

UNIVERSITY OF THE CUMBERLANDS
MASTER OF PHYSICIAN ASSISTANT STUDIES



ACADEMIC HANDBOOK
AND
COURSE CATALOG
2010-2012

UC Mission Statement

University of the Cumberlands has historically served students primarily, but not exclusively, from the beautiful mountain regions of Kentucky, Tennessee, West Virginia, Virginia, Georgia, North Carolina, South Carolina, Ohio and Alabama which have traditionally been described as Appalachia. The

University's impact can be seen in the achievements of its graduates who have assumed roles of leadership in this region and throughout the nation.

While located in the resort like area of Appalachia, with emphasis primarily on serving the beautiful mountain area, the University now reaches into every state and around the world through its student body and alumni.

UC continues to offer promising students of all backgrounds a broad-based liberal arts program enriched with Christian values. The University strives for excellence in all of its endeavors and expects from students a similar dedication to this pursuit. Its commitment to a strong academic program is joined with a commitment to a strong work ethic. UC encourages students to think critically and creatively so that they may better prepare themselves for lives of responsible service and leadership. This focus of its undergraduate programs is extended and extrapolated into its graduate programs. These programs prepare professionals to be servant-leaders in their disciplines and communities, linking research with practice and knowledge with ethical decision-making in the pursuit of the life-more-abundant for both the individual and society.

MASTERS OF PHYSICIAN ASSISTANT STUDIES PROGRAM

ACADEMIC CATALOG

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UNIVERSITY OF THE CUMBERLANDS

PHYSICIAN ASSISTANT STUDIES

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University Mission

University of the Cumberland has historically served students primarily, but not exclusively, from the beautiful mountain regions of Kentucky, Tennessee, West Virginia, Virginia, Georgia, North Carolina, South Carolina, Ohio and Alabama which have traditionally been described as Appalachia. The

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Institutional Accreditation

University of the Cumberland is accredited to award baccalaureate, master's, and doctoral degrees by the Commission of Colleges of the Southern Association of Colleges and Schools. Inquiries concerning the accreditation status of the University, comments as part of its decennial review, or complaints alleging non-compliance with a standard or requirement may be directed to the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or by calling 404-679-4500. Other inquiries should be addressed directly to the University and not to the Commission's Office.

Professional Accreditation

The Physician Assistant Program at University of the Cumberland received Provisional Accreditation through the Accreditation Review Commission on Education for the Physician Assistant (ARCPA) in September 2009. Provisional Accreditation is the status of accreditation granted for a limited, defined period of time to a new program that, at the time of the site visit, has demonstrated its preparedness to initiate a program in accordance with the Standards. Provisional Accreditation does not ensure any

subsequent accreditation status. All students who matriculate during Provisional Accreditation period are permitted to sit for the PANCE examination.

University of the Cumberlands complies with all applicable federal and state non-discrimination statutes and does not engage in prohibited discrimination on the basis of race, color, nationality, ethnic origin, sex, age, or handicap. The University may discriminate on the basis of religion in any position of employment in order to fulfill its purpose.

Introduction

University of the Cumberlands is committed to providing equal educational opportunities for students without regard to race, color, sex, handicap, or national origin. As a private educational institution, however, the University of the Cumberlands reserves the right to deny admission to any applicant whose academic preparation, character, or personal conduct is determined to be inconsistent with the purposes and objectives of the College.

Each student is responsible for knowing the policies, procedures, curricular requirements and codes of conduct for the Department of Physician Assistant Studies and the University.

Each student is responsible for his/her progress towards degree completion. Neither the student's advisor nor the faculty of the Physician Assistant Studies Program is responsible for ensuring that the student meets degree requirements. The Department and/or the University may terminate enrollment of any student for professional, academic or financial reasons.

The University Undergraduate Catalog contains important information concerning University of the Cumberlands and all applicants are encouraged review the catalog. The catalog is available on the Web at www.ucumberlands.edu/academics/catalog/pa-catalog.pdf.

About the PA Program

The Master of Physician Assistant Studies (MPAS) program at University of the Cumberlands is offered under a cohort system with course work to be completed over twenty-four months. Of the 101 credit hours in the program, sixty-one hours are earned in a traditional classroom and laboratory setting. Fifty-four of these hours are earned during the first year of the program. The final 7 hours are completed at the conclusion of the tenth clinical rotation. Course delivery includes formal lectures, computer-generated instruction, small group sessions and the use of simulated patients. All didactic coursework takes place on the university campus in the Correll Science Complex. The remaining forty hours are earned during the second year in the program through ten supervised Clinical Rotations in the field.

Mission: The mission of the MPAS Program is to educate competent, compassionate and caring Physician Assistants to be an integral part of the modern professional health care team for underserved areas of Kentucky, the nation and on an international level.

Vision: The MPAS Program strives for professional excellence in an environment of compassion and team cooperation with the common goal of producing professionals who serve as a vital part of the health care team. It is our intent to prepare clinicians whose lifestyle reflects a commitment to lifelong learning, leadership and service to their community.

Goals: In accordance with its mission, the MPAS strives to graduate clinicians fully prepared for employment as competent and caring physician assistants. In order to do this the program has outline several goals aligned with the ARC-PA competencies. It is thus the purpose of the program to:

1. Prepare physician assistants with a strong knowledge base in biomedical and clinical sciences supported by the ability to apply analytic thinking to clinical situations.
2. Instill students with the interpersonal communication skills necessary to develop effective information exchange with patients, their families, and professionals in the healthcare system.
3. Teach students to provide effective patient care necessary for treatment of health problems and the promotion of physical, psychological, and spiritual wellness.
4. Develop physician assistants knowledgeable in legal requirements and respectful of the diversity of the PA profession in order to graduate PAs possessing a high degree of professionalism, commitment to Christian ethics, and integrity.
5. Provide students with the opportunity to understand practice-based learning and improvement by engaging each student in critical analysis of their own experience and medical literature so that they continuously self-improve.
6. Expose students to clinical practice that encompasses the societal, organizational and economic systems that tie into healthcare delivery in order that they may be prepared to deliver optimal patient care.

Academic Policies and Procedures

The responsibility for the routine administration of the policies and procedures of the Master of Physician Assistant Studies resides with the Program Director with the assistance of the Academic Coordinator, the Medical Director, and the Clinical Coordinator. This day-to-day administration of the program is ultimately under the oversight of the Vice President for Academic Affairs. Any appeals concerning program policies and procedures must be made in writing through this chain of administrative oversight.

Application Process

Admission to the University of the Columbians Physician Assistant Program is competitive. All applications are carefully reviewed by the Graduate Admissions Office and the PA Admissions Committee. Each application is evaluated for completion of required coursework as well as characteristics that show promise of successful completion of the program and professional achievement. Submission of a completed application packet does not guarantee an interview, selection or admission into the Physician Assistant Program.

Because admission information is updated regularly, applicants should verify current *requirements* on the program website. Please review *Admission Requirements* prior to filing an application.

