Clinical Year R1 begins	June 30, 2025
R2 begins	July 28, 2025
Preparing Future Professionals I	Aug 21-22, 2025
R3 begins	August 25, 2025
R4 Begins	September 22, 2025

R5 Begins	October 20, 2025
Preparing Future Professionals II	November 17-21, 2025
R6 Begins	November 24, 2025
R7 Begins	January 5, 2026
R8 Begins	February 2, 2026
Preparing Future Professionals III	March 2-6, 2026
R9 begins	March 9, 2026
R10 begins	April 6, 2026
Preparing Future Professionals IV	May 4-May 8, 2026
Graduation	May 15-17, 2026

Academic Calendar – Class of 2027

Pre-Clinical Year
Semester I

WS Housing for Boone Cohort Opens	May 26, 2025
Program Orientation	May 28- May 30, 2025
Unit 1 Begins	June 2, 2025
Unit 1 Final Examinations	June 23- 24, 2025
Unit 2 Orientation	June 25- June 26, 2025
Boone Campus Move-Out	June 27, 2025
Unit 2 Begins	June 30, 2025
July 4th Holiday J	July 4, 2025
Unit 2 Final Examinations	August 25-August 29, 2025
Unit 2 Break-No Classes	September 1-5, 2025

Semester II

Unit 3 Begins	September 8, 2025
Mid-Unit Examinations	Oct. 20-21, 2025
Fall Break	Oct. 22-24, 2025
Thanksgiving Holiday-No Classes	November 27-28, 2025
Unit 3 Final Exams	December 8-12, 2025
Winter Break- No Classes	December 15, 2025-January 4, 2026

Semester III

Unit 4 Begins	January 5, 2026
Martin Luther King Holiday-No Classes	January 19, 2026
Unit 4 Final Examinations	March 9-13, 2026
Spring Break-No Classes	March 16-20, 2026
Unit 5 Begins	March 23, 2026
Unit 5 Final Examinations	May 11-15, 2026

Clinical Year*
Semesters IV-VI

AAPA Annual Conference	May 16-20, 2026
Break Week	May 18-22, 2026
Memorial Day Holiday	May 25, 2026
Clinical Year Prep Begins	May 26, 2026
WS Housing for Boone Cohort Opens	June 22, 2026
Clinical Year Prep Ends	June 25, 2026
White Coat Ceremony	June 26, 2026
*Clinical Year R1 Starts	June 29, 2026

*Specific dates for rotations and callbacks within the clinical year are to be determined.

Graduation	May 14-17, 2027

Fees and Expenses

PA Studies 2025-2026	1st Year WS	1st Year Boone	2nd Year
Tuition	$ 47,363	$ 47,363	$ 47,363
Books and Equipment	$ 1,600	$ 1,600	$ 1,600
Professionals Exam			$ 550
Drug Test			$ 70
Food	$ 5,760	$ 5,760	$ 5,760
Health Insurance	$ 5,029	$ 5,029	$ 5,029
Lodging	$ 21,600	$ 21,600	$ 21,600
Miscellaneous	$ 2,304	$ 2,304	$ 2,304
Student Fees	$ 5,000	$ 5,000	$ 2,250
Transportation	$ 5,700	$ 5,700	$ 5,700
Loan Fees	$ 3,540	$ 3,590	$ 3,400
Utilities	$ 3,540	$ 3,540	$ 3,540
Laptop Allowance	$ 1,222	$ 1,222	
Boone Allowance		$ 1,012	
Total	$ 102,658	$ 103,720	$ 99,166

Fees and Expenses

Tuition is payable at the beginning of each semester. As a requirement for graduation, all students are required to pay full annual tuition for each academic year enrolled in Wake Forest University School of Medicine. Students who do not make tuition payments or satisfactory arrangements with the Student Financials office will not be eligible to continue classes or receive credit for course work.

Breakage deposits are not required but students will be held financially responsible for loss or damage to School of Medicine property.

Cost of attendance includes only those expenses associated with the student. Living expenses for the spouse and/or other dependents are not recognized as part of the student's standard cost of attendance. The cost of attendance, as defined by the school, represents the maximum amount of student financial aid a student can receive.

Statements in the Student Handbook concerning expenses and courses cannot be considered an irrevocable contract between the student and the School of Medicine. The School of Medicine reserves the right to change requirements for graduation, schedules, and costs of instruction at any time during the student's enrollment.

Tuition changes authorized by the Board of Trustees will become effective at the opening of the next session after adoption.

Financial Assistance

Assistance is available for students who, for financial reasons, could not otherwise attend the school of medicine. Scholarships and loans are awarded in accordance with criteria governing each source of funds and on the basis of need.

The Office of Financial Aid at Wake Forest University School of Medicine helps students obtain the resources needed to finance their graduate medical education. We also serve as an educational resource for financial planning and debt management. We know that deciding how to manage funding for education requires careful consideration of your options, and we're here to help.

We encourage:
- Prospective students begin the financial planning process early.
- Current students to stay abreast of their financial situation and knowledgeable of all options.
- Alumni to understand available repayment options for their field of residency, helping them make wise financial decisions to balance student loan debt with financial wellness.

Loans

NCFELS- North Carolina Forgivable Education Loan for Service:	NC FELS (Forgivable Education Loan for Service) is a loan forgiveness program that provides monies to eligible students from North Carolina in exchange for a service obligation once the student has become a licensed practitioner. The service obligation requires recipients to return to NC to work for each year the loan was awarded.
Unsubsidized Federal Direct Stafford Loan	The Unsubsidized Federal Direct Stafford Loan program is a federal student loan program that allows eligible medical students to borrow up to $47,167; the amount is dependent upon length of academic year. Eligible graduate and physician assistant students may borrow up to $20,500. The federal government does not pay interest. The interest rate is a variable/fixed rate. Any interest that accrues during enrollment is capitalized at repayment. Aggregate loan limits are $224,000 minus subsidized loan amounts for medical students and $138,500 minus subsidized loan amounts for physician assistant students and graduate students.
Federal Direct Grad PLUS Loan	Graduate and professional students may borrow through the Federal Direct Grad PLUS loan. Students may borrow up to the cost of education minus other financial aid. A borrower's creditworthiness is a consideration for lender approval. The interest rate is a variable/fixed rate.
Alternative Loan Programs	Alternative loan programs are credit-based loans that may be used to supplement other forms of financial assistance. In general, alternative loans should be considered as a last resort. Not all alternative loan programs are alike. Always consult the Financial Aid Office before applying for an alternative loan.

Financial Assistance to Incoming Students

Applicants are provided with general information about aid and appropriate application resources. On request, individuals and families may consult with a Financial Aid Officer. Financial aid application materials must be completed and returned to the Financial Aid Office prior to March 15. Financial aid awards are released on April 15th, or the first business day following.

Financial Assistance to Upper-class Students

In September and October of each year, the Financial Aid Office will notify current students of procedures to be followed for the next academic year. Applications must be completed and returned to the Financial Aid Office on or before March 15, and award offers are released on April 15th, or the first business day following.

Endowed Scholarships

A list of available scholarships may be found on the Wake Forest University School of Medicine's website.

Federal Scholarships

Scholarships are available to U.S. citizens through the Armed Forces Health Service and the National Health Service Corps. Selection is competitive. Interested parties should review information from the following:

Army: http://www.goarmy.com/amedd/education/hpsp.html

Navy: https://www.navy.com/careers/healthcare.html

Air Force: https://www.airforce.com/careers/specialty-careers/healthcare/careers/doctor

National Health Service Corps (NHSC): http://nhsc.hrsa.gov/scholarships/

Exit Interview

Any student who has received financial aid and who ceases enrollment at Wake Forest University School of Medicine for any reason- leave of absence, dismissal, withdrawal, graduation- must have an exit interview within seven days with the Office of Financial Aid. This interview covers "Borrower Rights and Responsibilities" for all student loan programs and is required by law.

