

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: School of Medicine

Dept/Division: PA Program

Alpha Designator/Number: PAS 603

☒ Graded ☐ CR/NC

Contact Person: Ginger Boles, MS PA-C

Phone: 304-629-1341

NEW COURSE DATA:

New Course Title: Clinical Assessment I

Alpha Designator/Number:

P A S 6 0 3

Title Abbreviation:

C l i n i c a l A s s e s s m e n t I

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Building upon History and Physical Examination and aligning, with the topics in Clinical Medicine I, this course applies physical assessment skills to the organ systems being concurrently studied.

Co-requisite(s): PAS 600,601,602,604,605,606

First Term to be Offered: Summer 2021

Prerequisite(s): Completion of First Semester

Credit Hours: Two

Course(s) being deleted in place of this addition (must submit course deletion form): none

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head

Date

8-20-19

Registrar

510912

Date

8-21-19

College Curriculum Chair

Date

8/26/19

Graduate Council Chair

Date

10/1/19

Request for Graduate Course Addition - Page 2

College: School of Medicine

Department/Division: PA Program

Alpha Designator/Number: PAS 603

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Course will be taught by Faculty in the PA program and/ or School of Medicine

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

N/A

Course duplication was addressed in the Addition of Degree application

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

N/A

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

See attached

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Course will be taught by faculty in the PA program and/or School of Medicine

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

See attached

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

See Attached

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

See Attached

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

See Attached

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

N/A

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

See attached

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Physician Assistant Program

Course Number and Title: PAS 603 Clinical Assessment I

Catalog Description: Building upon History and Physical Examination and aligning, with the topics in Clinical Medicine I, this course applies physical assessment skills to the organ systems being concurrently studied.

First Term Offered: Summer 2021

Credit Hours: Two



PHYSICIAN ASSISTANT PROGRAM

MUPA Program Clinical Assessment I – PAS 603 Course Syllabus

Course Description

Building on History and Physical Examination and aligning with the topics in Clinical Medicine I, this course applies physical assessment skills to the organ systems being concurrently studied.

Credits

Two (2) credit hours

Prerequisites

Successful completion of the first semester of the Marshall University Physician Assistant program

Course Goals

- Expand upon knowledge attained in PAS 550 (History and Physical Examination) by learning problem-focused evaluation skills to be applied to patient care.
- Understand the clinical manifestations of pathology related to the integumentary, ENOT, musculoskeletal, and neurological systems.
- Refine interpersonal and communication skills, to be able to more effectively exchange information with patients, their families, and other health care professionals.

Term/Year

Summer Term 2021

Class Meeting Days/Times

TBA

Location

TBA

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](http://www.marshall.edu/academic-calendar/) (URL: <http://www.marshall.edu/academic-calendar/>).

Course Director

Denise Chambers MS, PA-C

Office: TBA

Office Hours: 8 am to 12 pm M-F

Office Phone: 304-691-1843

Marshall Email: chambersde@marshall.edu

Course Instructors

TBA

Required Texts and Materials

Bickley, LS, Szilagy, P.G. (2017) Bates' Guide to Physical Examination and History taking, 12th Ed.
Philadelphia, PA. Lippincott Williams and Wilkins

Ball, J.W., Dains, J.E.(2019) *Seidel's Guide to Physical Examination an Inter-professional Approach, 9th Edition*, St. Louis, MO, ELSEVIER.

*The Marshall University PA program has an online database of textbooks available to the students. The website for the online database is <http://accessmedicine.mhmedical.com>. Most textbooks used throughout the program can be found on the Access Medicine website.

Required Equipment

- Stethoscope
- Reflex hammer
- Tuning fork
- Watch with a second hand
- Penlight or flashlight

Attire

In addition to Marshall University Physician Assistant program policy

Attire for each lab: MUPA-approved scrubs, closed-toe shoes, non-porous sneakers, white coat and name badge

Attire for evaluations: Name badge, white coat and business casual attire or MUPA-approved scrubs

Attendance/Participation Policy

Attendance is vital to understanding course content. It is mandatory for all lectures/clinical labs, and is a reflection of your commitment, dedication, and work ethic. Requests for excused absences must be submitted to the course director via email as soon as the circumstance arises. Failure to attend may affect your grade or require discussion with the course director.

Course Requirements

- Students are expected to attend and be on time for all scheduled lectures and learning activities.
- Students are expected to participate in all activities.
- Students are expected to be prepared for each lecture/learning activity by reading all assignments prior to the scheduled lecture/activity.
- Students are expected to clean up work area prior to leaving the classroom or laboratory.
- Completion of course & faculty evaluations (see policy statement at the end of this syllabus).

Methodologies of Teaching and Student Assessment

Student attainment of expected learning outcomes will be practiced and achieved using various instructional and learning methods including: lecture, in-class discussion, independent learning, and/or video/audio/graphic illustrations. This course also has a clinical skills laboratory component where student will develop knowledge and skills through experiential learning with standardized patient

encounters. This is subject to variation throughout the course based upon instructor preferences and the needs of the students. Student achievement of learning outcomes will be assessed using: quizzes, examinations, and a cumulative final examination

The final grade will be determined by earned points/total points.

Component	% of Final Grade
Examinations	40%
Final Examination	20%
Quizzes	15%
Assignments	15%
Professionalism Rubric	5%

Per the MUPA program policy, the following grading scale applies:

- A – 89.5 - 100%
- B – 79.5 - 89.4%
- C – 69.5 - 79.4%
- F – < 69.4 %

Student Learning Outcomes, Competencies, and Instructional Objectives

Student Learning Outcomes Upon successful completion of this course, PA students will be able to:	ARC-PA Standards/ Competencies	Instructional Objectives Upon successful completion of this course, PA students will be able to:
Demonstrate the ability to obtain a complete and thorough problem-focused history in the dermatological, HEENT, musculoskeletal and neurological systems	B1.01, B1.02, B1.03, B1.06, B1.07, B1.08, B2.04, B2.06, B2.09 (ICS)	<ul style="list-style-type: none"> List components of comprehensive health history, describe content of each component and identify information that suggests possible pathology in the dermatology, ENT, musculoskeletal and neurological systems Elicit a complete history demonstrating effective communication skills recognizing verbal and non-verbal cues
Perform a complete and thorough problem-focused physical examination associated with dermatological, HEENT, musculoskeletal and neurological systems	B1.02, B2.05, B2.03, B2.04 (MK), (ICS), (PBL)	<ul style="list-style-type: none"> List components of comprehensive physical examination Describe content of each component Identify information that suggests possible pathology