Admission Requirements

The following requirements must be documented before an applicant will be considered for admission to the MPAS program:

- **Bachelor's degree.** The degree major area of study is not specific, however, coursework must include, at minimum, the required prerequisite courses. **OR Completion of the first 3 years** of the pre-professional program at UC. Students who have completed the pre-professional program and who meet all admission requirements will automatically be invited to an interview.
- **Cumulative GPA of 3.0** on a 4-point scale. (Written appeals of this requirement may be made to the program director and must be submitted directly to the program at the time of your application.)
- **Prerequisite course GPA 3.0.** No prerequisite may be lower than a "C". (Written appeals of this requirement may be made to the program director and must be submitted directly to the program at the time of your application.)
- **Documentation of English fluency** for non-native English speakers.

- **100 hours of clinical experience** through direct patient care and/or shadowing.
- **GRE scores** taken within the past five years. The GRE requirement is waived for those who have completed a graduate degree (Master's degree or higher) by December 30, 2010. The M-CATS or other graduate level exam scores may be substituted for the GRE.
- **2 Reference letters**
- **Essay** stating your personal interest in the PA profession.
- **Meet the technical standards for the Physician Assistant Profession.**

Conditional Admission

Otherwise qualified candidates who are deficient in one or two specific criteria for admission may be admitted conditionally. These candidates will be given a specific timeframe in which to remediate these deficiencies (usually one semester). If these deficiencies have not been remediated by the end of the specified time, the student may not continue in the Physician Assistant Studies program.

Transfer and Course Credit Policy

No transfer credit is normally accepted for courses in the MPAS program.

Leave of Absence

A leave of absence from the MPAS program may be granted by the Program Director for medical or personal reasons. Requests for leaves of absence must be made in writing to the Program Director. A student on a leave of absence may be permitted to resume course work upon receipt of documentation that satisfactory resolution has occurred of the problem necessitating the leave of absence. Repetition of course work satisfactorily completed prior to the leave of absence will not be required provided resumption in training occurs within one academic year from the date the leave of absence begins.

Remediation Policy

Remediation is initiated during a course when a failing grade is earned on a formative examination (written, midterm or practical examinations). Remediation is not offered for summative or comprehensive examinations in courses since these are intended to measure cumulative mastery of material. Remediation does not ensure that the student will successfully attain the required level of performance, but it serves to support students in their attempt at skill and content mastery. Students, who repeatedly fail examinations in one or more courses, may receive academic or career counseling through a meeting with their advisor.

Within one week of the written exam, the instructor or Academic Coordinator notifies the student in writing of the exam grade and the offer of remediation. The student will be asked to meet with the course instructor to pinpoint performance deficiencies, to assess the student's program and course status, and to identify external influences that may have contributed to poor performance.

After meeting with a student, the instructor will formulate a remediation plan to overcome the identified deficiencies. The process is as follows:

1. The student may be assigned a supplemental learning assignment (book review, case study or reading assignment) to remediate knowledge deficiencies.
2. The student will be offered a make-up examination of the same format (multiple choice, essay, practical) as the original exam. This examination will be administered within 5 business days of the notice of remediation. The student may accept or decline the offer for remediation.
3. A student who accepts remediation but who fails to remediate the examination by the deadline set by the instructor will forfeit the remediation and the original examination grade will remain.
4. Successful completion is determined by a grade of at least 70% on the re-test and will result in a replacement grade of 70%. Should the student fail to make at least 70% on the re-test, the original grade will remain. Completion of the remediation assignment does not guarantee a passing course

grade. Failure to complete/pass the remediation assignment does not necessarily result in a failing course grade.

If a need is identified, the advisor will refer the student to the Director of Career Planning and Placement for career counseling or for referral for personal counseling. If a study skills deficit is identified, the advisor will refer the student to the Teaching and Learning Center for academic counseling.

All correspondence concerning remediation plans, actions, or outcomes will be placed in the student's file.

Academic Progress

Successful completion of each course is required in order to progress within the program. Students are required to maintain a minimum cumulative grade point average (GPA) of 3.0 and achieve a course letter grade of "C" or better in all courses to make appropriate academic progress within the Program. Any individual who does not meet the specified end-of-semester GPA requirements will be placed on Academic Probation for one semester. See *Academic Probation*.

In addition, a student who earns a grade of C in one or more courses but who maintains the minimum GPA requirement will receive academic and career counseling with the student advisor. Students with a grade of "C" in multiple courses jeopardize their continued enrollment in the program.

Academic Probation

A student is placed on Academic Probation when the cumulative GPA falls below 3.0. Probationary status is determined and monitored by the Program Director in consultation with the Academic Coordinator and the Registrar. Normally a student has one semester to remove probationary status. After a probationary semester, a student with a cumulative GPA of less than 3.0 normally will be suspended and not permitted to continue in the program. However, such a student may apply to the Program Director for re-entry into the program the following year. If readmitted to the program, the student must complete the program within three years of initial program enrollment.

Withdrawing from the University

A student desiring to withdraw from University of the Cumberlands within any semester must procure permission from the Vice President for Academic Affairs and complete required paperwork. The following policies and procedures govern withdrawal from the University for the current term.

1. The permanent record of a student who withdraws from University of the Cumberlands during the first four weeks of the semester (or its equivalent for bi-term and online schedules) will list a mark of "W" for all courses. A "W" carries no grade point penalty.
2. The permanent record of a student who withdraws after the first four weeks of the semester (or its equivalent for biterm and online schedules) will list a mark of "WP" (withdrew passing) if passing or "WF" if failing. "WP" carries no grade point penalty. However, a "WF" carries a penalty, counting as an "F" in calculating the grade point average.
3. Students withdrawing during the last four weeks of the semester (or the equivalent for bi-term and online schedules) will receive a grade of "F" for all classes except for those classes in which the student has an "aF." In that case, the grade of "aF" remains on the transcript.
4. For any student who drops out of University of the Cumberlands without permission, the permanent record will show a grade of "aF" in all courses carried, indicating that the student failed because of class absences.
5. No student who withdraws from University of the Cumberlands for whatever reason is entitled to a grade report or transcript of credits until his/her account is cleared in the Bursar's Office.
6. The official date of withdrawal will be used by the Bursar's Office and the Office of Financial Planning to determine any adjustments involving financial aid and financial charges.

Medical / Emergency Withdrawal. Students who must withdraw classes for medical reasons or because of dire personal circumstances may submit a written request to the Academic Affairs Office as soon as the student intends to stop attending classes. This request must be supported by a letter from a medical professional or other source supporting the student's request with specific information on the student's diagnosis, current condition, and continuing treatment requirements, or on the student's personal emergency that necessitates the withdrawal request. If the medical / emergency withdrawal is granted, the student will receive grade of a "W" or "WP" in all current classes. NOTE: Normally, partial medical / emergency withdrawals are not permitted (that is, withdrawal from one or two courses while the student continues in others).