Forfeit of Scholarship Funds

Students who are enrolled in a special program and have received scholarships from that program will forfeit those scholarship funds upon withdrawal or dismissal from the program.

Tuition Payments

Wake Forest University School of Medicine will maintain records of student charges including tuition, insurance, and any other miscellaneous items charged to the student account. Students may view their student accounts and make electronic payments from their checking or savings account online via PeopleSoft Campus Solutions Self -Service. Also, the Student Financials Office accepts paper checks or money orders for payment on your student account. If payment is not received by the due date, The School of Medicine will charge a $100 late fee. An additional $100 late fee will be charged every 30 days until the balance is paid in full. Students may not be eligible to advance in the curriculum until the outstanding balance is paid in full.

After 90 days, outstanding account balances will be turned over to Program Directors for administrative action. Before registration opens for the next term, the Bursar will report students with unpaid balances to Program Directors for administrative action.

Students will not be eligible to advance in the curriculum until the outstanding balance and late fees are paid in full.

Students who are on a Leave of Absence and have an outstanding balance should refer to the Leave of Absence policy.

Upon matriculation and once each academic year that follows, students will be required to sign a Payment Responsibilities Agreement.

Please review the following important financial Aid Policies in our PolicyTech System.
Return of Federal Financial Aid Funds Policy (WFUSM)
Refund of Tuitions and Fees Policy (WFUSM)
Satisfactory Academic Progress for Financial Aid Eligibility Policy - PA Program - PA Studies (School of Medicine)
Student Progress Policy - PA Program - PA Studies (School of Medicine)

VA Compliance Statement

Wake Forest University School of Medicine complies with the requirements of section 3679 of Title 38, U.S. Code.

A student who has been admitted to a Wake Forest University School of Medicine program and who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits, is permitted to attend or participate in the course of education without making payment for tuition and fee amounts to be covered by the VA education benefits. Such attendance or participation may begin on the date on which the student provides a VA Certificate of Eligibility and end on the earlier of the following dates:

· The date on which payment from the VA is made to the School of Medicine.

· Ninety (90) days after the date the School of Medicine certified tuition and fees following the receipt of the certificate of eligibility.

Students receiving VA educational benefits will be required to pay the difference between the amount owed on their student account and the amount of the VA education benefit disbursement within 10 days of the start of the term.

Wake Forest University School of Medicine will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a student receiving Chapter 31 or 33 benefits borrow additional funds due to the delayed disbursement of funding from the VA.

Using VA Education Benefits

Questions about eligibility for benefits should be directed to the VA. Apply for benefits: https://www.va.gov/education/how-to-apply

While the application for VA benefits may begin while the student is in the process of applying to a School of Medicine program, students should be admitted to the program before submitting documents to the Office of Student Records.

- Admitted students must receive a Certificate of Eligibility (COE) from the VA outlining the benefits and eligibility period and submit the COE to the Office of Financial Aid. A screen shot of the eBenefits Web page, or a VAF 28-1905 form for chapter 31 authorization purposes will also be accepted.

- The COE can be submitted via email to: finaid@wakehealth.edu or delivered in person or mailed to: 475 Vine Street, Winston Salem, NC 27101

- Shortly after receiving the COE, the Office of Financial Aid will conduct a review of documents needed for the student's VA file. Students will be notified by the Office of Financial Aid if they are responsible for providing any further documentation.

Veteran's Education Benefits

All veterans and their dependents seeking veteran educational benefits must first apply for those benefits through the Department of Veterans Affairs (VA). Veterans with questions about their eligibility for the various VA educational benefit programs should first consult the VA to determine their eligibility for specific programs. Contact Information: https://www.benefits.va.gov/gibill/

NOTE: Only degree programs are eligible for veteran's benefits at Wake Forest University School of Medicine. All approvals are subject to change.

VA Certification Contact for School of Medicine Programs:

Ms. Michelle Van Meter – mvanmete@wakehealth.edu

PA Program Support Services

Student Services

The Director of Student Services (PA Department):
Ethan Stonerook, MS, MMS, PA-C Email: estonero@wakehealth.edu
Director of Student Services Roles and Responsibilities:
- Disability support services
- Student advocacy
- Student counseling
- Serves as liaison for:
  - Title IX
  - Learning environment

The Office of Financial Aid

The Office of Financial Aid at Wake Forest University School of Medicine helps students obtain the resources needed to finance their health professions education program. We also serve as an educational resource for financial planning and debt management. We know that deciding how to manage funding for education requires careful consideration of your options and we're here to help.

Student Accounts (Bursar)

The Student Accounts office at Wake Forest University School of Medicine is the contact for tuition and fees billing and student health insurance.

Center for Learning, Access, and Student Services (CLASS)

CLASS is committed to fostering accessible and equitable learning environments by providing a range of services, education, and resources that extend to the entire campus community. CLASS provides the following services to all School of Medicine students.
- Academic Coaching
- Disability Services
- OWLS (outreach workshop learning series) For more information about CLASS please visit their website at https://class.wfu.edu/

Counseling and Well-Being

Mission

Counseling & Well-Being Services (CAWS) are available to learners in all programs of the School of Medicine. CAWS' mission is to help learners cultivate their internal and external resources so that they can successfully navigate the demands of medical school, and, ultimately, be thriving citizen-professionals in healthcare. CAWS aims to reduce barriers to mental health care that are unique to this population.

Services:

CAWS offers brief, solution-focused counseling and other well-being services. Services are free and confidential.

Clinicians provide general mental health treatment and support for such issues as anxiety, depression, grief, trauma, and relationships. NOTE: If student needs are beyond the CAWS clinical scope of practice, the team will refer you to a more specialized provider in your community.

Confidentiality

All communication between a client and counselor is confidential (to the extent required by law), is not part of the learner educational record, and will not be released without a voluntarily signed consent.

Hours

Counseling appointments are offered Monday through Friday from 8:30 am to 5:00 pm and are 45 minutes long. Thirty - minute triage and consultations are available throughout the week. Some limited evening hours are available upon request.

Scheduling Counseling Services

To schedule a counseling or consultation appointment, email the CAWS confidential email at counselingservices@wakehealth.edu or submit a confidential appointment request on the website at: CAWS Website.

NOTE: For students who live outside the state of NC or who are on rotations outside the state, please contact CAWS for information on teletherapy options available through MySSP.

COUNSELING SERVICES 24/7 HELPLINE

Every effort will be made to see students in crisis as soon as possible. Although CAWS is not a 24/7 center, we do have a 24/7 Emergency Counseling Services Helpline. If you are experiencing a mental health emergency, please contact this number at: 336-716-0637.

· Option 1 will allow you to leave a message for the counseling staff, which will be answered within 24 business hours.

· Option 2 will connect you with a live counselor.

Center for Personal and Professional Development (CPPD)

The Center for Personal and Professional Development (CPPD) supports Wake Forest University School of Medicine students' personal and professional development while also equipping them with skills that promote personal reflection, lifelong learning and collaboration.

Coy C. Carpenter Library

The Library's online digital resources include access to over 2.1 million electronic books, 13K journals, and 446 databases and various diagnostic and point-of-care tools.

Each student group is assigned a dedicated librarian who offers comprehensive research support throughout their academic journey.

Document delivery (Interlibrary loans), printing, scanning, and faxing services are provided free of charge to all students.

Students have several options for accessing Coy C. Carpenter Library resources remotely. Students can log on via the libraries proxy server or VPN to get on the institution's network and access all resources. Proxy access is also accessible via the Library's webpage https://school.wakehealth.edu/Carpenter-Library.

Proxied links will prompt students to log in with their institutional credentials. Once the student is connected to the Library, students have electronic access to all of the Wake Forest University Libraries. Coy Carpenter Library's resources are seamlessly integrated with the undergraduate and law libraries on the Reynolda campus, and students can access and borrow from these sites as well. For materials not held by the Coy Carpenter Library, Interlibrary Loans are provided at no cost to students and purchase recommendations are welcomed.