Student Learning Outcomes Upon successful completion of this course, PA students will be able to:	ARC-PA Standards/ Competencies	Instructional Objectives Upon successful completion of this course, PA students will be able to:
Perform, write or orally present a comprehensive problem-focused history and physical examination completed on a standardized and/or other patient demonstrating excellent communication skills, and upholding professional standards while obtaining necessary historical data and physical examination findings, associated with dermatological, HEENT, musculoskeletal and neurological systems	B1.03, B1.04, B1.06 (PBL), (ICS), (MK)	<ul style="list-style-type: none"> • Illicit all historical information as outlined as necessary on the grading rubric • Detail all physical examination findings as outlined as necessary on the grading rubric • Demonstrate effective communication skills throughout the patient encounter, with the patient and anyone else present with them. • Identify and understand pertinent findings suggestive of pathology • Relate the significance of patient history and physical exam findings to the differential diagnosis
Demonstrate the ability to investigate and evaluate their care of patients, to appraise evidence and continuously improve their patient care while identifying and understanding possible pathology	B2.04, B2.05 (PBL)	<ul style="list-style-type: none"> • Self-assess their clinical competency • Evaluate their own performance as it relates to medical knowledge and communication skills
Effectively communicate with patients and their families	B1.05, B2.05 (ICS), (PBL)	<ul style="list-style-type: none"> • Recognize the importance of information gained through active listening <p>Appreciate the importance of a good rapport with patients to exchange information related to their health care</p>
Demonstrate professionalism during all clinical encounters	B1.05 (P)	<ul style="list-style-type: none"> • Understand and demonstrate acceptable and unacceptable professionalism during clinical lab experience • List and explain academic honesty and integrity, reliability, responsibility, respect for patients and others, communication, self-awareness and knowledge of limits, altruism, health and appearance
Perform a complete physical on a child (i.e. newborn through 12 years old) and recognize pathology during exam, dermatological, HEENT, musculoskeletal and neurological systems	B2.06 (MK)	<ul style="list-style-type: none"> • Asses the physical exam of a child and recognize the distinction between an adult PE and a child PE

Course Content and Assignments

Week	Topics	Activity/Assignment
1	Dermatology, Hair, Skin and Nails; review Anatomy and Physiology Health History	Bates – Chapter 6 History & Physical Exam on VA Patient
2	Techniques of Examination; Describing a Lesion	Bates – Chapter 6
3	Health Promotion and Counseling; Recording of Findings; ABCDE; Pathology found on Physical Exam Relating to Dermatology	Dermatology Write-up Due
4	Musculoskeletal Types of Joints and Bursa	Bates – Chapter 16
5	Examination of Specific Joints: TMJ, Shoulder, Elbow, Wrist	Bates Chapter 16
6	The Spine, Hip, Knee, Ankle, and Foot	Bates Chapter 16
7	Health promotion and counseling and recording your findings; musculoskeletal pathology associated with physical examination	Bates – Chapter 16 Pages 696-707 Musculoskeletal Exam Standardized Patient
8	HEENT; Review of anatomy and physiology; Review of Examination	Bates, Chapter 7
9	Headaches; Cranial Neuralgias; Eyelid Abnormalities; Abnormalities of Cornea, Lens, and Optic Disc	Bates Chapter 7
10	Ear Pathology; Hearing Loss; Abnormalities of lips, mouth, and tongue; documentation of ENT exam	ENT Team-based Learning
11	Neurology Review Exam; Health History; Cranial Nerves and Pathology; Central and Peripheral Nervous System Disorders	Bates – Chapter 17
12	Types of Strokes; FAST; Syncope and Similar Disorders; Tremors; Nystagmus	Quiz on Cranial Nerves
13	Abnormalities of gate; Glasgow Coma Scale; Metabolic vs Structural Coma; Documentation of Neurological Findings	Bates – Chapter 17, page 773 Open Lab
14	Final Exam	Final Exam
15	Remediation	Remediation

ARC-PA Standards that Pertain to this Course

The Accreditation Review Commission on Education for the Physician Assistant is the accrediting agency that protects the interests of the public and physician assistant profession by defining the standards for physician assistant education and evaluating physician assistant educational programs within the territorial United States to ensure their compliance with those standards. The ARC-PA Standards, 4th ed. that are relevant to this course are listed below:

4th Ed. ARC-PA Standards (<http://www.arc-pa.org//accreditation/standards-of-accreditation/>)

- B1.01 – Curriculum must be consistent with the mission and goals of the program.
- B1.02 – The curriculum must include core knowledge about established and evolving biomedical and clinical sciences and then application of this knowledge to patient care.
- B1.03 – The curriculum must be of sufficient breadth and depth to prepare the student for clinical practice of medicine.
- B1.04 – The curriculum design must reflect sequencing that enables students to develop the competencies necessary for current and evolving clinical practice.
- B1.05 – The curriculum must include instruction about intellectual honesty and appropriate academic and professional conduct.
- B1.06 – The curriculum must include instruction to prepare students to provide medical care to patients from diverse populations.
- B1.09 – For each didactic and clinical course, the program must define and publish instructional objectives to guide student acquisitions of required competencies.
- B2.03 – The program curriculum must include instruction in clinical medicine covering all organ systems.
- B2.04 – The program curriculum must include instruction in interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families and other health professionals.
- B2.05 – The program curriculum must include instruction in patient evaluation, diagnosis and management.

MUPA Competencies Relevant to this Course

Medical Knowledge (MK)

Graduates will demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care. Graduates will apply the ability to use evidence-based medicine, and be able to synthesize areas of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion and disease prevention to care for patients across the life span in culturally diverse populations and rural areas.

Interpersonal & Communication Skills (ICS)

Graduates will employ skills to work in interprofessional teams that will result in effective communication with patients, other health care professionals, and patient families. Graduates will be able to accurately document information they obtain with respect to medical, financial, legal, and accuracy.

Patient Care (PC)

Graduates will demonstrate the ability to make decisions about diagnostic and therapeutic interventions based on patient preferences, current scientific evidence and informed clinical judgement. Graduates will be able to aim health services for patients on disease prevention, health maintenance and patient and family education.

Professionalism (P)

Graduates will demonstrate commitment to excellence in professional relationships and on-going professional development (including lifelong learning). Physician assistants are expected to have a firm understanding of legal and regulatory requirements as well as the appropriate role of physician assistants in health care.

Practice-Based Learning & Improvement (PBL)

Graduates will demonstrate the ability to critically analyze their practice in light of their experience, the medical literature and their own self-analysis and self-improvement.

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to [MU Academic Affairs: University Policies](http://www.marshall.edu/academic-affairs/university-policies/). (URL:

<http://www.marshall.edu/academic-affairs/policies/>)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Marshall University E-Mail Accounts and Technology Assistance

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit [Marshall IT: Office 365](https://www.marshall.edu/it/office365/) (URL: <https://www.marshall.edu/it/office365/>).