Readmission

Any individual who has previously matriculated and failed to complete the entire program of study within the required time period will be required to initiate a new application for admission. Likewise, applicants who have been previously offered admission into the Program but failed to matriculate in the designated class will also be required to initiate a new application for admission.

Academic Appeals

Both undergraduate and graduate students have the right to challenge a grade. If discussions with the course instructor and department chair do not lead to a satisfactory conclusion, students may file a formal written appeal with the Vice President for Academic Affairs, who will forward the appeal to the chair of the Academic Appeals Committee.

This formal written appeal must be filed by the end of the 4th week of classes in the next regular term following the term in which the course in question was taken. The Academic Appeals Committee then gathers information from the student, the instructor, and any other relevant parties. The Committee will deliver its recommendation on the complaint to the Vice President for Academic Affairs. After reviewing this recommendation and concurring or amending it, the Vice President for Academic Affairs will inform the student and instructor of the disposition of the complaint no later than the last day of classes of the term in which the complaint was filed.

Records of all actions regarding academic grade appeals, including their final disposition, are maintained by the Vice President for Academic Affairs and the Academic Appeals Committee.

Program Policy Appeals

The Program recognizes the rights of a student to appeal decisions affecting student progress. Appeals must be based upon the Program's failure to follow established policies or procedures. Students must present evidence that supports their appeal of a program decision according to the appeal process as defined herein:

- All appeals must be submitted to the Program Director, in writing, within 5 working days of the grievance.
- Appeals will be reviewed and a decision will be rendered to the student within 10 working days of receipt of the appeal.
- Students who wish to challenge the Program's decision may initiate a subsequent appeal to the Office of the Academic Vice President in writing within 10 working days of the Program's appeal decision.

Student Privacy and Informed Consent

Students pursuing a Masters in Physician Assistant Studies are granted privacy through the Family Educational Rights and Privacy Act of 1974 (FERPA) enacted to protect the privacy associated with educational records, to establish the rights of students to inspect and review their educational records

and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

Privacy Rights of Students

The University is subject to the provision of the Family Educational Rights and Privacy Act (FERPA). This federal law affords students certain rights with respect to the student's education records. These rights are:

The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place the records may be inspected.

The right to request the amendment of the student's education records that the student believes are inaccurate. Students may ask the University to amend a record that they believe is inaccurate. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the Registrar decides not to amend as requested, the Registrar will notify the student of the decision and advise the student of his or her right to a hearing regarding the request and will provide the student with additional information regarding the hearing procedures.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

The University may also disclose without the student's consent "directory information" unless the student has advised the Registrar in writing at least five days following registration that the student does not wish part or all of the directory information to be made public. Once filed, this instruction becomes a permanent part of the student's record until the student instructs the University, in writing, to have the request removed.

The primary purpose of directory information is to allow the University to include this type of information in certain University publications, the media, and outside organizations. The University has designated the following as examples of directory information: The student's name, addresses including electronic mail address, telephone numbers, date and place of birth, major field of study, degree sought, attained class level, expected date of completion of degree requirements and graduation, degrees and awards received, picture, dates of attendance, full or part-time enrollment status, the previous educational agency or institution attended, class rosters, participation in officially recognized activities and sports, weight and height of athletic team members and denominational preference. The University may disclose education records in certain other circumstances, but shall do so only upon the authorization of the Registrar.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office which administers FERPA and to which complaints are to be sent is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202-4605.

In compliance with FERPA, University of the Cumberlands Department of Physician Assistant Studies requires its students' informed consent to the sharing of personal information with its educational partners (clinical rotation sites) strictly on a need-to-know basis. This personal information may include, but is not limited to, social security numbers, immunization records, e-mail addresses, telephone numbers, results of health care tests, results of credit checks and criminal records known to University of the Cumberlands. Notice is hereby given that random drug screenings or additional criminal background checks may be requested of the students at anytime during the didactic or clinical years as well as for placement in certain clinical rotation sites as standard operating procedure. The student may be responsible for the cost of drug screenings or additional criminal background checks.

Accommodations and Disabilities Policy

University of the Cumberlands accepts students with learning disabilities and provides reasonable accommodations to help them be successful academically. Students with disabilities may incur additional costs for services not provided by the University in order to be successful in their studies. The Americans with Disabilities Act requires the University of the Cumberlands to provide reasonable accommodations that afford an equal opportunity for students with learning disabilities. However, the University is not required to provide accommodations which lower its academic standards. MPAS Studies must meet the technical standards published in the MPAS Didactic Student Handbook.

The Associate Dean for Academic Affairs serves as the Disability Services Coordinator. For accommodations to be awarded, a student must complete a Disability Form and provide documentation of the disability. Such documentation may include

- A "Section 504" report or Individualized Educational Plan from a high school no more than two years old.
- A psychological /educational assessment no more than three years old, performed by a licensed psychologist, educational testing specialist, or appropriately trained physician.
- A psychiatric assessment (DSM-IV or DSM-IV TR) no more than three years old, provided by a board certified psychiatrist.

When all paperwork is on file, a meeting between the student and the Coordinator will be arranged to discuss possible accommodations before accommodations are formally approved by the Special Accommodations Committee. Students must then meet with the Coordinator at the beginning of each semester before any academic accommodations can be certified for that term.

Grading Policy

Grades are calculated on a percentage basis. All final course grade percentages are rounded to the nearest integer. Final course grades are assigned according to the following standards:

<u>Percent Grade</u>	<u>Letter Grade</u>	
89.5 – 100	A	student has exceeded expectations
79.5– 89.5	B	student has met expectations
69.5-79.4	C	student is below expectations
Less than 69.5	F	student has failed expectations

An "I" may be temporarily awarded to individuals who fail to complete course requirements within the defined time. A final grade of "F" in any PA course is a non-passing grade and results in automatic and immediate dismissal from the PA Program. The student may rejoin the program the following year at the

discretion of the program director. The program must be completed within three years. Students exceeding the three year time limit must reapply in order to enter the program.

Codes of Professional and Academic Conduct

Each student in the Department of Physician Assistant Studies will be given the Clinical Handbook pertinent to the guidelines of acceptable and unacceptable conduct. Included in this Handbook are guidelines for professional appearance and conduct during the didactic and clinical years.

Projected Tuition – Subject to Change

Tuition 2010 Didactic Year	\$29,500
Tuition 2011 Clinical Year	\$29,500
TOTAL COST	\$59,000

Upon notification of acceptance to the University of the Cumberland's Physician Assistant Program, applicants are required to submit a \$500 non-refundable admissions deposit. This deposit, which must be received within seven days (excluding Saturdays, Sundays and holidays) of being verbally notified of acceptance, will be applied toward first year tuition.

Additional Expenses for the Physician Assistant Program

Additional costs for the PA program will include, but is not limited to:

- Medical textbooks
- Malpractice insurance
- Medical equipment
- Laptop Computer
- Annual PA conference lodging and registration

A complete description of program expenses and institutional fees is published in the program student handbook and program website.