The Library offers in-person and virtual support during hours of operation.

Learning Environment Liaison Team

The Wake Forest University School of Medicine is committed to creating and maintaining a learning environment that supports and encourages respect for every individual and promotes the development of professionalism among medical students.

All faculty, staff, medical students, residents and fellows on our campuses and across all instructional sites share responsibility for creating a positive and supportive learning environment.

Our goal is to create a culture that enhances patient care, learning, scholarship and research, commitment to the health care needs of society, and the ability of all members of the Wake Forest University School of Medicine community to interact and carry out their responsibilities in a supportive and respectful fashion. Learning Environment and Mistreatment concerns may be reported to the Learning Environment Liaison Team. The Learning Environment Liaison Team is not a part of any Wake Forest University School of Medicine program, nor is it involved in student assessment.

Learning Environment and Mistreatment concerns may be reported to the Learning Environment Liaison Team. If you would like to discuss any mistreatment or learning environment concerns you have, please contact our team via any of the methods listed below. Additional information about the services we provide and contact information can be found by visiting our website at: https://school.wakehealth.edu/about-the-school/professionalism-and-student-mistreatment

The following relevant policies can be found in our PolicyTech System:

- Mistreatment Reporting Policy (WFUSM)

- Title IX and Non-Title IX Sexual Misconduct Policy and Grievance Procedures (WFUSM)

How to Report Mistreatment & Learning Environment Concerns

Via Email: All School of Medicine learners may report mistreatment or learning environment concerns via email at edcompliance@wfusm.edu.

Via In-Person or Virtual Meeting: To schedule a meeting with a member of the LEL team, please click HERE

Via Online Reporting Form: Scan the QR Code below or click HERE

Anonymous Reporting:

Concerns may also be reported anonymously through the Compliance Hotline at 888-847-6331 or at advocatehealth.org/speakup

Additional Ways to Report:

Teammate Relations (within Human Resources): Provides guidance and support for workplace issues involving faculty members and/or teammates. Advises on HR policies. Receives reports and conducts fair, timely investigation and resolution processes. Concerns may be reported to the HR Service Center at 336-716-6464 or by visiting the online portal.

Guidelines for Disclosing a Conflict of Interest

A conflict of interest is a situation in which personal considerations including financial considerations have the potential to compromise or bias professional judgment and objectivity. Students are required to notify the PA Program of any potential conflicts of interest you foresee during your courses, rotations, or the curriculum during your participation in the PA program. (See the Conflict of Interest Related to Student Assessment Policy (WFUSM) here.)

Conflicts of interest important to consider include, but are not limited to the following:

▪ You are an immediate family member of the individual.

▪ You are in a consensual relationship with the individual.

▪ You have a personal financial relationship with the individual.

▪ You are receiving current medical care from the individual.

▪ Any other circumstance not mentioned above that you may perceive as a conflict (additional information about the nature of the perceived conflict may be requested under this circumstance).

To report a conflict of interest:

Please email the Director of Student Services with the full name of any faculty member, staff member, clinician, or clinical preceptor with whom you perceive a conflict of interest and the reason for the conflict. The Director of Student Services (DSS) or designee will respond as necessary.

If you perceive a conflict of interest with the Director of Student Services, email the Chair of PA Studies.
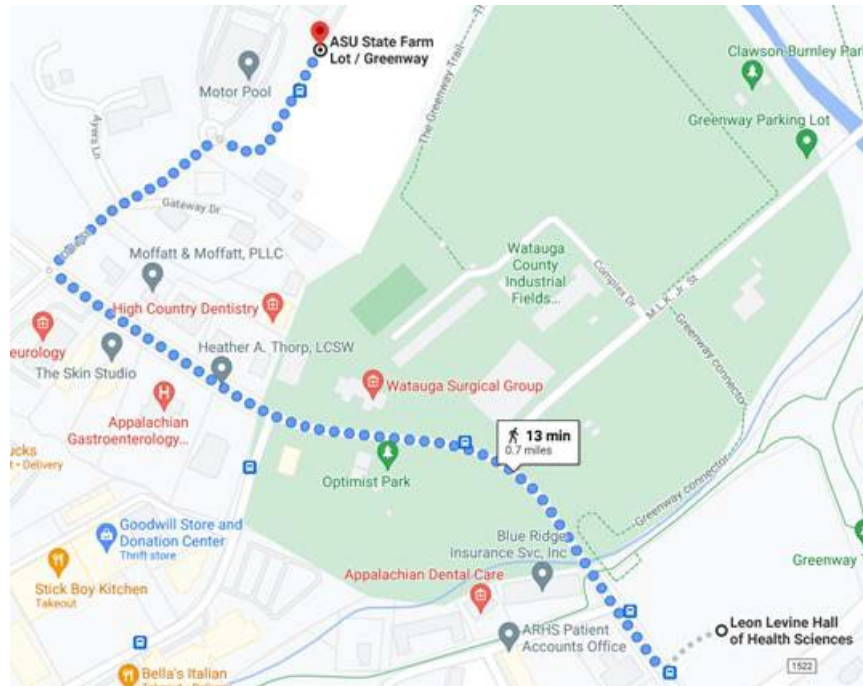
Student Services – Boone Specific

- MS Shook Student Health: https://healthservices.appstate.edu/
  - Well-visits, sick visits, x-ray, lab work, immunizations, suturing, mental health, in house- pharmacy, physical therapy with AT
  - You MUST have your App student ID to be seen
  - Hours are 8:00am-4:30pm M-F and 8:00am- 11:30am S/S (weekends only in fall and spring semester)
- Finding a provider in your area:
  - https://prod.member.myuhc.com/content/myuhc/en/public/member-ei-login.html
- https://counseling.appstate.edu/
  - Counseling Services
  - Call 828-262-3180 to schedule an appointment
- https://wellness.appstate.edu
  - Call 828-262-3148 to schedule an appointment
- Main AppState Library: https://library.appstate.edu/
  - Building is on main campus. Parking is relatively easy after hours/weekends EXCEPT Football game-days
  - Private study areas for grad students
  - Reservations: https://appstate.libcal.com/spaces?lid=4917&gid=0
  - Library Guide for the PA Program https://guides.library.appstate.edu/pa

Helpful Links – Boone Specific

- https://www.appstate.edu/
  - Appalachian State University website
- https://apprec.appstate.edu/
- https://urec.appstate.edu/
  - ASU Recreation Websites
- https://www.appalcart.com/
  - Appalcart Website
- https://wellness.appstate.edu/
  - Wellness and Prevention Services
- https://police.appstate.edu/
  - Campus Police
  - In case of Police Emergency or to Report a Crime
- https://emergency.appstate.edu/
  - Emergency Preparedness

Parking

You may park anywhere in the Leon Levine Hall Parking lot, except for the Visitor spots. There may be occasions when the lot will be full. In this case, you may park in the State Farm Parking lot. You may walk to LLH or take the Appalcart using the Wellness District route.

Curriculum description_CO2026 and CO2027

PRECLINICAL EDUCATION

Unit 1

Fundamentals of Basic Sciences

The Fundamentals of Basic Science (FBS) course is an intensive four-week human anatomy and physiology course presented at the beginning of the Preclinical Year. Students have the opportunity to develop a comprehensive model of the human body, building from molecules to the gross human form in a clinically relevant context. Course topics include cell and tissue metabolism, the musculoskeletal system, the nervous system, the cardiovascular system, the pulmonary system, the digestive system, and the urogenital system. Students are engaged in learning activities using multimodal approaches that include lecture-based instruction, self-inquiry, and practical laboratory experience. Following the completion of this basic science immersion, subsequent course work in the Preclinical Year reinforces this original basic science knowledge and introduces new content within systems-based primers and applied basic science activities.

Fundamentals of Basic Sciences Course
PA 626 (4 hrs.)