For computer and browser requirements, see "Get Connected" and "Internet Browser" at [Student Resources: First Steps](#). See also [IT: Recommended Hardware](#) (URLs: <http://www.marshall.edu/muonline/student-resources/> and <http://www.marshall.edu/it/recommendations/>). To check your browsers, use the [Blackboard Browser Checker](#) and ensure that you set permissions properly and have all the necessary plug-ins. (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/BrowserChecker)

- Students must be able to use Marshall Email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard. [Adobe Acrobat Reader](#) may be needed to read some files. This plug-in is available free. (URL: <https://get.adobe.com/reader/>) See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit [Marshall IT: Office 365](#) (URL: <http://www.marshall.edu/it/office365/>).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

If you have technical problems, please contact one or more of the following:

- [Blackboard Support Center](#) (URL: <http://marshall.edusupportcenter.com>)
- [Marshall Information Technology \(IT\) Service Desk](#) (Help Desk) (URL: <http://www.marshall.edu/it/departments/it-service-desk/>)
Huntington: (304) 696-3200
- [Email the IT Service Desk](#) (itservicedesk@marshall.edu)

Technology and Technical Skill Requirement

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.

Course and Faculty Evaluations

Policy Statement Regarding Student Compliance with Course Evaluations: The Physician Assistant program at Marshall University has a process to assess all aspects of the program. It is important to gain information from our PA students. By implementing a systematic method of collecting student feedback, appropriate PA program faculty, the Program Director, the Curriculum Committee and the Self-Assessment Committee are able to carefully review and respond to student course ratings to identify strengths and weaknesses and promote positive curricular change. Therefore, students are required to complete evaluations of all courses and rotations and their associated faculty/preceptors. Students who do not to complete course/rotation evaluations within the established timeframe will receive one warning of the penalties for non-compliance. If the student still has not completed the evaluations within 48 hours of the warning, they will have a written warning submitted to the Student Progress Committee for possible inclusion as part of their academic record. The PA Program also recognizes that repeated noncompliance is an issue of professional conduct. If noncompliance occurs in subsequent courses, the student will be required to meet with the Student Progress Committee.

Modifications in Course Syllabus Disclaimer

Every attempt has been made to provide a complete syllabus that provides an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. This may depend, in part, on the progress, needs and experiences of the students.

Bibliography

Brown, S.J. (2017). Evidence-based medicine for atopic eczema: identifying the knowns and unknowns. *British Journal of Dermatology*. 176(4):842-844. doi: 10.1111/bjd.15247

Giza, C.C., Kutcher, J.S., Ashwal, S., Barth, J., Getchius, T.S., Gioia, G.A., ... Zafonte, R., (2013) Summary of evidence-based guideline update: evaluation and management of concussion in sports: report of the Guideline Development Subcommittee of the American Academy of Neurology. *Neurology Journal*. 11;80(24):2250-7. doi: 10.1212/WNL.0b013e31828d57dd

Pynnonen, M.A., Gillespie, M.B., Roman, B., Rosenfeld, R.M., Tunkel, D.E., Bontempo, L, ... Corrigan, M.D. (2017) Clinical practice guideline: evaluation of the neck mass in adults. *Otolaryngology, Head Neck Surg*. 157,S1-S30. doi:10.1177/0194599817722550

Roubille, C., Richer, V., Starnino, T., McCourt, C., McFarlane, A., Fleming, P., ... Haraoui, B. (2015). Evidence-based Recommendations for the management of comorbidities in rheumatoid arthritis, psoriasis, and psoriatic arthritis: expert opinion of the Canadian dermatology-rheumatology comorbidity initiative. *Journal of Rheumatology*. 42(10):1767-80. doi: 10.3899/jrheum.141112

Tunkel, D.E., Bauer, C.A., Sun, G.H., Rosenfeld, R.M., Chandrasekhar, S.S., Cunningham...Whamond, E.J. (2014). Clinical practice guideline: tinnitus. *Otolaryngology Head Neck Surg*. 151,S1-S40. doi:10.1177/0194599814545325
Wastlund, D., Moraitis, A. A., Dacey, A., Sovio, U., Wilson, E., & Smith, G. (2019). Screening for breech presentation using universal late-pregnancy ultrasonography: A prospective cohort study and cost effectiveness analysis. *PLoS medicine*, 16(4), e1002778. doi:10.1371/journal.pmed.1002778



**ASSOCIATED HEALTH EDUCATION AFFILIATION AGREEMENT
BETWEEN THE DEPARTMENT OF VETERANS AFFAIRS (VA)
AND AN EDUCATIONAL PROGRAM**

Use when trainees are enrolled in an educational program approved by an accrediting body recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA)

VISN 5

VA NETWORK

Hershel "Woody" Williams VAMC Huntington WV

VA HEALTHCARE FACILITY (including city and state)

Marshall University Huntington WV

NAME OF EDUCATIONAL INSTITUTION (including city and state)

PA program

PROGRAM/DISCIPLINE AND DEGREE(S)

This agreement, when duly executed and approved by the Department of Veterans Affairs (VA), establishes an affiliation between VA, its Veterans Integrated Service Networks, the listed VA facility or facilities, and the listed educational program for the academic purposes of enhanced patient care, education, and research. VA and the affiliated educational institution have a shared responsibility for the academic enterprise. The affiliated institutions accept primary responsibility for the integrated education programs conducted with VA while VA retains full responsibility for the care of VA patients and administration of its healthcare system. Additional responsibilities are delineated below.

RESPONSIBILITIES

1. The affiliated educational institution has the following responsibilities:

- A. Operate, manage, and assume overall educational responsibilities for the educational program and maintain accreditation by an agency that is recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA).
- B. Select trainees that meet qualifications as agreed upon by the educational institution and VA.
- C. Evaluate the trainee's performance and conduct in mutual consultation with VA staff and according to the guidelines outlined in the approved curriculum and accepted standards.