Refund Policy

Students must officially withdraw through the Office of Academic Affairs. Students who fail to officially withdraw forfeit all rights to a refund or reduction in fees.

Any student that does not cancel prior to their required deadline will be assessed a minimum fee of \$150 for classes and a minimum fee of \$150 for room & board. Deadline dates are posted with the Registrar Office and Bursar Office.

Refund Schedule

Courses Fifteen Weeks or Greater in Length

Official Date of Withdrawal	Charge	Refund
Last day to Register	0%	100%
Week 2 of classes	20%	80%
Week 3 of classes	40%	60%
Week 4 of classes	60%	40%
Week 5 of classes	80%	20%
After 5 th week of classes	100%	0%

Courses Greater than Six Weeks but Less than Fifteen Weeks in Length

Official Date of Withdrawal	Charge	Refund
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Last day to Register	0%	
Week 2 of classes	50%	50%
After 2 nd week of classes	100%	0%

Courses Six Weeks or Less in Length

Official Date of Withdrawal	Charge	Refund
Last day to Register	0%	100%
After 1 st week of classes	100%	0%

If a student officially withdraws after the posted cancellation deadline and on or before the first day of the term, they will be charged a **non-cancellation fee of \$150 for tuition and \$150 for room and board** for the fall and spring term. There is no non-cancellation fee for the summer term(s).

If a student officially withdraws after the first day of classes, they will be charged an **administrative withdrawal fee of \$100 for the fall and spring terms and \$50 fee for the summer and bi-terms.**

A student is **not eligible for any financial aid prior to the first day of class** attendance.

No Refund of Tuition or fees will be applied for dropping a course after the last day to add a course for the term has expired.

TREATMENT OF TITLE IV AID WHEN A STUDENT WITHDRAWS

The law specifies how your school must determine the amount of Title IV program assistance that you earn if you withdraw from school. The title IV programs that are covered by this law are: Federal Pell Grants, Academic Competitiveness Grants, National SMART grants, TEACH Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans.

When you withdraw during your payment period or period of enrollment (your school can define these for you and tell you which one applies) the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a prorated basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you are originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period. If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt. Your school may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission (some schools ask for this when you enroll), you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you

withdraw, you will not receive any FFEL or Direct loan funds that you would have received had you remained enrolled past the 30th day.

If you receive (or your school or parents receive on your behalf) excess Title IV program funds that must be returned, your school must return a portion of the excess equal to the lesser of:

1. Your institutional charges multiplied by the unearned percentage of your funds, or
2. The entire amount of excess funds

The school must return this amount even if it didn't keep this amount of your Title IV program funds. If your school is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.

Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You must make arrangements with your school or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from any refunds policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any Title IV program funds that the school was required to return. If you don't already know what your school's Refund policy is, you can ask your school for a copy. Your school can also provide you with the requirements and procedures for officially withdrawing from school.

If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1-800-4-fedaid (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at www.studentaid.ed.gov.

Student Employment

Students are strongly discouraged from seeking or maintaining employment while enrolled in the Program. If a student does work and encounters academic and/or disciplinary problems, the student may be counseled to cease employment. Under no circumstances will employment be considered as a reason for excused absence from the student's didactic or clinical education commitments nor will student employment considerations mitigate evaluation of outcomes.

Matriculated PA students will not be employed by the Physician Assistant Program under any circumstances. Students will not be allowed to perform clerical or administrative work for the Program.

During clinical rotations, students will not be used to substitute for regular clinical and/or administrative staff. If a student is asked to substitute for regular staff on a rotation, he/she should inform the Clinical Coordinator or Program Director immediately.

Student Housing

Limited housing is available to University of the Cumberlands graduate students. Students interested in securing student housing should contact Student Services.

MPAS Required Curriculum

Semester one: Total: 18 credit hours.

MPAS 511 - Clinical Anatomy I 2 hour
MPAS 521 - Health Care Issues I 2 hours
MPAS 531 - Physical Diagnosis I 2 hours
MPAS 541 - Clinical Medicine I 6 hours
MPAS 551 - Pathophysiology I 2 hours
MPAS 561 - Pharmacology I 2 hours
MPAS 571 – Practical App. of Med. I 2 hours

Semester two: Total: 18 credit hours.

MPAS 512 – Clinical Anatomy II 2 hour
MPAS 542 - Clinical Medicine II 6 hours
MPAS 562 - Pharmacology II 2 hours
MPAS 552 - Pathophysiology II 2 hours
MPAS 532 - Physical Diagnosis II 2 hours
MPAS 522 - Health Care Issues II 2 hours
MPAS 572 – Practical App. of Med. II 2 hour

Semester three: Total: 18 credit hours.

MPAS 513 – Clinical Anatomy III 2 hour
MPAS 523 - Health Care Issues III 2 hours
MPAS 533 – Physical Diagnosis III 2 hours
MPAS 543 - Clinical Medicine III 6 hours
MPAS 553 – Pathophysiology III 2 Hours
MPAS 563 - Pharmacology III 2 hours
MPAS 573 – Practical App. of Med. III 2 hours

Semester four: Total: 16 clinical credit hours

Four clinical rotations (4 weeks each)

Semester five: Total: 16 clinical credit hours

Four Clinical rotations (4 weeks)

Semester six: Total: 8 clinical credit hours plus 7 hours of coursework Two clinical rotations (4 weeks each) PAS 680 Professional Development 1 hour, 691 CAPSTONE 1 hour, PAS 692 PANCE Review/Summation 5 hours

Clinical rotations

MPAS 600- Family Medicine I	(4 hours)	(4 weeks)
MPAS 605- Family Medicine II	(4 hours)	(4 weeks)
MPAS 610- Emergency Medicine	(4 hours)	(4 weeks)
MPAS 620- Internal Medicine	(4 hours)	(4 weeks)
MPAS 630- Pediatrics	(4 hours)	(4 weeks)
MPAS 640- Psychiatry	(4 hours)	(4 weeks)
MPAS 650- Surgery	(4 hours)	(4 weeks)
MPAS 660- Women’s Health	(4 hours)	(4 weeks)
MPAS 670- Clinical Elective I	(4 hours)	(4 weeks)

MPAS 675- Clinical Elective II	<u>(4 hours)</u>	<u>(4 weeks)</u>
	40 hours	40 weeks

Clinical Rotation Experiences

Clinical rotation experiences are designed to provide students with supervised experiences that will enable the student to do the following:

- Assess, diagnose, and manage common acute and chronic problems
- Provide preventative health and health maintenance
- Integrate with other members of the health care team
- Utilize evidence based practices/principles as part of the Physician-PA student team
- Record and communicate medical data in an organized, intelligent process
- Identify role limitations and indications for referral and consultation
- Develop skills and habits necessary for life-long learning
- Provide compassionate culturally competent healthcare to all patients

Course Descriptions

MPAS 511 – Clinical Anatomy I / 2 Credit Hours This course is part one in a series of three anatomy courses aligned with Clinical Medicine in a modular format. It provides an introduction to human anatomy and basic survey of the body. Students will learn basic concepts related to anatomy as well as examine human morphology and the fundamental relationships between HEENT, pulmonary, and gastrointestinal systems with conceptual presentations of these regions of the human body. The clinical application of this knowledge is applied through case studies. Students will have ample time to explore anatomy during laboratory sessions using models and computer anatomy technology.