Units 2 – 5

Integrated Medical Sciences (IMS)

Integrated Medical Sciences (IMS) is a four-course series which spans Units 2-5. The IMS course uses Inquiry Based Learning as the anchor to the Wake Forest Method, a constructivist model for PA education, which is based on the idea that students are active participants in their own learning. The practice of medicine requires a strong foundation in the biomedical sciences and a sound clinical reasoning process. It also requires the understanding of concepts which underline health and disease at both the individual and population levels. Emphasis is given to the individualization of care across the lifespan, the care of vulnerable populations, and how social drivers of health affect all patients. Students work through diverse patient cases of increasing complexity in both the mechanisms of illness, management, and barriers to optimal patient health.

The course uses patient cases to simulate the clinical practice experience, creating an enhanced learning environment that challenges students to direct their own learning and self-identify limitations in knowledge and proficiency. The small-group model, or team approach, fosters active and applied learning, ensures holistic approach to patient care and clinical reasoning, and facilitates professional development within team-based care. Faculty facilitation supports a multi-dimensional approach to clinical reasoning by ensuring integration of the science of medicine, the art of medicine, health care delivery, and approaches to decision making that address the unique needs and respect the values and beliefs of patients. The design and sequencing of the cases supports the introduction, development, and reinforcement of medical knowledge and clinical reasoning throughout the year.

Integrated Medical Sciences (IMS) Series
PA 611 (3.5 hrs.)
PA 613 (5 hrs.)
PA 615 (3.5 hrs.)
PA 617 (2.5 hrs.)

Clinical Reasoning and Inquiry-based Learning (IBL) – Class of 2025

Clinical Reasoning and Inquiry-based Learning (IBL) is a four-course series that spans the Preclinical Year. The IBL course series is the anchor to the *Wake Forest Method* – a constructivist model for PA education. The course uses patient cases that simulate the clinical practice experience, creating an enhanced learning environment that challenges students to direct their own learning and self-identify limitations in knowledge and proficiency. The small-group model, or team approach, fosters active and applied learning, ensures a holistic approach to patient care and clinical reasoning, and facilitates professional development within team-based care. Faculty facilitation supports a multi-dimensional approach to clinical reasoning by ensuring integration of the science of medicine, the art of medicine, health care delivery, and approaches to decision making that address the unique needs and respect the values and beliefs of patients.

In the IBL course series, students face increasingly complex and diverse patient cases. The complexity within the mechanisms of illness and management increases. Students are presented with patient cases that highlight increasingly difficult and complex barriers to optimal patient health. The design and sequencing of the cases supports the introduction, development, and reinforcement of medical knowledge and clinical reasoning.

Clinical Reasoning and Inquiry-based Learning (IBL) Series
PA 611 (1 hr.)
PA 613 (2 hrs.)
PA 615 (2 hrs.)
PA 617 (1 hr.)

Being a PA (BPA)

Being a PA (BPA) is a four-course series that spans the Preclinical Year. The practice of medicine encompasses more than interviewing and examining patients and diagnosing and treating illnesses. Awareness of – and appreciation for – the contexts surrounding, intersecting, and supporting medical practice are necessary for successful practice as a PA. This course is designed to provide you with that awareness and appreciation.

A variety of methods may be used for instruction, including readings, lectures, films, community service experiences, student presentations, panel presentations, written assignments, small group collaborative work, and classroom discussions. Topics covered may include biomedical ethics, clinician-patient communication, cultural humility, end-of-life care, health disparities, health literacy, the healthcare system, the history of the PA profession, implicit bias, narrative medicine, PA and medical professional organizations, professionalism in medicine, provider wellness and self-care, and spirituality and faith in medicine.

Being a PA Series
PA 642 (1 hr.)
PA 643 (2 hrs.)
PA 644 (1 hr.)
PA 645 (1 hr.)

Clinical and Diagnostic Skills (CDS)

Clinical and Diagnostic Skills (CDS) is a four-course series that spans the Preclinical Year. The course series provides the student with a functional understanding of the appropriate use and interpretation of clinical testing. Through exploration of each of the major body systems, students will learn to select, interpret and evaluate clinical laboratory, imaging, electrocardiographic, and other tests used for diagnosis, treatment, management, and monitoring of common disorders.

In the CDS course laboratory, students are instructed in the performance and interpretation of basic laboratory diagnostic procedures and other advanced interventions. Classroom and laboratory instruction in specific tests and procedures is structured to complement the clinical reasoning and inquiry-based learning experience.

Clinical and Diagnostic Skills Series
PA 621 (1 hr.)
PA 622 (2 hrs.)
PA 623 (1 hr.)
PA 624 (1 hr.)

Patient Care (PC)

The Patient Care (PC) course is a four-course series that provides students with foundational knowledge, introduces practical skills, and develops professional attitudes and behaviors relevant to the clinical assessment of a patient. Students learn physical examination skills, evidence-based history taking, preventive medicine, and appropriate documentation, including use of various clinical informatics systems and health records. Instruction in the art of assessment is complimented by topics in evidence-based medicine and clinical problem solving. Instructional methods include lecture-learner activities, small-group activities, practical and laboratory experiences, simulated patient experiences and introductory immersions into various clinical settings. Students undergo performance-based evaluation. The course emphasizes integrating medical history taking and physical examination with basic and other clinical sciences. The Patient Care course supports and enriches the clinical reasoning and inquiry-based learning experience.

Patient Care Series

PA 612 (3 hrs.)
PA 614 (4 hrs.)
PA 616 (2 hrs.)
PA 618 (2 hrs.)

Pharmacology and Therapeutics (Pharm)

This four-course series provides students with a working knowledge of the application of pharmacologic agents for the maintenance of health, prevention of illness, and the treatment of common disease processes or related symptoms.

The series begins by delivering the fundamental principles of pharmacology necessary for an understanding of rational, effective prescribing and monitoring. Principles include pharmacokinetics,

pharmacodynamics, and human behavior impacting adherence and therapeutics. The impact of stage of development and disease on the drug safety and drug development process is discussed. Awareness of key roles of other health professionals relating to safe, effective drug therapy will be provided to enhance interprofessional care and patient safety.

The series then presents fundamental principles of pharmacotherapy by describing rationales and recommended treatment plans for a broad range of disease processes, symptoms, and conditions. The course series is aligned with concurrent clinical problem solving and applied basic sciences coursework. Students learn to individualize pharmacologic regimens based on drug specific parameters, clinical evidence, comorbidities, drug mechanism of action, drug safety, treatment cost, and monitoring parameters. The Pharmacology and Therapeutics course supports and enriches the clinical reasoning and inquiry-based learning experience.

Pharmacology and Therapeutics Course
PA 631 (1 hr.)
PA 632 (1 hr.)
PA 633 (1 hr.)
PA 634 (1 hr.)

The Graduate Project (GP)

The Graduate Project is a four-course series in which students work to formulate a relevant topic, review the related literature, and critically appraise and synthesize results. Students orally present summary findings from their project to a faculty panel and provide a defense, prepare a scholarly manuscript, and present the project in a poster session at the Graduate Project Symposium. The Graduate Project is purposefully designed to provide an opportunity for students to engage in research or other scholarly activities and to equip them with the skills needed to engage in evidence-based medical decision making and informed, shared decision making with patients. All projects must be relevant to the practice of medicine or patient care and must include a literature review; within these limits, a variety of topics and types of projects are possible. Projects must either represent original research or emulate a form of scholarship as defined by Boyer—the scholarship of discovery, integration, application, or teaching and learning. The Graduate Project course series spans the Preclinical and Clinical Years of training.

The Graduate Project Series
PA 708A (0.5 hr.) PA 708B (0.5 hr.)

CLINICAL EDUCATION

CLINICAL EDUCATION

PA 708C The Graduate Project (1 hr.) (see course description above)

PA 708D The Graduate Project (1 hr.) (see course description above)

PA 744 Preparing Future Professionals (1 hr.)

