



Wake Forest University
School of Medicine

PA Program
MMS Student Handbook

PA Class of 2025
PA Class of 2026
2024-2025 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.

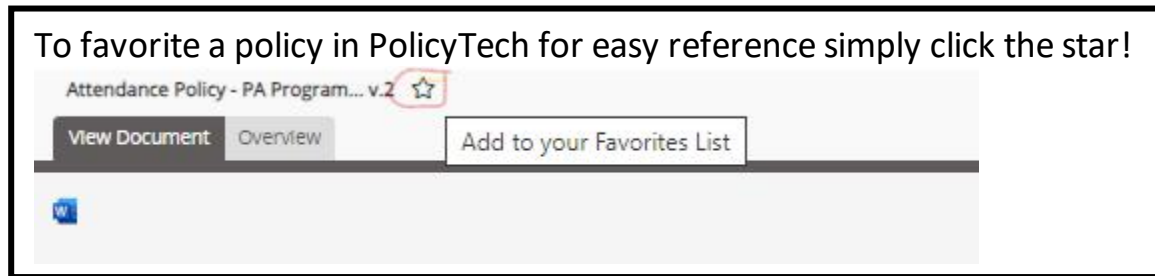
Favoriting important policies is a great way to make sure that applicable policies are easy to find in the future. Students are strongly encouraged to add applicable policies to their PolicyTech 'Favorites' for quick access.

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.

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 SOM 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 Program - PA Studies \(WFUSM\)](#)
- [Attendance Policy - PA Program - PA Studies \(WFUSM\)](#)
- [Cross-Campus Policy - PA Program \(WFUSM\)](#)
- [Deferral Policy - PA Program \(WFUSM\)](#)
- [Evaluation Policy - PA Program \(WFUSM\)](#)
- [Exit Procedure Policy - PA Program \(WFUSM\)](#)
- [Final Course Grade, Final Summative Evaluation, and Behavioral Sanction Appeal Policy - PA Program - PA Studies \(WFUSM\)](#)
- [Health Screening and Background Check Policy - PA Program \(WFUSM\)](#)
- [Inclement Weather Policy - PA Program - PA Studies \(WFUSM\)](#)
- [Satisfactory Academic Progress for Financial Aid Eligibility Policy - PA Program \(WFUSM\)](#)
- [Social Media Policy - PA Program \(WFUSM\)](#)
- [Student Employment Policy - PA Program - PA Studies \(WFUSM\)](#)
- [Student Professionalism and Honor Code Policy - PA Program \(WFUSM\)](#)
- [Student Progress Policy - PA Program - PA Studies \(WFUSM\)](#)
- [Technical Standards - PA Program - PA Studies \(WFUSM\)](#)

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

- [Leave of Absence Policy \(WFUSM\)](#)
- [Military Leave of Absence Policy \(WFUSM\)](#)
- [Student Appeal of Dismissal Policy \(WFUSM\)](#)
- [Anti-Harassment Policy \(WFUSM\)](#)
- [Conflict of Interest Related to Student Assessment Policy \(WFUSM\)](#)
- [Effects of Infectious Disease or Disability on Student Learning Activities Policy \(WFUSM\)](#)
- [Exposure to Infectious and Environmental Hazards Policy \(WFUSM\)](#)
- [Medical Health Requirements and Immunizations Policy \(WFUSM\)](#)
- [Mistreatment Reporting Policy \(WFUSM\)](#)
- [Nondiscrimination Statement \(WFUSM\)](#)
- [Posthumous Degrees and Degrees in Memoriam Policy \(WFUSM\)](#)
- [Refund of Tuitions and Fees Policy \(WFUSM\)](#)
- [Return of Federal Financial Aid Funds 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 \(WFUSM\)](#)
- [Student Payment Policy](#)
- [Student Substance Use Policy \(WFUSM\)](#)
- [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 (@wakehealth.edu) 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:
 - Preclinical year students in Boone: Contact the Boone Associate Program Director (APD).
 - Preclinical year students in Winston-Salem: Contact the Program Director.
 - Clinical year students: Contact the Director of Student Services
 - 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

Pre-Clinical Year

Semester I	WS 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 4 th 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

Clinical Year*

AAPA Annual Conference /Break Week (AAPA Conference: May 17-21, 2025)	May 17-23, 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 2025

Pre-Clinical Year

Semester I	WS Housing for Boone Cohort Opens	May 29, 2023
	Program Orientation	May 31- June 1, 2023
	Unit 1 Begins	June 2, 2023
	Unit 1 Final Examinations	June 26- 28, 2023
	Unit 2 Orientation	June 29- June 30, 2023
	Boone Campus Move-Out	June 30-July 1, 2023
	Unit 1 Break- No Classes	July 3- July 4, 2023
	Unit 2 Begins	July 5, 2023
	Unit 2 Final Examinations	August 28-September 1, 2023
	Unit 2 Break-No Classes	September 4-8, 2023
Semester II		
	Unit 3 Begins	September 11, 2023
	Mid-Unit Examinations	Oct. 23-24, 2023
	Fall Break	Oct. 25-27, 2023
	Thanksgiving Holiday-No Classes	November 22-24, 2023
	Unit 3 Final Exams	December 11-15, 2023
	Winter Break- No Classes	December 18, 2023-January 1, 2024
Semester III		
	Unit 4 Begins	January 2, 2024
	Martin Luther King Holiday-No Classes	January 15, 2024
	Unit 4 Final Examinations	March 4-8, 2024
	March Break-No Classes	March 11-15, 2024
	Unit 5 Begins	March 18, 2024
	Unit 5 Final Examinations	May 6-10, 2024