2. VA has the following responsibilities:

- A. Operate and manage the VA facility and maintain accreditation by the Joint Commission and other accrediting entities as appropriate.
- B. Appoint qualified healthcare professionals, as appropriate, as full-time or part-time staff of the facility to provide supervision of trainees and provide Veteran patient care.
- C. Participate with the affiliated school in the academic programs of education and research, provide a quality learning environment, and supply sufficient resources for appropriate conduct of such programs.
- D. Establish minimal qualifications for trainees coming to VA for clinical education.
- E. Evaluate the trainee's performance and conduct in mutual consultation with the program director and according to the guidelines outlined in the approved curriculum and accepted standards.
- F. Orient trainees and faculty to the VA facility and inform them that they are subject to VA rules and regulations while in a VA facility.
- G. Dismiss any trainee from VA assignment in accordance with VA Handbook 5021, Part VI, Paragraph 15 or Paragraph 18, whichever paragraph applies.
- H. VA will ensure that all trainees and faculty who will be assigned to VA receive VA appointments, to include issuance of appropriate letters of appointment documenting their appointment as VA employees.
- I. Assure that staff with appropriate credentials will supervise trainees.
- J. Assure that trainees with occupational injuries (including exposure to infectious or environmental hazards), will be assessed and, in emergency cases, initially treated at VA. Workers compensation coverage for trainees will be that which is provided under the Federal Employees' Compensation Act.
- K. Appoint VA staff and appropriate school program faculty to the VA Partnership Council and its subcommittees. School program faculty will be chosen based on the extent of involvement in the VA training program and geographic proximity to the VA facility.
- L. Conduct periodic reviews of academic programs and policies according to VA policies.

TERMS OF AGREEMENT

Ultimate responsibility for the control and operation of VA facilities and programs rests with VA. Ultimate responsibility for academic education rests with the affiliated institutions. Through this agreement, a collaboration is created with VA to enhance patient care, education, and research.

The participating institutions and VA comply with Title VI of the Civil Rights Act of 1964, section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Public Law 104-191, the Age Discrimination Act of 1975, and all related regulations, and assure that they do not, and will not, discriminate against any person on the basis of race, color, sex, disability, or age under any program or activity receiving federal financial assistance.

Nothing in this agreement is intended to be contrary to state or federal laws. In the event of conflict between terms of this agreement and any applicable state or federal law, that state or federal law will supersede the terms of this agreement. In the event of conflict between state and federal law, federal law will govern.

Properly appointed faculty members and trainees of the sponsoring institutions, when at VA healthcare facilities or on VA assignment at offsite facilities and while furnishing professional services covered by this agreement, will have personal liability protection by the provisions of the Federal Employees' Liability Reform and Tort Compensation Act, 28 U.S.C. 2679 (b)-(d). The liability, if any, of the United States for injury or loss of property, or personal injury or death shall be governed exclusively by the provisions of the Federal Tort Claims Act.

Amendments must be bilaterally executed in writing, signed by authorized representatives of both agencies. No oral or unilateral amendments will be effective. Only terminations done in accordance with the terms of this agreement may be done unilaterally.

Should disagreement arise as to the interpretation of the provisions of this agreement that cannot be resolved between the parties' designated Points of Contact, the area(s) of disagreement will be reduced to writing by each party and presented to the authorized officials at both participating entities. If settlement cannot be reached at this level, the disagreement will be raised to the next level in accordance with the parties' procedures for final resolution. Both parties will proceed diligently in performing their obligations under this agreement pending final resolution of any dispute arising hereunder.

TERMINATION OF AFFILIATION AGREEMENT

This affiliation agreement is in force until 8/31/2022 *[insert a date that is not to exceed ten years in the future and that allows for completion of the last training cycle during that period]* and supersedes any previous affiliation agreement. It may be terminated in writing at any time by mutual consent with due consideration of patient care and educational commitments, or by written notice by either party 6 months in advance of the next training experience.

SIGNATURES FOR ACADEMIC INSTITUTION



Signature of Dean or Equivalent Responsible Official for the Educational Institution or Program

8.20.19

Date of Signature

Bob Miller

Typed Name of Individual Signing Above

Vice Dean of Education

Typed Title of Individual Signing Above

SIGNATURES FOR DEPARTMENT OF VETERANS AFFAIRS



Signature of Responsible VA Official for Educational Program

8/16/19

Date of Signature

Pete Williams, PA-C

Typed Name of Individual Signing Above

VA site director PA program

Typed Title of Individual Signing Above



Signature of VA Designated Education Officer

8/16/19

Date of Signature

Sara Allman, M.D.

Typed Name of Individual Signing Above

DEO

Typed Title of Individual Signing Above

J. Brian Nimmo
Medical Center Director
~~Huntington VA Medical Center~~

*Signature of Director or Equivalent Responsible Official for VA
Healthcare Facility*

Date of Signature

J. Brian Nimmo, MS FACHE

Typed Name of Individual Signing Above

Medical Center Director/Chief Executive Officer

Typed Title of Individual Signing Above

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: School of Medicine 

Dept/Division: PA Program

Alpha Designator/Number: PAS 604

☒ Graded ☐ CR/NC

Contact Person: Ginger Boles, MS PA-C

Phone: 304-629-1341

NEW COURSE DATA:

New Course Title: Testing and Procedures I

Alpha Designator/Number: P A S 6 0 4

Title Abbreviation: T e s t i n g a n d P r o c e d u r e s I

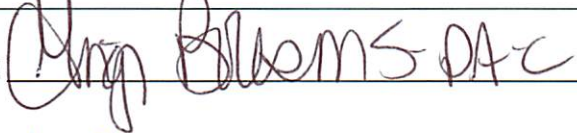
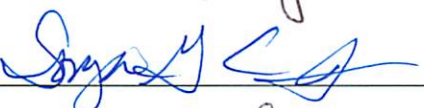
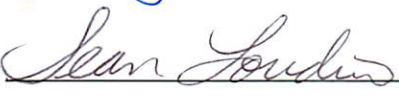

(Limit of 25 characters and spaces)

Course Catalog Description: This course develops diagnostic and therapeutic skills along with essential technical skills and procedures necessary for clinical practice.
(Limit of 30 words)

Co-requisite(s): PAS 600,601,602,603,605,606  First Term to be Offered: Summer 2021Prerequisite(s): Completion of First Semester  Credit Hours: Two

Course(s) being deleted in place of this addition (must submit course deletion form): none

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head 	Date <u>8-20-19</u>
Registrar  510712	Date <u>8-21-19</u>
College Curriculum Chair 	Date <u>8/26/19</u>
Graduate Council Chair 	Date <u>10/1/19</u>

Request for Graduate Course Addition - Page 2

College: School of Medicine

Department/Division: PA Program

Alpha Designator/Number: PAS 604

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Course will be taught by Faculty in the PA program and/ or School of Medicine

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

N/A

Course duplication was addressed in the Addition of Degree application

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

N/A

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

N/A

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Course will be taught by faculty in the PA program and/or School of Medicine

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

See attached

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

See Attached

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

See Attached

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

See Attached

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

N/A

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

See attached

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Physician Assistant Program

Course Number and Title: PAS 604 Testing and Procedures I

Catalog Description: This course develops diagnostic and therapeutic skills along with essential technical skills and procedures necessary for clinical practice.