The Preparing Future Professionals (PFP) course spans the Clinical Year. Course activities are divided among four "call-backs" interspersed at 2-3 month intervals during the clinical year. The course content supports the students' clinical year training and growth via focused sessions on medical education, professional, leadership and health system topics relevant to current and emerging areas of PA practice.

PA 691 Clinical Year Preparation (4 hrs.)

This 4-week course offers lectures, clinical skills workshops, electronic medical records training, medical interpreter orientation, ACLS training, various orientation sessions, and other activities that are designed to prepare the student for clinical rotations.

Core Rotations

PA 701 Family Medicine (4 hrs.) This four-week clinical course provides the PA student with experience engaging in the outpatient evaluation of pediatric and adult patients, including health maintenance exams and the management of acute and chronic illness across the lifespan.

PA 702 Surgery (4 hrs.) This four-week clinical course provides the PA student with hands-on experience in the operating room as well as in pre- and postoperative assessment and outpatient follow-up.

PA 703 Emergency Medicine (4 hrs.) This four-week clinical course provides the PA student with experience in triage, evaluation, and management of patients in the emergency department setting.

PA 704 Women's Health (4 hrs.) This four-week clinical course provides the PA student with experience in managing common women's health disorders across primary care or obstetrics/gynecology specialty settings, gaining experience in prenatal and gynecologic conditions. Students may gain exposure to the care of women within integrated practice settings, to labor and delivery, and to surgical care within women's health.

PA 705 Pediatrics (4 hrs.) This four-week clinical course provides the PA student with experience in the management of pediatric patients. The student will have the opportunity to perform well-child evaluations as well as problem-oriented evaluations in pediatric practice. Students gain experience in general pediatrics; they may also gain experience in a pediatric subspecialty area.

PA 706 Internal Medicine (4 hrs.) This four-week clinical course provides the PA student with an in-depth knowledge of a variety of medical problems and the skills necessary for providing patient care in an inpatient, hospital-based setting.

PA 709 Behavioral Health (4 hrs.) This four-week clinical course will expose students to outpatient and/or inpatient behavioral health and psychological disorders and diseases.

Elective Rotations

Students will complete three elective rotations.
One of the four-week elective clinical courses will provide the PA student with experience in a medical or surgical specialty that is featured as a topic area on the Physician Assistant National Certifying Exam (PANCE). Students may report a preference for a medical, surgical or blended specialty.
Specialty areas:

- Cardiology
- Dermatology
- Ear/Nose/Throat
- Endocrinology
- Gastroenterology
- General Outpatient Medicine
- Hematology/Oncology
- Infectious Diseases
- Nephrology
- Neurology
- Ophthalmology
- Orthopedics
- Pulmonology
- Urology

Two of the four-week elective courses may be chosen from any medical specialty or subspecialty. Choices for these electives include all the PANCE topic areas listed above. Additional options include, but are not limited to the following:

- Allergy/Immunology
- Cardiothoracic Surgery
- Critical Care
- Genetics
- Geriatrics
- Interventional Radiology
- Neonatology
- Pain Management
- Palliative Care
- Physical Medicine & Rehab
- Plastic Surgery
- Preop Assess/Anesthesia

- Radiation Oncology
- Reproductive Endocrinology
- Rheumatology
- Transplant Surgery
- Trauma/TICU
- Urgent Care
- Wound Care

Curriculum summary_CO2026 and CO2027

	Course number	Course	Credit hours
Preclinical education			
Semester I			
Unit 1			
(4 weeks)	PA 626	Fundamentals of Basic Sciences	2
Unit 2	PA 642	Being a PA I	1
(8 weeks)	PA 621	Clinical and Diagnostic Skills I	2
	PA 611	Integrated Medical Sciences I	3.5
	PA 612	Patient Care I	2
	PA 631	Pharmacology and Therapeutics I	1.5
		Total semester hours	12
Semester II			
Unit 3	PA 643	Being a PA II	1
(12 weeks)	PA 622	Clinical and Diagnostic Skills II	3.5
	PA 613	Integrated Medical Sciences II	5
	PA 614	Patient Care II	3
	PA 632	Pharmacology and Therapeutics II	1.5
		Total semester hours	14
Semester III			
Unit 4	PA 644	Being a PA III	1
(8 weeks)	PA 623	Clinical and Diagnostic Skills III	1
	PA 615	Integrated Medical Sciences III	3.5
	PA 616	Patient Care III	2
	PA 633	Pharmacology and Therapeutics III	1.5
	PA 708A	The Graduate Project	0.5

Unit 5	PA 645	Being a PA IV	1
(8 weeks)	PA 624	Clinical and Diagnostic Skills IV	1
	PA 617	Integrated Medical Sciences IV	2.5
	PA 618	Patient Care IV	2
	PA 634	Pharmacology and Therapeutics IV	1.5
	PA 708B	The Graduate Project	0.5
		Total semester hours	18
		Total preclinical year hours	44
Clinical education			
	PA 691	Clinical Year Preparation	4
	PA 708C	The Graduate Project	1
	PA 708D	The Graduate Project	1
	PA 744	Preparing Future Professionals	1
	PA 701	Family Medicine	4
	PA 702	Surgery	4
	PA 703	Emergency Medicine	4
	PA704	Women's Health	4
	PA705	Pediatrics	4
	PA706	Internal Medicine	4
	PA709	Behavioral Health	4
	PA720	Selective rotation	4
	PA707A	Elective rotation	4
	PA707B	Elective rotation	4
		Total clinical year hours	47
		Total hours needed to graduate	91

Honors and Awards

Academic Distinction is a designation earned upon completion of requirements for the Master of Medical Science degree in PA Studies. Graduates with Academic Distinction are announced in print via the final ceremony program(s) and may be announced verbally during those ceremonies. The PA Studies faculty will determine the members of each graduating class who will receive this accolade. Students with this designation must have performed cumulatively at the highest level of academic accomplishment, must have received no grades of "Concern" or "Failure," and must have been free of professionalism and/or honor code breaches.

Marshals
Students who have completed all the required didactic year courses with the highest academic performance may be appointed as marshals by the faculty. The marshals help with graduation and are recognized during graduation. Their names are also listed in the graduation program.

Katherine Anderson Award
This award is given to a first-year student in recognition of exemplary performance and professional growth toward becoming a PA. The award is named for the first Medical Director of the PA Program and a much-respected physician, both in the community and the institution. Academic success is but one of several criteria for this award. The recipient is chosen by the Department of PA Studies Awards Committee.

The K. Patrick and Cathy Ober Community Leadership Award
This award is presented annually to a first-year or second-year PA student who has demonstrated remarkable dedication to community service and leadership in outreach, philanthropy, and humanitarianism. Dr. Patrick and Mrs. Cathy Ober are tireless volunteers who devote their time, effort, and energy to multiple philanthropic and service-related activities. Most notably, Dr. Ober served as a founding physician on the Advisory Board of the DEAC (Delivering Equal Access to Care) clinic and as a teaching/supervising provider at the clinic. Dr. Ober also has served as the Medical Director of the PA Program since 2003. Established in 2015 to honor the characters of its namesakes, the Community Leadership Award recognizes students who exemplify the Obers' devotion to service.

Mike Walker Physician Assistant Excellence Award
This award is presented to a graduating student in memory of Mike Walker, a member of the Bowman Gray PA Program Class of 1973, and a graduate of the Babcock Graduate School of Management Class of 1994. This award is given in recognition of outstanding academic performance and compassion and excellence in caring for patients. The recipient is chosen by the Department of PA Studies Awards Committee.