Clinical Year*

Clinical Year Prep Separate Campuses	May 13-16, 2024
No Classes-Hold for AAPA Travel	May 17, 2024
AAPA Annual Conference	May 18-22, 2024
Break Week	May 20-24, 2024
WS Housing for Boone Cohort Opens	May 27, 2024
Memorial Day Holiday	May 27, 2024
Clinical Year Prep Ends	June 21, 2024
White Coat Ceremony	June 21, 2024
Clinical Year R1 begins	June 24, 2024
R2 begins	July 22, 2024
Preparing Future Professionals I	Aug 15-16, 2024
R3 begins	August 19, 2024
R4 Begins	September 16, 2024

R5 Begins	October 14, 2024
Preparing Future Professionals II	November 11-15, 2024
R6 Begins	November 18, 2024
R7 Begins	January 6, 2025
R8 Begins	February 3, 2025
Preparing Future Professionals III	March 3-7, 2025
R9 begins	March 10, 2025
R10 begins	April 7, 2025
Preparing Future Professionals IV	May 5-May 9, 2025
Graduation	May 17-19, 2025

Fees and Expenses

PA Studies 2024-2025	1st Year	1st Year	2nd Year
	WS	Boone	
Tuition	\$ 45,984	\$ 45,984	\$ 45,984
Books and Equipment	\$ 1,600	\$ 1,600	\$ 1,600
Professionals Exam			\$ 550
Drug Test			\$ 70
Food	\$ 5,760	\$ 5,760	\$ 5,760
Health Insurance	\$ 5,310	\$ 5,310	\$ 5,310
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	\$ 3,500	\$ 3,540	\$ 3,354
Utilities	\$ 3,540	\$ 3,540	\$ 3,540
Laptop Allowance	\$ 1,222	\$ 1,222	
Boone Allowance		\$ 1,012	
Total	\$ 101,520	\$ 102,572	\$ 98,022

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, WFUSM 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 \(WFUSM\)](#)

[Student Progress Policy - PA Program - PA Studies \(WFUSM\)](#)

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 (DMSc Program, 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

Office of Educational Excellence

The Office of Educational Excellence supports individual students and student groups across all educational programs throughout their time at the Wake Forest University School of Medicine.

The Office of Educational Excellence is primarily responsible for supporting personal and professional development. These efforts include services and programming that promote health and well-being, academic success, career exploration, community engagement, and interdisciplinary student groups and organizations.

Student Inclusion and Diversity

Wake Forest University School of Medicine is a learning healthcare system that practices inclusive excellence to improve health. Wake Forest has a strong institutional commitment to increase diversity in its training programs by recruiting a diverse student body that fosters a welcoming and stimulating environment.

The mission of the Office of Student Inclusion and Diversity (SID) is to demonstrate a strong institutional commitment to diversity and inclusion with belonging, respect, value, engagement, and connection throughout the institution and our community.

SID focuses on supporting the educational mission of the medical school and its goal of excellence through inclusive and diverse measures.

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. If you would like to discuss any mistreatment or learning environment concerns you have, please contact our team at 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@wakehealth.edu.
- In Person: To schedule a meeting with a member of the LEL team, please scan the QR code below:
- Via Online Reporting Form: Via our reporting form: <https://forms.office.com/r/Gbd55AgeBS>
- Anonymous Reporting: Concerns may also be reported anonymously through the Compliance Hotline at 844-587-0825 or at atriumhealth.ethicspoint.com

Additional Ways to Report:

Teammate Relations (within Human Resources):

- Provides guidance and support for workplace issues.
- 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 [atrium.service-now.com].

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](#) available [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

Curriculum description_CO2025 and CO2026

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) – new for Class of 2026

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 hour

PA 613 5 hour

PA 615 3.5 hour

PA 617 2.5 hour

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.)

Foundations of Medicine and Surgery (FMS) – Class of 2025

The Foundations of Medicine and Surgery (FMS) is a four-course series that spans the Preclinical Year. The current practice of medicine requires a strong foundation in the biomedical sciences and evidence-based medicine. It also requires deep understanding of concepts underlying health and disease at both the individual and population levels. The series begins with the essential elements of human structure and function and progresses through each body system, highlighting manifestations and mechanisms of disease across the lifespan and across various health care settings.