First Term Offered: Summer 2021

Credit Hours: Two



MUPA Program Testing and Procedures I – PAS 604 Course Syllabus

Course Description

This course develops diagnostic and therapeutic skills along with essential technical skills and procedures necessary for clinical practice.

Credits

Two (2) credit hours (includes lab)

Prerequisites

Successful completion of first semester of the Marshall University Physician Assistant Program

Course Goals

- Understand the mechanisms of diagnostic and therapeutic modalities, and the applications of such to patient care.
- Continue to develop communication skills, specifically to be able to relay information to collaborating physicians and other interprofessional team members.
- Learn to complete risk versus benefit analysis prior to initiating any diagnostic or therapeutic modalities, utilizing an evidence based medicine approach along with cost-effectiveness and patient preferences.

Term/Year

Summer Term 2021

Class Meeting Days/Times

TBA

Location

TBA

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](http://www.marshall.edu/academic-calendar/) (URL: <http://www.marshall.edu/academic-calendar/>).

Course Director

Denise Chambers, MS PA-C

Office: TBA

Office Hours: 8 am to 12 pm M-F

Office Phone: 304-691-1843

Email: chambersde@marshall.edu

Course Instructors

TBA

Required Texts and Materials

Chen, M.Y.M., Pope, T.L., & Ott, D.J. (2010). *Basic Radiology, Second Edition*. New York, NY: McGraw-Hill.

Dehn, R. & Asprey, D.P. (2013). *Essential Clinical Procedures Third Edition*. Philadelphia, PA: Saunders Elsevier Inc.

Thaler, M.S. (2015). *The Only EKG Book You'll Ever Need, Eighth Edition*. New York, NY: Wolters Kluwer.

*The Marshall University PA program has an online database of textbooks available to the students. The website for the online database is <http://accessmedicine.mhmedical.com>. Most textbooks used throughout the program can be found on the Access Medicine website.

Required Equipment

- Stethoscope
- Watch with a second hand
- Penlight or flash light

Attire

In addition to Marshall University Physician Assistant program policy,

Attire for each lab: MUPA-approved scrubs, closed-toe shoes, non-porous sneakers, white coat and name badge

Attire for evaluations: Name badge, white coat and business casual attire or MUPA-approved scrubs

Attendance/Participation Policy

Attendance is vital to understanding course content. It is mandatory for all lectures/clinical labs, and is a reflection of your commitment, dedication, and work ethic. Requests for excused absences must be submitted to the course director via email as soon as the circumstance arises. Failure to attend may affect your grade or require discussion with the course director.

Course Requirements

- Students are expected to attend and be on time for all scheduled lectures and learning activities.
- Students are expected to participate in all activities.
- Students are expected to be prepared for each lecture/learning activity by reading all assignments prior to the scheduled lecture/activity.
- Students are expected to clean up work area prior to leaving the classroom or laboratory.
- Completion of course & faculty evaluations (see policy statement at the end of this syllabus).

Methodologies of Teaching and Student Assessment

Student attainment of expected learning outcomes will be practiced and achieved using various instructional and learning methods including: lecture, in-class discussion, independent learning, and/or video/audio/graphic illustrations. This is subject to variation throughout the course based upon instructor preferences and the needs of the students. Student achievement of learning outcomes will be assessed using: quizzes, examinations, and a cumulative final examination.

*The final grade will be determined by earned points/total points. *

Component	% of Final Grade
Quizzes	10%
Midterm exam	30%
Assignments	15%
Final exam	40%
Professionalism Rubric	5%

Per the MUPA program policy, the following grading scale applies:

- A** – 89.5 - 100%
- B** – 79.5 - 89.4%
- C** – 69.5 - 79.4%
- F** – < 69.4 %

Student Learning Outcomes, Competencies, and Instructional Objectives

Student Learning Outcomes Upon successful completion of this course, PA students will be able to:	ARC-PA Standards/ Competencies	Instructional Objectives Upon successful completion of this course, PA students will be able to:
Choose and interpret appropriate diagnostic and/or therapeutic modalities necessary under specific conditions related to the dermatology, musculoskeletal, neurological and HEENT systems	B1.01, B1.02, B1.03, B1.06, B1.07, B1.08, B2.04, B2.06, B2.09 (IPC), (PC), (MK)	<ul style="list-style-type: none"> • Identify pertinent information about a medical condition and relate it to the most appropriate diagnostic modality • Accurately interpret/evaluate the results of the chosen diagnostic modality • Explain the indications and/or contraindications for various technical procedures and/or testing modalities
Demonstrate clinical/technical skills applicable to specified clinical scenarios and/or conditions associated with the dermatology, musculoskeletal, neurological and HEENT systems	B1.02, B2.05, B2.03, (MK), (ICS), (PBL)	<ul style="list-style-type: none"> • Choose/select the correct technical skill to apply under varied medical circumstances • Demonstrate the ability to perform specific procedures or skills selected
Communicate the results of diagnostic and/or therapeutic modalities	B1.03, B1.04, B1.06, B2.04, B2.07 (PBL), (ICS), (MK)	<ul style="list-style-type: none"> • Analyze/interpret results of testing and therapeutic procedures • Correlate results of tests to accurately diagnostic and devise a treatment plan • Deliver results of testing and therapeutic procedures, either written or verbally to their collaborating physician and/or the patient

Course Content and Assignments

WEEK	TOPICS	ACTIVITY/ASSIGNMENT
1	Informed Consent Standard Precautions	Dehn – Chapters 1 & 2
2	Sterile Technique Dermatological procedures Shave Excision; Snip or Curettage; Punch Biopsy; Electro Surgery	Dehn – Chapters 3 & 24
3	Visual screening and Audiometry Corneal Abrasion	Dehn – Chapter 33 Quiz # 1
4	Ear Lavage, Foreign Body Removal	Dehn – Chapter 32
5	Epitaxies and Nasal Foreign Body Removal	Dehn – Chapter 17 Quiz # 2
6	X-rays Musculoskeletal	Lange – Chapter 6
7	X-rays Continued	Lange – Chapter 7 Midterm Exam
8	Joint and Bursal Aspiration	Dehn – Chapter 20
9	Casting and splinting	Dehn – Chapter 21
10	Reduction of shoulder and finger subluxations	Dehn – Chapter 17 Quiz # 3
11	Lumbar Puncture	Dehn – Chapter 15
12	Point of Care Ultrasound Introduction; Evaluation of Soft Tissue	Ultrasound coursework
13	Injections Review	Dehn – Chapter 9 Review
14	Final	Final Exam Three (3) stations, one procedure each, drawn from procedures taught throughout the semester
15	Remediation	