Joel B. Miller *Pro Humanitate* Award
Established in 2018, this award is presented to a PA student in the graduating class who embodies the character of its namesake, Dr. Joel Miller, and the motto of Wake Forest University, *Pro Humanitate* (For Humanity). Dr. Miller attended Wake Forest University as an undergraduate and for his medical school and residency training, earning the label of "Triple Deac." Over the decades, he gave of himself unselfishly to his beloved alma mater and embodied the calling of *Pro Humanitate* as he used his knowledge, talents and compassion to better the lives of others. Though his contributions can be measured in time, energy and financial support, this award honors him for his tireless

teaching, mentoring and guidance of medical trainees. His wisdom, approachability, humility and patient-centered philosophy set the tone for the PA students lucky enough to have been taught by him. This award acknowledges Dr. Miller's dedication and service and recognizes a graduate who demonstrates his qualities of unselfish service to others.

Kitty Bowman Excellence in Research Award

This award is presented to a student in the graduating class who represents an outstanding commitment to research or to the integration of evidence-based medicine into clinical practice. It is presented at graduation. This award is named for the first registrar of the PA Program who was also a founding member of the community agency AIDS Care Service. The recipient is chosen by the Department of PA Studies Awards Committee.

The James Franklin Wilson Award

This award is presented in memory of a PA graduate of the Class of 1973. It is presented annually at graduation to a selected student of the graduating class who shows the greatest aptitude and devotion to the profession. The recipient is chosen by the Department of PA Studies Awards Committee. Strong academics play a large part in the selection but are by no means the only attribute of the honoree. Success in the first and second years, class involvement, support of class projects, integrity, and excitement of new knowledge and sharing that knowledge with classmates are some of the characteristics that describe past winners. This is the highest award given to a PA student

PA Professional Oath for Graduation

I pledge to perform the following duties with honesty and dedication:

- I will hold as my primary professional responsibility the health, safety, welfare and dignity of all human beings.

- I will uphold the ethical tenets of patient autonomy, beneficence, nonmaleficence and justice.

- I will recognize and promote the value of diversity.

- I will treat equitably all persons who seek my care.

- I will hold in confidence the information shared in the course of practicing medicine.

- I will assess my personal capabilities and limitations, striving always to improve my medical practice.

- I will actively seek to expand my knowledge and skills, keeping abreast of advances in medicine.

- I will work with other members of the health care team to provide compassionate and effective care of patients.

- I will use my knowledge and experience to contribute to an improved community.

- I will respect my professional relationship with the physician.

- I will share and expand knowledge within the profession.

These duties are pledged with sincerity and upon my honor.

PA Student Honor Oath for White Coat Ceremony

As a PA student, I pledge to act with the utmost integrity as I represent Wake Forest School of Medicine. I understand that I am called to the highest standards of honor and professional conduct. I recognize that this responsibility begins not upon graduation but rather at the inception of my medical education. I comprehend and will uphold the Honor Code in letter and spirit to help our school advance authentic learning. I therefore pledge to be honest and trustworthy, display a professional demeanor, respect the rights of others, be personally accountable, and protect the welfare of patients. I will encourage classmates to do the same. I make this pledge freely, with my whole mind and heart; and these standards will serve as an embodiment of my conduct and integrity.

Study Tips for Preclinical Year

Review the normal anatomy and physiology at the start of learning each organ system. This will make it easier to recognize pathology.

Read session objectives (posted on eWake) before a lecture or class. Testing is keyed to objectives, and knowing these ahead of time will help you pay attention to what is important during the session. Also remind yourself of objectives before reviewing/organizing your notes and materials from the session. This will help you ensure that you have identified how each objective was addressed.

Use a test-taking strategy for multiple choice tests. The Office of Academic Coaching MCQ strategy is one good approach. Whatever you use, use it all the time.

Integrate MCQ practice tests into your study time. Aim for 10-15 questions at a sitting, done 4 to 5 times a week. Choose questions related to the previous week's case. This approach has four advantages: (1) it will test how well you learned the previous week's material, (2) it will act as a review, (3) it will identify learning issues you should follow up on, and (4) it will give you practice doing MCQs. The better you get at MCQs, the better you will do on tests, and on the PANCE.

Learn and use evidence-based learning strategies. See the Six Strategies for Effective Learning summary and Six Strategies for Effective Learning expanded in the Student Handbook folder.

Investigate available resources and find a small number that work well for you. Here are a few to check out:

- Access Medicine: multiple resources, including guidelines, algorithms, differential diagnosis lists, calculators, Harrison's, and more, available through the Carpenter Library home page

- Carpenter Library textbooks

- Khan Academy: easy to understand explanations of physiology and diseases

- MedComic: "a visual learning tool that combines cartoons, humor, and medicine to make studying a breeze."

- Pathoma: Fundamentals of pathology

- Online MedEd: brief reviews organized by organ system

- Memorang: flashcards

Use your study time to practice active learning. PA school requires some memorization, but you should also be asking yourself questions that allow you to integrate and apply what you've learned. "Where have I seen this before?" "Is this important?" "How does this fit into the big picture?" "How can I better organize this information to understand it?" As much as possible, find approaches to learning that force you to practice clinical reasoning and to study across courses rather than tackling each one in isolation.

Focus on the big picture. It's easy to get lost in the details that you don't need to know at this stage of your training, especially earlier in the preclinical year. Remember that what you will learn in PA school is a very small part of all there is to know about medicine. You will continue to expand your knowledge of medicine throughout your professional career – that's what lifelong learning means.

Plan your studying. Use schedules, calendars, and time-management techniques to ensure you are giving enough time to studying and allotting adequate study time for each course. This is always important but is especially so in the review period leading up to evaluation week.

Keep yourself organized. Binders, hole punchers, staplers, folders, notebooks, even file cabinets, are your friends. Do what you must do to keep everything in good order. "Everything" includes your laptop files and email, too.

Expect to struggle. As a group, Wake Forest PA students are very smart and enter PA school with a history of considerable academic success. Many have never struggled academically and assume they will excel in PA school as well. However, the volume of information students are required to learn, the pace of the learning, and the challenges of an IBL curriculum ensure that almost everyone here will struggle, at least sometimes. Don't be surprised if it happens to you. Remind yourself that feeling like you don't know enough is normal here. Plan to explore new approaches to studying and learning. Flexibility and patience – and hard work – are keys to success.

Don't be afraid to seek assistance. This is another key to success. Course directors, your advisor, the Director of Student Services, and various academic support services are here to help! Reach out early; don't wait until you are in serious trouble. It's a sign of a smart student to recognize a need for help and seek the support needed. You will do this throughout your PA career. Get a head start now.

Finally, don't neglect self-care. Sleep, exercise, healthy food, relaxation, time with family and friends – all these are important to fend off burnout and keep you in optimal shape for learning. You won't be able to get as much of any of these as you want during PA school, but include time for these in your schedule as much as you can.

At the same time, remember that these two years will be difficult for those closest to you. No one understands the true rigors of PA school except someone who has been through it. Let your family and friends know that you will truly be unavailable most of the time. As much as possible, plan important life events for before or after PA school. You can't neglect self-care and family, and life does go on, but expectations need to be adjusted.

Clinical Year Policy and Procedures

The Clinical Year is the critical link between the student and graduate physician assistant. Preceptors, as well as other instructors, will provide opportunities for the application of acquired knowledge and skill to direct patient care activities.

During Clinical Year, all Wake Forest School of Medicine Department of PA Studies policies and technical standards remain in place.

a. **Student Communication Guidance**

The clinical education team is committed to facilitating a rewarding learning experience during clinical rotations. Sometimes problems occur and adjustments are necessary; therefore, effective communication during the Clinical Year is vital. Students should not hesitate to contact the clinical education team if problems are anticipated / encountered or should the student need help, counsel, or advice.

1. Appropriate contacts for specific issues:

   a) Student cannot report to rotation:

      (1) Take care of your safety and immediate health issues first.

      (2) Contact your preceptor/site so they will not be worried about you.

      (3) Email your current rotation Course Director AND the PA Program Registrar, OR call if we need to know anything urgently.

      (4) When you return to your clinical site, you must ask if you can make up missed time (weekend, evening, alternative shifts). This will vary at each site and may not be feasible during the current rotation.