The FMS course series supports and enriches the clinical reasoning and inquiry-based learning experience. Course series content includes primers and lecture-learner activities in applied basic sciences, including anatomy, physiology, and genetics. The course series delivers core medical knowledge across the key areas of medicine, including dermatology, hematology, cardiology, pulmonology, endocrinology, gastroenterology, neurology, orthopedics and sports medicine, psychiatry, nephrology, urology, infectious diseases, and obstetrics & gynecology. Emphasis is given to the individualization of care across developmental stages with emphasis on key issues facing neonates and pediatric patients, adolescents, women (including pregnant and lactating mothers), geriatric patients, and vulnerable populations.

The FMS course series serves to build foundational knowledge required for success in other small-group and applied learning course activities. Students learn to recognize, prevent and manage common clinical disorders; support the maintenance of optimal health; understand the pathophysiologic alterations underlying common medical illnesses; follow best practices for

approaching patients with illness or health maintenance goals; reinforce clinical reasoning skills; recognize and use guidelines for preventative care and disease screening; and achieve a sound understanding of appropriate use of diagnostic and therapeutic interventions for clinical care across a wide spectrum of medical and surgical conditions in various settings.

Foundations of Medicine and Surgery Series

PA 627 (1 hr.)

PA 628 (3 hrs.)

PA 629 (2 hrs.)

PA 636 (2 hrs.)

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

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 700 Primary Care (12 hrs.) This twelve-week clinical course provides the PA student with experience across the realms of primary care, to include family medicine, women’s health, and pediatrics. Students will engage in the outpatient evaluation of pediatric and adult patients, including health maintenance exams and the management of acute and chronic illness across the lifespan. Students will also manage 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. This course also provides the PA student with experience in the management of pediatric patients. The student will have the opportunity to perform well-child exams as well as problem-oriented exams under the supervision of a preceptor with expertise in pediatric practice. Students gain experience in general pediatrics; they may also gain experience in a pediatric subspecialty area. This longitudinal experience is also designed to facilitate student exposure to key facets of care, including continuity of care, transitions of care, and performance improvement. The series may run continuously or be separated as appropriate to ensure adequate exposures to all target populations.

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 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.

Selective Rotation

PA 720 Subspecialty Selective Rotation (4 hrs.) This four-week required clinical course provides 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
- Orthopedics
- Pulmonology
- Urology

Elective Rotations

Each required four-week course may be chosen from any medical specialties and subspecialties. Students may also choose an elective in clinical and translational research or clinical quality and performance improvement. Each student will take two rotation electives during the clinical year.

PA 707A Elective I (4 hrs.)

PA 707B Elective II (4 hrs.)

Curriculum summary_CO2026

	Course number	Course	Credit hours
Preclinical education			
Semester I			
Unit 1			
(4 weeks)	PA 626	Fundamentals of Basic Sciences	2
Unit 2			
(8 weeks)	PA 642	Being a PA I	1
	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			
(12 weeks)	PA 643	Being a PA II	1
	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			
(8 weeks)	PA 644	Being a PA III	1
	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 700	Primary Care	12
	PA 702	Surgery	4
	PA 703	Emergency Medicine	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

Curriculum summary_CO2025

	Course number	Course	Credit Hours
Predinal education			
Semester I			
Unit 1			
(5 weeks)	PA 626	Fundamentals of Basic Sciences	2
Unit 2			
(8 weeks)	PA 642	Being a PA I	1
	PA 621	Clinical and Diagnostic Skills I	1
	PA 611	Clinical Reasoning and Inquiry-Based Learning I	2
	PA 627	Foundations of Medicine and Surgery I	1.5
	PA 612	Patient Care I	2
	PA 631	Pharmacology and Therapeutics I	1.5
		Total semester hours	12
Semester II			
Unit 3			
(12 weeks)	PA 643	Being a PA II	1
	PA 622	Clinical and Diagnostic Skills II	3.5
	PA 613	Clinical Reasoning and Inquiry-Based Learning II	3
	PA 628	Foundations of Medicine and Surgery II	2
	PA 614	Patient Care II	3
	PA 632	Pharmacology and Therapeutics II	1.5
		Total semester hours	14
Semester III			
Unit 4			
(8 weeks)	PA 644	Being a PA III	1
	PA 623	Clinical and Diagnostic Skills III	1
	PA 615	Clinical Reasoning and Inquiry-Based Learning III	2
	PA 629	Foundations of Medicine and Surgery III	1.5
	PA 708A	The Graduate Project	0.5
	PA 616	Patient Care III	2
	PA 633	Pharmacology and Therapeutics III	1.5
Unit 5			
(8 weeks)	PA 645	Being a PA IV	1
	PA 624	Clinical and Diagnostic Skills IV	1
	PA 617	Clinical Reasoning and Inquiry-Based Learning IV	1
	PA 636	Foundations of Medicine and Surgery IV	1.5
	PA 708B	The Graduate Project	0.5
	PA 618	Patient Care IV	2
	PA 634	Pharmacology and Therapeutics IV	1.5

	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 700	Primary Care	12
PA 702	Surgery	4
PA 703	Emergency Medicine	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.