ARC-PA Standards that Pertain to this Course

The Accreditation Review Commission on Education for the Physician Assistant is the accrediting agency that protects the interests of the public and physician assistant profession by defining the standards for physician assistant education and evaluating physician assistant educational programs within the territorial United States to ensure their compliance with those standards. The ARC-PA Standards 4th edition (<http://www.arc-pa.org/accreditation/standards-of-accreditation/>) that are relevant to this course are listed below:

- B1.01 – Curriculum must be consistent with the mission and goals of the program.
- B1.02 – The curriculum must include core knowledge about established and evolving biomedical and clinical sciences and then application of this knowledge to patient care.
- B1.03 – The curriculum must be of sufficient breadth and depth to prepare the student for clinical practice of medicine.
- B1.04 – The curriculum design must reflect sequencing that enables students to develop the competencies necessary for current and evolving clinical practice.
- B1.05 – The curriculum must include instruction about intellectual honesty and appropriate academic and professional conduct.
- B1.06 – The curriculum must include instruction to prepare students to provide medical care to patients from diverse populations.
- B1.09 – For each didactic and clinical course, the program must define and publish instructional objectives to guide student acquisitions of required competencies.
- B2.03 – The program curriculum must include instruction in clinical medicine covering all organ systems.
- B2.04 – The program curriculum must include instruction in interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families and other health professionals.
- B2.05 – The program curriculum must include instruction in patient evaluation, diagnosis and management.

MUPA Program Competencies Relevant to this Course

Medical Knowledge (MK)

Graduates will demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care. Graduates will apply the ability to use evidence based medicine, and be able to synthesize areas of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion and disease prevention to care for patients across the life span in culturally diverse populations and rural areas.

Interpersonal & Communication Skills (ICS)

Graduates will employ skills to work in interprofessional teams that will result in effective communication with patients, other health care professionals, and patient families. Graduates will be able to accurately document information they obtain with respect to medical, financial, legal, and accuracy purposes.

Patient Care (PC)

Graduates will demonstrate the ability to make decisions about diagnostic and therapeutic interventions

based on patient preferences, current scientific evidence and informed clinical judgement. Graduates will be able to aim health services for patients on disease prevention, health maintenance and patient and family education.

Professionalism (P)

Graduates will demonstrate commitment to excellence in professional relationships and on-going professional development (including lifelong learning). Physician assistants are expected to have a firm understanding of legal and regulatory requirements as well as the appropriate role of physician assistants in health care.

Practice-based Learning & Improvement (PB&L)

Graduates will demonstrate the ability to critically analyze their practice in light of their experience, the medical literature and their own self-analysis and self-improvement.

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to [MU Academic Affairs: University Policies](http://www.marshall.edu/academic-affairs/policies/). (URL: <http://www.marshall.edu/academic-affairs/policies/>)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Marshall University E-Mail Accounts and Technology Assistance

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit [Marshall IT: Office 365](https://www.marshall.edu/it/office365/) (URL: <https://www.marshall.edu/it/office365/>)

To check your browsers, use the [Blackboard Browser Checker](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/BrowserChecker) and ensure that you set permissions properly and have all the necessary plug-ins. (URL:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/BrowserChecker)

- Students must be able to use Marshall Email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard. [Adobe Acrobat Reader](https://get.adobe.com/reader/) may be needed to read some files. This plug-in is available free. (URL: <https://get.adobe.com/reader/>) See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students

enrolled at MU. For information visit [Marshall IT: Office 365](http://www.marshall.edu/it/office365/) (URL: <http://www.marshall.edu/it/office365/>).

- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

If you have technical problems, please contact one or more of the following:

- [Blackboard Support Center](http://marshall.edusupportcenter.com) (URL: <http://marshall.edusupportcenter.com>)
- [Marshall Information Technology \(IT\) Service Desk](http://www.marshall.edu/it/departments/it-service-desk/) (Help Desk) (URL: <http://www.marshall.edu/it/departments/it-service-desk/>)
Huntington: (304) 696-3200
South Charleston: (304) 746-1969
- [Email the IT Service Desk](mailto:itservicedesk@marshall.edu) (itservicedesk@marshall.edu)

Technology and Technical Skill Requirement

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.

For computer and browser requirements, see "Get Connected" and "Internet Browser" at [Student Resources: First Steps](#). See also [IT: Recommended Hardware](#) (URLs: <http://www.marshall.edu/muonline/student-resources/> and <http://www.marshall.edu/it/recommendations/>

Course and Faculty Evaluations

Policy Statement Regarding Student Compliance with Course Evaluations: The Physician Assistant program at Marshall University has a process to assess all aspects of the program. It is important to gain information from our PA students. By implementing a systematic method of collecting student feedback, appropriate PA program faculty, the Program Director, the Curriculum Committee and the Self-Assessment Committee are able to carefully review and respond to student course ratings to identify strengths and weaknesses and promote positive curricular change. Therefore, students are required to complete evaluations of all courses and rotations and their associated faculty/preceptors. Students who do not to complete course/rotation evaluations within the established timeframe will receive one warning of the penalties for non-compliance. If the student still has not completed the evaluations within 48 hours of the warning, they will have a written warning submitted to the Student Progress Committee for possible inclusion as part of their academic record. The PA program also recognizes that repeated noncompliance is an issue of professional conduct. If noncompliance occurs in subsequent courses, the student will be required to meet with the Student Progress Committee.

Modifications in Course Syllabus Disclaimer

Every attempt has been made to provide a complete syllabus that provides an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. This may depend, in part, on the progress, needs and experiences of the students.

Bibliography

Rizzolo, D., & Krackov, R.E. (2019) Integration of Ultrasound into the Physician Assistant Curriculum. *Journal of Physician Assistant Education*. 30, 103-110. Doi:10.1097/JPA.0000000000000251

Pinto, J.A, Cintra, P.P, Sônego, T.B., Leal, C. dF. A.L., Artico, M.S., & Soares, J. S. (2012) Severe complication of posterior nasal packing: case report. *International Archives Otorhinolaryngology*. 16(4):527-9. doi: 10.7162/S1809-97772012000400016

Boyd , A.S., Benjamin, H.J., & Asplund, C.(2009) Principles of casting and splinting. *American Family Physician*, 79,(1)16-22. Retrieved from <https://www.aafp.org/afp/2009/0101/p16.html#>

Lim, C.H., Turner, A., & Lim, B. X. (2016). Patching for corneal abrasion. *Cochrane Database Syst Rev*. Jul 26; 7:CD004764. doi: 10.1002/14651858.CD004764.pub3.