      (5) Please note that if you miss several days that are unable to be made up, you may be asked to make up the time later in the clinical year (after R10, in select rotations on weekends, etc.)

   b) Jury Duty Summons that conflicts with rotation scheduling:

      (1) Contact the Registrar soon as you receive it.

   c) Questions about AHEC housing (missing information or change requests):

      (1) Call or email Program Coordinator and Director of Clinical Education

   d) Compliance requirements, credentialing documentation needs:

      (1) Email Program Coordinator

   e) Safety or Professional concerns regarding rotation site:

      (1) Take care of your personal safety first.

      (2) In emergency situations, please call 911 or on-site security.

      (3) If urgent, please call Clinical Year Director. If not urgent, please email your current Course Director or any clinical education team member. We want to hear from you.

   f) Performance or Responsibility Issues:

      (1) Utilize the mid-rotation feedback form with your preceptor.

(2) Discuss with your advisor or any clinical education faculty member *before the rotation is over*. It is important to address these issues while you are participating so we can work on assisting you and improving your performance or engagement.

g) Patient Encounter Tracking questions:

(1) Email Patient Tracking Coordinator

h) Student Records, Leave of Absence, PANCE registration, credentialing questions:

(1) Email the PA Program Registrar

i) Injury, Needle Stick on rotation:

(1) Refer to **Exposure to Infectious and Environmental Hazards Policy (School of Medicine)**

(2) Please see instructions at the end of this manual or at the link on the intranet. http://intranet.wakehealth.edu/Tools/Occurrence-Reporting/Occurrence-Reporting.htm

(3) Navigate to Occupational Injury/Illness

(4) In all cases, do not delay seeking immediate first aid and/or necessary medical care.

2. Student Communication Expectations

a) The Institutional email is the primary mode of communication with the PA program.

b) Professionalism dictates that students reply to an email by 1 business day after receiving it. This is the expectation during Clinical Year as well.

b. Clinical Year Attendance Policy

Attendance in the clinical year is mandatory. This includes all scheduled shifts and program related activities (i.e. callback days, CY assessments, etc.). Students are expected to be at clinical sites during hours of operation, as determined by the clinical preceptor, to maximize clinical learning activities and supervised clinical practice experiences.

1. Preceptors are asked to notify the PA Program with concerns regarding tardiness or absences and document professionalism issues on the student evaluation form.

2. Students are allotted 3 discretionary days, which may be used during the clinical rotations. These may need to be made up, pending review by the Course Director and/or Director of Clinical Education.

3. Any breach in this policy may result in a change of academic status and require remedial activity. Graduation date may be delayed.

4. Refer to the Attendance Policy - PA Program - PA Studies (School of Medicine) for additional information.

c. Rotation Scheduling

The transition from the preclinical to the clinical phase of PA education is an exciting time for students, faculty, and staff. The mission of the clinical team is to optimize every student's Clinical Year experience. Many factors influence the development of each individual rotation schedule including, but not limited to, rotation requirements, preceptor availability, housing availability, faculty and advisor input, preclinical academic and professional success and finally, student requests.

1. The program does not require students to provide or solicit rotation sites or preceptors (ARC-PA Standard A3.03).
2. The clinical year schedule is dynamic and subject to changes due to circumstances beyond the program or student's control.

Clinical Year Schedule Requirements for each student:

1. The clinical year consists of ten 4-week rotations (7 core rotations, 3 selective/elective rotations). Each rotation is 4 credit hours.

   a) Students must complete a core rotation in the following categories:

      (1) Family Medicine

      (2) Pediatrics

      (3) Women's Health

      (4) Behavioral Health

      (5) Emergency Medicine

      (6) Internal Medicine

      (7) Surgery

   b) Each student will complete a Selective rotation, which is a rotation corresponding to one of the Physician Assistant National Certification Exam (PANCE) Blueprint Categories that is not one of the core rotations. These are subcategorized as either medical or surgical:

      (1) Medical

         (a) Cardiology

         (b) Endocrinology

         (c) Gastroenterology

         (d) Hematology/Oncology

         (e) Infectious Disease

         (f) Nephrology

         (g) Neurology

         (h) Outpatient Internal Medicine

         (i) Pulmonary Medicine

      (2) Surgery:

         (a) Dermatology

         (b) Orthopedic Surgery

         (c) Otorhinolaryngology (ENT)

         (d) Urology

   c) In addition, each student will complete two approved elective rotations for a total required ten rotations.

d) Each student schedule will have at least three local rotations (within a 50-mile driving distance) from either Winston Salem or Boone. **Note:** A local site may require you to drive 1-2 days per week to complete a shift at a clinic outside the 50-mile driving distance.

    (1) One of the local rotations must be at an AHWFB site.

e) One rotation must be at a site with an underserved patient population (urban or rural setting).

f) At no time can a rotation be repeated at the same clinical site or with the same preceptor.

g) Depending on availability, students may repeat a core rotation as an elective; when this occurs, the clinical team will attempt to provide a varied experience (e.g., large urban versus small rural Emergency Medicine rotation).

h) Selective and elective rotations may not be repeated. Elective rotations may be used by the program to ensure students meet program learning outcomes prior to graduation.

i) As outlined in the Conflict of Interest Related to Student Assessment Policy, students are not permitted to rotate with preceptors with whom the student has a conflict of interest

j) International sites will not be allowed.

d. Rotation Change Requests

1. Students may request scheduling changes for selective or elective rotations only; students may not request to change core rotations.

2. For Selective / Elective Rotation Change Requests:

a) Requests must be submitted at least 12 weeks prior to the rotation start date.

b) Changes must be approved by the student's advisor.

e. Clinical Year Housing

Students are asked to maintain housing in Winston-Salem or Boone for the entire clinical year.

1. Students are provided the opportunity to list other locations where they have available housing housing; only locations with guaranteed and reliable housing should be listed.

2. Please note that housing with preceptors or any clinical faculty/staff responsible for evaluation of the student is prohibited.

3. AHEC (Area Health Education Consortium) housing is available in most North Carolina counties. This housing is of no cost to the student (except for a key deposit). Students scheduled for rotations in an area with available AHEC housing will be provided appropriate contact and application information in order to obtain this housing. It is the responsibility of the student to complete the application.

4. If AHEC housing is needed, students are recommended to complete the housing application as soon as possible after receiving the rotation schedule; AHEC housing sites are first-come, first served and are utilized by other health profession students.

5. If AHEC housing is not available, both the student and program will be notified, and alternative rotation arrangements will be made.

6. For more information regarding AHEC housing, please refer to http://www.ncahec.net/. Specific questions should be directed to the AHEC regional housing coordinator.

7. In as many cases as possible, rotations will be scheduled:

a) Within 50 miles of a student's declared "home campus" (where the student maintains their own housing),

b) In an area outside of the 50-mile radius of the "home campus," when the student has informed the program that they have an option to utilize or arrange their own housing (paid for by the student), or

c) Within 50 miles of AHEC housing, (or other housing paid for by the PA Program).

f. Clinical Attire and Identification

1. [Enterprise Teammate Appearance Policy](#)

2. [Dress Code Policy - PA (MMS) Program - PA Studies Department (School of Medicine)](#)

3. Students are expected to wear a student white coat unless otherwise dictated by the preceptor or individual work area guidelines.

4. PA students in clinical settings must wear a badge that identifies them specifically as a PA student to distinguish them from other health professions students or practitioners. (Refer to ARC-PA Standard A.3.06.)

5. Students must always wear their School of Medicine ID badge; however, they may also be required to wear a site-specific badge according to the institutional policies.

g. Communication with Preceptors

1. Approximately 1–2 weeks before starting a rotation, students must email the preceptor and/or administrator. Students should check One45 to determine who they should email. This information is located in the student's One45 schedule and in the preceptor directory in One45.

   a) The student should respectfully and professionally inquire about appropriate arrival time and location for the first day of the rotation and any other information the preceptor would like the student to have prior to the start of the rotation. Students should also inquire about attire, parking/access issues, and preparation (reading, online content, etc.) if not already outlined in One45 or other materials.

   b) Students should inform the preceptor of any program approved absences (e.g., discretionary days).