MPAS 512 – Clinical Anatomy II / 2 Credit Hours This course is part two in a series of three anatomy courses aligned with Clinical Medicine II in a modular format. It builds upon concepts and systems studies in Clinical Anatomy I. Students will develop knowledge of anatomical concepts and examine human morphology and the fundamental relationships between cardiac, neurological, and hematological systems with conceptual presentations of these regions of the human body. The clinical application of this knowledge is applied through case studies. Students will have ample time to explore anatomy during laboratory sessions using models and computer anatomy technology.

MPAS 513 – Clinical Anatomy III / 2 Credit Hours This course is the final in a series of three anatomy courses aligned with Clinical Medicine in a modular format. It builds upon concepts and systems studies in Clinical Anatomy I and II. Students will build a comprehensive knowledge of anatomical concepts. They will examine human morphology and the fundamental relationships between endocrine, nephrological, men’s, women’s, pediatrics, rheumatology, and musculoskeletal modules with conceptual presentations of applicable regions of the human body. The clinical application of this knowledge is applied through case studies. Students will have ample time to explore anatomy during laboratory sessions using models and computer anatomy technology.

MPAS 521 – Health Care Issues I/ 2 Credit Hours This course will be divided into two major components: Introduction to the PA profession and Research for Physician Assistants. In this course students will trace the history, development, and current status of the physician assistant profession. Students will explore the role of the physician assistant as part of the healthcare team. Students will become familiar with state and national legislation that governs the profession. This course will also introduce initial steps on a path toward learning to use research to inform medical reasoning (also known as evidence-based medicine). Students will continue to learn this skill throughout this program and throughout their

career. Concepts addressed include: the diagnostic reasoning process, the use of relevant research evidence, and proper and adequate review and analysis of medical literature.

MPAS 522 – Health Care Issues II / 2 Credit Hours This course will focus on ethical, socioeconomic, and cultural issues which affect health care. The course will examine the premise that a very high percentage of morbidity rates are social- behavioral in nature, and that this has important implications for the medical practitioner. Students will develop counseling and preventive education skills that foster treatment compliance, promote positive change, and enhance ability to cope with pain and illness. An emphasis will be given to Christian ethics and how certain related issues affect patient provider interactions. Through this course students will gain a respect for self and others, a sense of professional responsibility and integrity, and a commitment to patient welfare. Students are given opportunity to develop skills in the application of medical ethics to clinical cases. Students will also build upon their research and community involvement by continuing the community outreach project which was begun in Health Care Issues I. Students will have an opportunity to integrate what they are learning into this project and give feedback.

MPAS 523 – Health Care Issues III / 2 Credit Hours Health Care Issues III is designed to tie together concepts of professional responsibility, medical ethics, and research skills learned in the prior two classes. Students will also explore the topics of health care policy and medico-legal issues related to practicing medicine. Through this course, students will culminate sense of professional responsibility and integrity and a commitment to patient welfare. Students are given opportunity to develop skills in the application of medical ethics to clinical cases. Students will also build upon their research and community involvement by continuing the community outreach project which was begun in Health Care Issues I. Students will have an opportunity to integrate what they are learning into this project and give feedback.

MPAS 531 – Physical Diagnosis I / 2 Credit Hours This is one of a series of three classes designed to teach methods of interviewing and obtaining a complete history and physical exam. In the first section, physical diagnosis and proper examination techniques of problems relating to the systems covered in Clinical Medicine I will be covered. Those systems include: infectious disease, otorhinolaryngology, ophthalmology, pulmonology, allergy, immunology, dermatology, genetics, gastroenterology, and tropical medicine. Emphasis is placed on professionalism in the manner and approach to patients; sophistication in taking a history; expertise in the techniques of physical examination; the ability to integrate, correlate, and interpret the data obtained; and the ability to record findings accurately, succinctly, and in an organized, logical sequence. The students will have ample time to practice their skills among themselves with faculty observation and critique. Students will also be expected to self-assess their strengths and deficiencies, and seek out tutorials and advice to remedy perceived problems. Opportunity will be given for students to present and document their findings and receive constructive criticism.

MPAS 532 – Physical Diagnosis II / 2 Credit Hours This is part two in a series of courses where the student will acquire knowledge required to complete a thorough physical examination related to the modules studied. Students will integrate the knowledge obtained in Clinical Medicine II coupled with laboratory sessions emphasizing the proper use of diagnostic equipment and technique for performing a physical examination. The semester will include the modular education in: cardiology, hematology, oncology, neurology, psychology, geriatrics, rehabilitation, and palliative care. Emphasis is placed on professionalism in the manner and approach to patients; sophistication in taking a history; expertise in the techniques of physical examination; the ability to integrate, correlate, and interpret the data obtained; and the ability to record findings accurately, succinctly, and in an organized, logical sequence. The students will have ample time to practice their skills among themselves with faculty observation and critique. Students will also be expected to self-assess their strengths and deficiencies, and seek out

tutorials and advice to remedy perceived problems. Opportunity will be given for students to present and document their findings and receive constructive criticism.

MPAS 533 – Physical Diagnosis III / 2 Credit Hours This is the third course in a series of three where the student will acquire knowledge required to complete a thorough physical examination. Students will integrate the knowledge obtained in Clinical Medicine III coupled with laboratory sessions emphasizing the proper use of diagnostic equipment and technique for performing a comprehensive physical examination. The semester will include the following modules: cardiovascular, pulmonary, musculoskeletal, nephrology, men’s health, OBGYN, and pediatric. Emphasis is placed on professionalism in the manner and approach to patients; sophistication in taking a history; expertise in the techniques of physical examination; the ability to integrate, correlate, and interpret the data obtained; and the ability to record findings accurately, succinctly, and in an organized, logical sequence. The students will have ample time to practice their skills among themselves with faculty observation and critique. Students will also be expected to self-assess their strengths and deficiencies, and seek out tutorials and advice to remedy perceived problems. Opportunity will be given for students to present and document their findings and receive constructive criticism.

MPAS 541 – Clinical Medicine I / 6 Credit Hours This is one of a series of three courses in the study of medicine that will be taught in a modular format utilizing a combination of lecture and interactive techniques. It is designed to explore the common medical and surgical disorders encountered in general adult medicine. This will include: clinical presentation, acute care, etiology, pathophysiology, prevention, genetic involvement, diagnostic work-up, lab interpretation, appropriate referral, and management of disorders pertaining to the following modules: laboratory medicine, infectious disease, HEENT, dermatology, pulmonology, allergy and immunology, genetics, gastroenterology, and tropical/wilderness medicine. Students will develop a deeper curiosity about the art and science of clinical medicine, a passion about the field of medicine, and learn the skills of self directed learning.