Moralejo D., El Dib, R., Prata, R.A., Barretti, P., & Corrêa I. (2018) Improving adherence to standard precautions for the control of health care-associated infections *Cochrane Database Syst Rev*. 26;2:CD010768. doi: 10.1002/14651858.CD010768.pub2

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: School of Medicine  Dept/Division: PA Program

Alpha Designator/Number: PAS 605

☒ Graded ☐ CR/NC

Contact Person: Ginger Boles, MS PA-C

Phone: 304-629-1341

NEW COURSE DATA:

New Course Title: PAs in Health Care

Alpha Designator/Number: P A S 6 0 5

Title Abbreviation: P A s i n H e a l t h C a r e

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This course provides students with the knowledge and understanding of the history of the Physician Assistant Profession and the development and status of the profession within the US health system

Co-requisite(s): PAS 600,601,602,603,604,605 

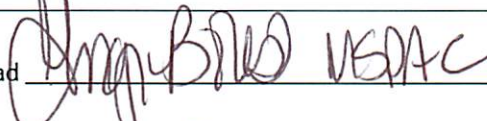
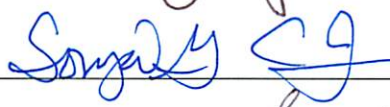

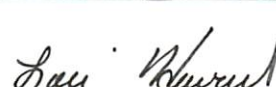
First Term to be Offered: Summer 2021

Prerequisite(s): Completion of First Semester 

Credit Hours: Two

Course(s) being deleted in place of this addition (must submit course deletion form): none

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head 	Date 8-20-19
Registrar  510912	Date 8-21-19
College Curriculum Chair 	Date 8/26/19
Graduate Council Chair 	Date 10/1/19

Request for Graduate Course Addition - Page 2

College: School of Medicine

Department/Division: PA Program

Alpha Designator/Number: PAS 605

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Course will be taught by Faculty in the PA program and/ or School of Medicine

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

N/A

Course duplication was addressed in the Addition of Degree application

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

N/A

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

N/A

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Course will be taught by faculty in the PA program and/or School of Medicine

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

See attached

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

See Attached

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

See Attached

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

See Attached

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

N/A

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

See attached

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Physician Assistant Program

Course Number and Title: PAS 605 PAs in Health Care

Catalog Description: This course provides students with the knowledge and understanding of the history of the Physician Assistant Profession and the development and status of the profession within the US health system

First Term Offered: Summer 2021

Credit Hours: Two



PHYSICIAN ASSISTANT PROGRAM

MUPA Program PAs in Health Care – PAS 605 Course Syllabus

Course Description

This course provides students with the knowledge and understanding of the history of the physician assistant profession and the development and status of the profession within the US health system.

Credits

Two (2) credit hours

Prerequisites

Successful completion of first semester of the Marshall University Physician Assistant program

Course Goals

- Understand the history of the Physician Assistant Profession and how PA's integrate with other medical providers in the US healthcare system.
- Develop appropriate interpersonal and communication skills to enable effective exchange of information with patients, their families, and other members of the a patient care team.
- Understand the dynamics and scope of the collaborating physician/physician assistant relationship.

Term/Year

Summer Term 2021

Class Meeting Days/Times

TBA

Location

TBA

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](http://www.marshall.edu/academic-calendar/) (URL: <http://www.marshall.edu/academic-calendar/>).

Course Director

Ginger Boles, MS PA-C

Office: TBA

Office Hours: TBA

Office Phone: 304-691-1979

Email: bolesg@marshall.edu

Course Instructors

TBA

Required Texts and Materials

Huckabee, M. J. (2018). *Clinical Leadership for Physician Assistants and Nurse Practitioners*. New York, NY: Springer Publishing Company

Levinson, W., Ginsburg, S., Hafferty, F.W., & Lucey, C.R. eds. (2014). *Understanding Medical Professionalism*. New York, NY: McGraw-Hill

Mosser, G., & Begun, J.W. eds. (2014) *Understanding Teamwork in Health Care*. New York, NY: McGraw-Hill

*The Marshall University PA program has an online database of textbooks available to the students. The website for the online database is <http://accessmedicine.mhmedical.com>. Most textbooks used throughout the program can be found on the Access Medicine website.

Attire

Per Marshall University Physician Assistant program policy

Attendance/Participation Policy

Attendance is vital to understanding course content. It is mandatory for all lectures/clinical labs, and is a reflection of your commitment, dedication, and work ethic. Requests for excused absences must be submitted to the course director via email as soon as the circumstance arises. Failure to attend may affect your grade or require discussion with the course director.

Course Requirements

- Students are expected to attend and be on time for all scheduled lectures and learning activities.
- Students are expected to participate in all activities.
- Students are expected to prepare for each lecture/activity by reading all assignments prior to the lecture/activity.
- Students are expected to clean up their area prior to leaving.
- Complete course and faculty evaluations (see policy statement at the end of this syllabus).

Methodologies of Teaching and Student Assessment

Student attainment of expected learning outcomes will be practiced and achieved using various instructional and learning methods including: lecture, in-class discussion, independent learning, and/or video/audio/graphic illustrations. This is subject to variation throughout the course based upon instructor preferences and the needs of the students. Student achievement of learning outcomes will be assessed using: quizzes, examinations, and a cumulative final examination.

The final grade will be determined by earned points/total points.

Component	% of Final Grade
Examinations	40%
Final Examination	20%
Quizzes	15%
Project/Assignments	20%
Professionalism Rubric	5%

Per the MUPA program policy, the following grading scale applies:

- A – 89.5 - 100%
- B – 79.5 - 89.4%
- C – 69.5 - 79.4%
- F – < 69.4 %

Student Learning Outcomes, Competencies, and Instructional Objectives

Student Learning Outcomes Upon successful completion of this course, PA students will be able to:	ARC-PA Standards/ Competencies	Instructional Objectives Upon successful completion of this course, PA students will be able to:
Discuss the history of the physician assistant profession	B2.17 (P)	<ul style="list-style-type: none"> Define what contributed to the development of the PA Profession Discuss PA leaders and how each contributed to the PA profession Discussion the formation of the profession in the 1970's Discuss how organizations contribute to the health of the profession
Analyze the history of US healthcare	B2.11 (P)	<ul style="list-style-type: none"> Discuss the history of healthcare in the US Discuss the training of medical professionals Define how technology has impacted healthcare
Differentiate leadership versus management	B1.05, B1.08 (SBP), (P), (ICP)	<ul style="list-style-type: none"> Contrast the differences between leadership and managements Define the behaviors of clinical leadership Define factors that lead to health team stress and clinical burnout