2. If no response is received from the clinical site contacts after 3-4 business days, the student should email again or call the rotation site and ask to speak with the preceptor or office manager. Contact the Clinical Year Coordinator if you are unable to make contact with the rotation site.

3. Students may not initiate contact with preceptors, practice administrators or others from the clinical site prior to 2 weeks from the start of their scheduled rotation.

h. Guidelines for Supervised Clinical Practice Instruction

1. Students have no legal standing and, therefore, work entirely under the supervision of the preceptor or agent of the preceptor. See [Advanced Practice Provider (APP) Student Documentation in the Medical Record Policy (Wake Market)](#) policy.

2. Learning is best achieved by student participation under guidance to include direct observation of patient care.

3. Learning by "trial and error" without supervision is unacceptable, as it jeopardizes patient safety, as well as threatens medical and administrative professional licenses.

4. Learning "under supervision" is defined in the following manner:

   a) Eliciting a meaningful history: In this situation, the preceptor or agent of the preceptor is present at the same clinical site.

   b) Doing the physical examination: The preceptor or agent is present or nearby and available to provide immediate assistance. Some complex physical exam elements require direct supervision, according to preceptor directive. A chaperone may also be required, according to practice policy and standards.

   c) Progress notes/medical record entries: Documentation by the student that becomes part of the patient medical record may only occur officially according to the regulations at the rotation site. If permitted, the documentation may only be written/dictated by the student after discussion with the preceptor. Unofficial medical documentation may be utilized for the purpose of practicing write-up format by a preceptor to review the student's charting skills.

   d) Chart orders of any kind: Chart orders must be entered in accordance with the regulations at the sites and must be entered by the student only after discussion with the preceptor.

   e) Students must NEVER sign a prescription. According to state law, the student's name is not to appear on the prescription at any time. Any student violating these guidelines and the law on prescription writing will be subject to disciplinary action including program dismissal.

   f)

5. Procedures: The program expectation and standard is that an appropriate professional support person will be at the student's side or, at the preceptor's discretion, within immediate reach, such as in the next room.

6. Responsibilities of the supervising preceptor include:

   a) Indicating clearly to medical staff, the administration and the nursing staff which provider(s) will be responsible for the student's activities.

   b) Ensuring all students are oriented to the objectives, learning outcomes, and assessment methods for the clinical rotation.

   c) Ensuring all students have the patient experiences needed to meet the course objectives and learning outcomes.

   d) Conducting interval feedback sessions to students (utilizing the interim feedback form or other method) and completing final student performance evaluation.

   e) Allowing the student to perform those patient care functions permitted by law and the practice site policies; other permissible patient care functions are included in the provided learning outcomes.

   f) Involving the student in patient care incidental to education and always under supervision.

   g) Preceptors must NEVER utilize students to substitute for regular employed clinical or administrative staff. This includes providing medical interpretation without supervision.

   h) Assisting the Department of PA Studies in the coordination of any written agreement with a hospital or other facility in which the student will be obtaining clinical experience.

7. Responsibilities of the student:

a) Review the course syllabus posted to Canvas.

b) Understand the required course learning outcomes and objectives prior to starting the rotation. If you have any questions, reach out to the Course Director immediately.

c) Learn unobtrusively in all practice sites by honoring the policies and procedures of the clinics and hospitals.

d) Be aware of the daily responsibilities of the medical professionals and staff members and make every effort to minimize disruptions to their efficiency.

e) Ensure that the patients are ultimately the beneficiaries of all above activities.

f) Refrain from examining, treating, or dismissing a patient without discussion and prior review of the visit with the responsible preceptor or their designee.

g) Refrain from discussing with the patient their physical findings or attempt to draw conclusions, diagnosis, or prognosis without prior discussion with and permission from the responsible preceptor or their designee.

h) Students must NEVER pose as a primary licensed medical provider or advisor-counselor to the patient except to relay only that information directed by authorized professionals.

i) Entry or signature of hospital orders must follow the specific institutional rules regarding order-entry by students.

j) Students must immediately report to the Clinical Team any situation or circumstance that compromises student responsibilities, is a suspected violation of standard of care, violation of the honor code, unethical, or against the law. Participating in or witnessing any of these events without reporting them, is considered a breach of professionalism and will be referred to the Professionalism and Honor Council and the PA Student Progress Committee (PASPC) for review. Please refer to program policies for further information.

i. **Student Observations and Evaluations**

1. Clinical faculty will perform student observation visits and clinical site visits, which may be spontaneous or scheduled.

2. Call-Backs and Preparing Future Professionals (PFP) Course

   a) Required campus related activities on the Winston Salem campus.

   b) Boone campus-based students may request AHEC housing during Call-Back days.

   c) Call-Backs include activities related to the Preparing Future Professionals (PFP) course.

3. Computing Rotation Course Grades

   a) The clinical year courses are divided into three semesters: Summer, Fall, and Spring.

   b) Because each student completes rotations in a different order, the semester transcripts may reflect grades for different courses.

   c) Students must achieve a final course grade of Honors or Competent to pass each rotation.

   d) Earning less than Competent in a clinical year course or required course component will result in referral to the PA Student Progress Committee and the student may be required to repeat components of the course, including rotation time.

   e) Preceptor Evaluations

(1) Evaluation of the student's progress and performance during a rotation.

(2) This is the most heavily weighted component of the overall core rotation grade and comprises nearly the entire selective/elective rotation grade.

(3) Students are encouraged to ask preceptors to complete and review a mid-rotation evaluation with the student.

(4) Preceptor evaluations are divided into two major sections:

    (a) Clinical and Technical Skills:

    (b) Professional and Communication Skills

(5) Please refer to each course syllabus for more detailed information.

(6) Students who fail to achieve competency in each of the clinical and technical and professional and communication skill categories, will be required to complete a remediation plan. See the Student Policy for additional details about course grades of Incomplete.

4. End of Rotation Exams (EOR)

    a) Mandatory for the seven core rotations.

    b) Comprehensive multiple-choice test with 120 questions designed to asses the student's capacity for problem solving and critical thinking.

    c) Proctored, online evaluation.

    d) Sourced from PAEA.

    e) Required component of each core course (see course syllabi for more information).

5. Patient Encounter Tracking

    a) Student log which records patients seen on each rotation.

    b) Provides documentation of clinical experience for potential employers.

    c) Introduces students to components of billing and ICD-10 coding.

    d) Failure to show adequate exposure and experience may require remediation or additional rotation in a similar field to ensure adequate exposure.

j. Student evaluation of clinical site/preceptor

1. At the end of each rotation, the student will be asked to complete an honest, constructive, and professional evaluation of the clinical site and the preceptor.

2. Site evaluations are anonymous and are not linked to any individual student.

3. These evaluations are necessary for self-study and ARC-PA accreditation for the program and are a required element for each rotation.

4. A final course grade will be listed as Incomplete until the form has been received.

k. Final Summative Evaluation

1. The accrediting agency for all PA programs (ARC-PA) requires that during the last four (4) months of PA education, the student must meet program competencies required to enter clinical practice.

2. The final summative examination will incorporate assessment instruments that correlate with the didactic and clinical components of the program's curriculum to measure clinical and technical skills, clinical reasoning and problem-solving abilities, interpersonal skills, medical knowledge, and professional behaviors.

3. Students must successfully pass all components of the Final Summative Evaluation to be eligible for graduation from the program.

4. Failure to achieve competency on any component of the Final Summative Evaluation will require remediation.

5. Please refer to the [Attendance Policy - PA Program - PA Studies (School of Medicine)](#) for additional information.