MPAS 542 – Clinical Medicine II / 6 Credit Hours The student will build upon the knowledge and skills attained in MPAS 541 to study the presentation in the following modules: cardiology, hematology, oncology, neurology, psychology, geriatrics, alternative medicine, rehabilitation, chronic care, occupational medicine, and palliative or end of life care. This is part two of a series of three courses in the study of medicine that will be taught in a modular format utilizing a combination of lecture and interactive techniques. It is designed to explore the common medical and surgical disorders encountered in general adult medicine. This will include: clinical presentation, acute care, etiology, pathophysiology, prevention, genetic involvement, diagnostic work-up, lab interpretation, appropriate referral, and management of disorders pertaining to the listed modules. Students will develop a deeper curiosity about the art and science of clinical medicine, a passion about the field of medicine, and learn the skills of self directed learning.

MPAS 543 – Clinical Medicine III / 6 Credit Hours The student will build upon the knowledge and skills attained in MPAS 542 to study the following modules: endocrine, nutritional disorders, nephrology, urology, men’s health, women’s health, gynecology, obstetrics, pediatrics, rheumatology, and orthopedics. This is part three of a series of three courses in the study of medicine that will be taught in a modular format utilizing a combination of lecture and interactive techniques. It is designed to explore the common medical and surgical disorders encountered in general adult medicine. This will include: clinical presentation, acute care, etiology, pathophysiology, prevention, genetic involvement, diagnostic work-up, lab interpretation, appropriate referral, and management of disorders pertaining to the listed modules. Students will develop a deeper curiosity about the art and science of clinical medicine, a passion about the field of medicine, and perfect the skills of self directed learning.

MPAS 551 – Pathology/Pathophysiology I / 2 Credit Hours The Pathology & Pathophysiology course series will combine lectures and student-centered learning for an in-depth exploration of this foundational science. Students will have the opportunity to reinforce and expand their knowledge-base beyond what they established as undergraduates. This course also intends to introduce motivated students to strategies for life-long learning in the basic and applied sciences. The primary focus will be on solidifying content pertinent to Physician Assistant practice, but current events and/or other applied physiology may be discussed. The studies of pathophysiology in this course will be aligned in a module format to what is being studied in clinical medicine. Modules include: laboratory medicine, infectious disease, otorhinolaryngology, ophthalmology, Pulminology, allergy, immunology, dermatology, gastroenterology, and tropical medicine.

MPAS 552 – Pathology/Pathophysiology II / 2 Credit Hours Students will learn integrative human physiology and pathophysiology involving the cardiological, hematological, oncological, neurological, and psychological systems with an emphasis upon homeostatic mechanisms and the etiologies of disease states. Recognition of the interrelationship of function and dysfunction at the molecular, cellular and tissue levels, as well as the organ and systemic levels provides the student with the necessary foundation for MPAS 542 and 543 (Clinical Medicine II and III).

MPAS 553 – Pathology/Pathophysiology III / 2 Credit Hours Students will learn integrative human physiology and pathophysiology involving the endocrine, nephrological, urological, gynecological, rheumatological, and orthopedic systems with an emphasis upon homeostatic mechanisms and the etiologies of disease states.

MPAS 561 – Pharmacology I / 2 Credit Hours The first in a 3-course series designed to introduce the student to principles that provide the foundation for the study of pharmacology and therapeutics. Students will be given a thorough introduction to pharmacologic terms, definitions and principles which are essential to understanding drug properties and actions. Focus will be on the pharmacologic agents related to infectious, ophthalmic, pulmonary, allergic, dermatologic, and gastrointestinal disorders. Students will gain knowledge of pharmacokinetic principles of drug absorption, distribution and metabolism, and elimination. We will also cover an introduction to prescription writing and legal issues surrounding prescription writing. When completed with this series of courses students will acquiesce a working knowledge of the top 200 most commonly prescribed drugs, their pharmacological actions/properties, and classification.

MPAS 562 – Pharmacology II / 2 Credit Hours Building on the knowledge and skills obtained in Pharmacology I, this course will enhance pharmacologic and therapeutic principles in relation to patient treatment. Focus will be on the basic pharmacodynamic, pharacokenetic and phamacotherapeutic principles and pharmacologic agents of cardiological, hematological, oncological, neurological, psychological, and geriatric disorders. We will also cover prescription writing of those medications. When completed with this series of courses students will acquiesce a working knowledge of the top 200 most commonly prescribed drugs, their pharmacological actions/properties, and classification.

MPAS 563 – Pharmacology III / 2 Credit Hours Students will build upon the knowledge and skills obtained in MPAS 561 and 562. Combined lecture and active learning exercises are designed to develop the pharmacologic and therapeutic skills that a physician assistant will need to enhance patient care in clinical practice focusing on the following areas: Rheumatic Diseases/Anti-inflammatories, Pain Management, Endocrinology, nephrological disorders, men’s and women’s health, obstetrics, pediatrics, and orthopedics. We will also cover prescription writing of those medications. When completed with this series of courses students will acquiesce a working knowledge of the top 200 most commonly prescribed drugs, their pharmacological actions/properties, and classification.

MPAS 571 – Practical Applications in Medicine I / 2 Credit Hours This course introduces the application of medical knowledge in emergency treatment and surgical procedures. Skills are learned which are necessary to treat patients in a variety of life threatening and surgical situations. Students learn appropriate diagnostic and hands on therapeutic and procedural measures relating to the following modules: infectious disease, EENT, ophthalmology, gastrointestinal, pulmonary, allergy, immunology, dermatology, genetics, and tropical medicine. This class is taught using a variety of learning methods, including traditional lectures, case-based learning, simulated patient encounters, and laboratory exercises.

MPAS 572 – Practical Applications in Medicine II / 2 Credit Hours This course builds upon previous acquisition of procedural and emergency care skills and focuses on applying that knowledge to additional emergency and surgical situations. Students learn appropriate diagnostic, therapeutic, and surgical measures relating to the following modules: cardiology, hematology, oncology, neurology, psychiatry, geriatrics, rehabilitation, and palliative care. This class is taught using a variety of learning methods, including traditional lectures, case-based learning, simulated patient encounters, and laboratory exercises.

MPAS 573 – Practical Applications in Medicine III / 2 Credit Hours This culminating course ties together previous acquisition of procedural and emergency care skills and focuses on applying that knowledge to additional emergency and surgical situations. Students learn appropriate diagnostic, therapeutic, and surgical measures relating to the following modules: endocrine, nephrology, urology, sexual health, gynecology, obstetrics, pediatrics, rheumatology, and orthopedics. This class is taught using a variety of learning methods, including traditional lectures, case-based learning, simulated patient encounters, and laboratory exercises. Students will also learn principles of surgery including pre-operative, intra-operative, and post-operative care.

MPAS 680 – Professional Development / 1 Credit Hour Students will prepare to transition to the professional role by developing employment skills and learning about professional practice issues. Students will develop a framework necessary to achieve and maintain certification.

MPAS 691 – Capstone / 1 Credit Hour Students synthesize knowledge and skills obtained during the program through successful completion of a summative evaluation (Objective Skills Clinical Evaluation) and a comprehensive written exam. By displaying competency in both analyzing and integrating patient data, students demonstrate skills necessary for competent PA practice. Students also develop individual clinical portfolios to provide a framework for lifelong learning.

MPAS 692 – PANCE review / 5 Credit Hours This course prepares students for successful completion of the Physician Assistant National Certifying Examination (PANCE), necessary for entering medical practice. Students learn study strategies that lead to successful completion of board-style exams. Students are prepared to take a systems approach, integrating all aspects of medicine encountered in the practice of medicine. Topics also include typical clinical presentation, etiology, pathophysiology, diagnostic work-up, lab interpretation and management of disorders.

MPAS 600/605 -- Family Medicine I /II (4 Credit Hours each). Due to the importance of primary care to the practice of a PA, students will rotate at an outpatient family medicine office for two four-week periods. The first rotation will count as MPAS 600, and the second for MPAS 605. Students will work under the supervision of a physician preceptor or his or her PA or NP designee(s). Students will start by shadowing the preceptor and then will evaluate patients by themselves, determining a potential treatment plan that will be discussed with the preceptor. By the time that the rotation is complete, the student should feel comfortable examining patients in an outpatient setting.

MPAS 610 -- Emergency Medicine (4 Credit Hours) This four-week rotation provides practical clinical experience in emergency medicine. Students engage in all aspects of patient care, including history, physical exam, treatment plan design and evaluation. Students' application of patient and family education to treatment and preventive measures is emphasized.

MPAS 620 -- Internal Medicine (4 Credit Hours) This four-week rotation will provide clinical experience in the pathophysiology, evaluation, diagnosis and management of systemic and chronic diseases and conditions unique to the practice of Internal Medicine. As a hospital based clerkship, the rotation will help the student to become proficient in the process of admission, inpatient care, discharge and disposition. Students will engage in all aspects of patient care from history and physical exam to treatment plan design and evaluation. Patient and family education will be stressed as they apply both to treatment plans and preventative issues.

MPAS 630 -- Pediatrics (4 Credit Hours) This 4-week rotation will provide clinical experience with all pediatric populations as well as exposure to disease processes and presentations. Students will engage in all aspects of patient care from history and physical exam to treatment plan design and evaluation. Patient and family education will be stressed as they apply both to treatment plans and preventative issues.

MPAS 640 -- Psychiatry (4 Credit Hours) This 4-week rotation will provide clinical experience in psychiatry. Students will engage in all aspects of patient care from history gathering to treatment plan design and evaluation. Patient and family education will be stressed as they apply to treatment plans.

MPAS 650 -- Surgery (4 Credit Hours) This 4-week rotation will provide clinical experience in general surgery. Emphasis will be on preoperative evaluation and preparation of the surgical patient, proper surgical etiquette and techniques, intra-operative assisting techniques and post operative care. Understanding of the surgical team member roles and operative procedures and the management postoperative patient and complications will engage in all aspects of patient care from history and physical exam to treatment plan design and evaluation including operative procedures. Patient and family education will be stressed as they apply both to treatment plans and after care / recovery.

MPAS 660 -- Women's Health (4 Credit Hours) This 4-week rotation will provide clinical experience in prenatal care, gynecology and in some practice settings, obstetrics. Students will engage in all aspects of patient care from history and physical exam to treatment plan design and evaluation. Patient and family education will be stressed as they apply both to treatment plans and preventative issues.

MPAS 670/675 -- Clinical Elective (4 Credit Hours) These rotations will provide clinical experience in a specialty of medicine determined by the student. The purpose of these rotations is to allow students to explore more completely an area of interest in clinical medicine or surgery. Students will engage in all aspects of patient care for patients within that specialty's patient population from history and physical exam to treatment plan design and evaluation. Patient and family education will be stressed as they apply both to treatment plans and preventative issues.

Institution Resources

The Physician Assistant Program is housed in the first floor the Correll Science Building in the Forcht Medical Wing.



Offices. The Physician Assistant Program Office is in Room 133. Faculty and staff offices are adjacent and immediately across from the lecture halls, lounge and laboratories.

Classrooms. The Physician Assistant Program has two lecture classrooms. Each of the classrooms has a seating capacity for 24 students and a desk for the instructor. Mounted from the ceiling at the front of each classroom is a projector and projection screen. Each classroom has a sink and cabinetry with each door and drawer equipped with a lock.



Laboratories. The Physician Assistant program has two laboratories built specifically for the department. The Procedures/Skills Laboratory is housed in Room 130. Two round tables are centrally located in the lab to accommodate 24 students. Equipment supplied to lab include (3) patient beds, (3) x-ray illuminators, (3) ceiling mounted privacy curtains, (2) sinks, (2) microscope stations, (1) projection screen, (1) marker board, (1) reach-in refrigerator, and multiple sets of cabinets complete with locks on each of the doors and drawers.



The second lab is the Physical Assessment Laboratory. The lab has seating for twenty-four students and an instructor's desk for pre-lab instruction purposes. Also located in the lab are (8) patient assessment tables each with (1) privacy curtain. Also supplied to the room is a wash sink.



Student Lounge. A lounge for the physician assistant students is located in the upstairs corridor of the Correll Science Building in Room 226. Furnished in the lounge are lockers, cabinets, a microwave, refrigerator and a sink.



Library Resources.

Available to PA students through the electronic resources supported by the Hagan Memorial Library are many electronic and online databases to which the Library subscribes. The databases have become a major segment of the learning resources available on campus and provide scholarly support for all academic programs, including those in the medical field. Most of these databases include full-text journals and other information resources.



Of the available electronic resources, those that are considered particularly useful to the PA program consist of the following:

- ACP Medicine
- Health Source: Nursing/Academic Edition
- MD Consult
- STAT!Ref
- Encyclopedia of Environmental Microbiology
- Encyclopedia of Molecular Biology
- CINAHL
- CINAHL with Full Text
- Health Source-Consumer Edition
- Lexis-Nexis Academic Universe
- MEDLINE
- Oxford Reference Online
- Wilson Web OmniFile Full Text Mega

- Psychology and Behavioral Sciences Collection

Library's support of the MPAS program extends beyond the efforts to enhance its collections described above. In addition, the Librarians provide instruction in the use of library resources, including databases. A library instruction session was provided to the initial PA cohort in January 2010. Strategies for effectively using the new databases were included in this session. Several online tutorials for medical databases are also available through the "Library Tutorials" link (<http://www.ucumberlands.edu/library/libtutorials.htm>) on the Library's homepage. Furthermore, interlibrary loan services have been improved through the creation of an online electronic request forms. Off-campus students are able to have materials mailed rather than needing to come to the Library for pickup.

The collaborative agreements of KYVL members facilitate access of students of University of Cumberland to other libraries and expedite no-fee interlibrary loans from member institutions. The library catalog, all with all electronic resources, may be accessed on-campus or off-campus through the Library's website at <http://www.ucumberlands.edu/library>. Also available on the Library's homepage are links to online forms for Interlibrary Loan requests and to tutorials on accessing and using library resources.

UNIVERSITY of the CUMBERLANDS



- 1. Andersen Annex
- 2. Andersen Building
- 3. Angel-Dale House
- 4. Archer Hall (women)
- 5. Asher Hall (women)
- 6. Bennett Building
- 7. Beck Building
- 8. Boswell Campus Center
- 9. Browning Annex
- 10. Browning Building
- 11. Buhl Stadium (Baseball-Soccer-Tennis)
- 12. Cook Hall (men)
- 13. Cordell House
- 14. Cumberland Inn
- 15. Gantiff Administration Building
- 16. Gillespie Hall (women)
- 17. Harth Hall (women-opening fall '08)
- 18. Hutton Hall (women)
- 19. Hutton Outreach Center
- 20. Hutton School of Business
- 21. Kleist Hall (men)
- 22. Mahan Hall (men)
- 23. McGaw Music Building
- 24. Nicholson-Jones Building
- 25. Perkins House (Admissions)
- 26. President's Home
- 27. T.J. Roberts Dining Hall
- 28. Robinson Hall (men)
- 29. Roburn Hall (men)
- 30. Grace Crum Rollins Fine Arts Center
- 31. O. Wayne Rollins Athletic Center
- 32. Correll Science Complex
- 33. Siler Hall (men)
- 34. J. Charles Smiddy Learning Resource Center
- 35. Smiddy Campus Entrance Building
- 36. James H. Taylor II Stadium (Track-Football)
- 37. University Housing (Faculty-Staff)

Faculty Bios and Contact Information

Dr. Eddie Perkins, DO, FACOOG: Dr. Perkins graduated from Williamsburg City School and Cumberland College. Following employment with a major pharmaceutical company he graduated from the University of Health Sciences in Kansas City Missouri. He completed a transitional year in family medicine and then a four year residency in obstetrics and gynecology through Ohio University. He is a board certified obstetrician and gynecologist. Dr. Perkins has extensive laparoscopic surgical experience. He is the father of three daughters and enjoys working on his farm. Dr. Perkins office is located on the second floor of the Forcht Medical Wing in Room 224.

Dr. David Williams, MD: David Williams is a practicing board certified family physician. He has been in solo practice in Williamsburg, KY for 20 years. He is a graduate of Jellico High School in Jellico, TN, Tennessee Technological University and the University of Tennessee, College of Medicine. His family practice residency was completed at the University of Tennessee Memorial Research Center and Hospital in Knoxville, TN. Dr. Williams serves on various boards in the community including the Whitley County Board of Health. He currently serves as Medical Director for the Williamsburg Nursing Home. Dr. Williams is a deacon at the First Baptist Church, Williamsburg, KY. He enjoys hunting with his two sons. He, his wife and sons reside in Williamsburg, KY. Dr. Williams' office is located on the first floor of the Forcht Medical Wing in Room 137.

Dr. Sonia Young, PT, DPT: Dr. Young is a practicing physical therapist who attended Cumberland College for pre-requisite courses and then transferred to the University of Louisville to complete a Bachelor of Health Science in physical therapy. She then continued her education at Shenandoah University completing a Transitional Doctorate of Physical Therapy. She is currently enrolled in a Doctor of Education Program at the University of the Cumberlands. She has over 11 years experience as a physical therapist working with a variety of patient groups in multiple clinical settings. Her primary area of practice is in pediatrics. She enjoys spending time with her husband and three sons. Dr. Young's office is located on the first floor of the Forcht Medical Wing in Room 132.

Dr. Peter Geissler, PhD: Dr. Geissler has a broad academic background in the basic medical sciences and biomechanical engineering. Peter earned two earned bachelor degrees, one in engineering from Stanford University and the other in physics from the University of California, Berkeley. Thereafter, he earned two masters degrees and Ph.D. in physiology from Yale University, all by age of 24. Dr. Geissler then started a twenty-year career (1974-1994) as lecturer at the University of California (Davis, Berkeley and Irvine) and research scientist in the Division of Biology and Medicine at the Lawrence Berkeley Laboratory. During this period, Peter earned a masters degree in biophysics from the University of California, Berkeley, and a master s degree in engineering from the University of California. Thereafter, Dr. Geissler earned a masters degree in basic medical science at American University of the Caribbean, and completed his M.D. degree at Grace University in St Kitts-Nevis, a medical qualification recognized by the British Medical Council in the United Kingdom. In 1997, Dr. Geissler was awarded the M.Phil.(*Cantab*) degree in biological sciences from the University of Cambridge in England. Thereafter, he served as Director of the Cambridge Overseas Medical Training Programme in Central Africa, Acting Dean of Kigezi International School of Medicine in Kabale, Uganda, and Chancellor of Saint Christopher's College Medicine in Dakar, Senegal. Dr. Geissler's office is located on the first floor of the Forcht Medical Wing in Room 135.

Kathleen Flynn, PA-C: Kathleen Flynn is a certified Physician Assistant. Flynn was graduated from University of Kentucky receiving her Bachelor of Science in Allied Health wither PA certification. She continued her education at Western Kentucky University where she earned a Master of Science degree and Ed.S. Currently she is enrolled in University of the Cumberlands Ed.D. in Educational Leadership

program. Ms. Flynn is the clinical coordinator for the Physician Assistant Program. Her office is located on the second floor of the Forcht Medical Wing in Room M227.

Joe Reed, PA-C: Joe graduated from the University of Kentucky Physician Assistant Program and later earned a masters degree for the University of Nebraska. He has eight years of experience in family medicine with an emphasis in preventive health care. Joe has a passion for implementing technology into the health care field. He enjoys watching collegiate sports, especially the UC Patriots and the UK Wildcats. Joe's office is located on the first floor of the Forcht Medical Wing in Room 136.

Kenneth Reed, PA-C: Kenneth Reed was graduated from University of Nebraska with a Master of Physician Assistant Studies degree. He has thirty-nine years of medical experience ranging from time spent in the Air Force, Ohio Air National Guard and Kentucky Army National Guard. Mr. Reed is a member of the adjunct faculty.

Rebecca Kraftick, PA-C: Rebecca Kraftick was graduated from University of Kentucky with a Bachelor of Science in Physician Assistant Studies. She has twelve years of medical experience and specializes in cardiovascular and diabetic patient care. Mrs. Kraftick is a member of the adjunct faculty.