Student Learning Outcomes	ARC-PA Standards/ Competencies	Instructional Objectives
Upon successful completion of this course, PA students will be able to:		Upon successful completion of this course, PA students will be able to:
Demonstrate effective interpersonal and communication skills that result in the effective exchange of information amongst the healthcare team, provider, patient, and be effective in interpersonal communication	B1.05, B1.08 (ICP), (P), (PBL), (SBP)	<ul style="list-style-type: none"> • Understand the roles and responsibilities of various healthcare professionals • Discuss the culture of health care • Develop verbal and nonverbal competencies • Discuss what professional conduct is and how it relates to the role of student PAs and practicing PAs

Course Content and Assignments

Week	Topics	Activity/Assignment
1	History of the PA Profession Current Trends of the PA profession	The Physician Assistant: An Illustrated History
2	Physician/PA Relationship	Health Communication for Health Care Professionals – Chapter 10
3	Communication Skills	Health Communication for Health Care Professionals – Chapter 3
4	Communication Skills	Health Communication for Health Care Professionals – Chapter 4
5	Communication Skills	Health Communication for Health Care Professionals – Chapters 5 & 14
6	History of US Healthcare	Health Communication for Health Care Professionals – Chapters 1 & 2 Exam 1
7	Leadership vs. Management	Clinical Leadership for Physician Assistants and Nurse Practitioners – Chapters 3 & 4 Health Communication for Health Care Professionals – Chapter 11
8	Patient Centered Care	Understanding Medical Professionalism – Chapter 4

9	Medical Profession Roles	Understanding Teamwork in Health Care – Chapters 1-3
---	--------------------------	--

Week	Topics	Activity/Assignment
10	Medical Profession Roles	Understanding Teamwork in Health Care – Chapters 4 & 5 Project
11	Professional Conduct of PAs and Other Medical Professionals	Health Communication for Health Care Professionals – Chapters 6 & 9 Exam 2
12	Medical Care to Patients from Diverse Populations	Health Communication for Health Care Professionals – Chapter 5
13	Stress and Burnout in the Medical Field	Clinical Leadership for Physician Assistants and Nurse Practitioners – Chapter 13
14	Final Exam	Final Exam
15	Remediation	

ARC-PA Standards that Pertain to this Course

The Accreditation Review Commission on Education for the Physician Assistant is the accrediting agency that protects the interests of the public and physician assistant profession by defining the standards for physician assistant education and evaluating physician assistant educational programs within the territorial United States to ensure their compliance with those standards. The ARC-PA Standards, 4th Ed. that are relevant to this course are listed below:

4th Ed. ARC-PA Standards (<http://www.arc-pa.org/accreditation/standards-of-accreditation/>)

- B1.05 – The curriculum must include instruction about intellectual honesty and appropriate academic and professional conduct.
- B1.08 – The curriculum must include instruction to prepare students to work collaboratively in interprofessional and patient-centered teams.
- B2.11 – The program must include instruction in health care delivery systems and health policy.
- B2.17 – The program must include instruction in the PA profession, its historical development and current trends.

MUPA Competencies Relevant to this Course

Interpersonal & Communication Skills (IPC)

Graduates will employ skills to work in interprofessional teams that will result in effective communication with patients, other health care professionals, and patient families. Graduates will be able to accurately document information they obtain with respect to medical, financial, legal, and accuracy purposes.

Patient Care (PC)

Graduates will demonstrate the ability to make decisions about diagnostic and therapeutic interventions based on patient preferences, current scientific evidence and informed clinical judgement. Graduates will be able to aim health services for patients on disease prevention, health maintenance and patient

and family education.

Practice-based Learning & Improvement (PBL)

Graduates will demonstrate the ability to critically analyze their practice in light of their experience, the medical literature and their own self – analysis and self – improvement.

Systems-based Practice (SBP)

Graduates will be prepared to practice cost effective health care and resource allocation that does not compromise patient care. Graduates will be able to discuss ways to partner with supervising/ collaborating physicians and other health care professionals to improve the delivery and effectiveness of health care and patient outcomes.

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to [MU Academic Affairs: University Policies](http://www.marshall.edu/academic-affairs/policies/). (URL:

<http://www.marshall.edu/academic-affairs/policies/>)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Marshall University E-Mail Accounts and Technology Assistance

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit [Marshall IT: Office 365](https://www.marshall.edu/it/office365/) (URL: <https://www.marshall.edu/it/office365/>).

For computer and browser requirements, see “Get Connected” and “Internet Browser” at [Student Resources: First Steps](http://www.marshall.edu/muonline/student-resources/). See also [IT: Recommended Hardware](http://www.marshall.edu/it/recommendations/) (URLs:

<http://www.marshall.edu/muonline/student-resources/> and

<http://www.marshall.edu/it/recommendations/>). To check your browsers, use the [Blackboard Browser Checker](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/BrowserChecker) and ensure that you set permissions properly and have all the necessary plug-ins. (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/BrowserChecker)

- Students must be able to use Marshall Email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard. [Adobe Acrobat Reader](https://get.adobe.com/reader/) may be needed to read some files. This plug-in is available free. (URL: <https://get.adobe.com/reader/>) See the Tech Support tab in Blackboard for additional information and links.

- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit [Marshall IT: Office 365](http://www.marshall.edu/it/office365/) (URL: <http://www.marshall.edu/it/office365/>).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

If you have technical problems, please contact one or more of the following:

- [Blackboard Support Center](http://marshall.edusupportcenter.com) (URL: <http://marshall.edusupportcenter.com>)
- [Marshall Information Technology \(IT\) Service Desk](http://www.marshall.edu/it/departments/it-service-desk/) (Help Desk) (URL: <http://www.marshall.edu/it/departments/it-service-desk/>)
Huntington: (304) 696-3200
- [Email the IT Service Desk](mailto:itservicedesk@marshall.edu) (itservicedesk@marshall.edu)

Technology and Technical Skill Requirement

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.

Course and Faculty Evaluations

Policy Statement Regarding Student Compliance with Course Evaluations: The Physician Assistant program at Marshall University has a process to assess all aspects of the program. It is important to gain information from our PA students. By implementing a systematic method of collecting student feedback, appropriate PA program faculty, the Program Director, the Curriculum Committee and the Self-Assessment Committee are able to carefully review and respond to student course ratings to identify strengths and weaknesses and promote positive curricular change. Therefore, students are required to complete evaluations of all courses and rotations and their associated faculty/preceptors. Students who do not to complete course/rotation evaluations within the established timeframe will receive one warning of the penalties for non-compliance. If the student still has not completed the evaluations within 48 hours of the warning, they will have a written warning submitted to the Student Progress Committee for possible inclusion as part of their academic record. The PA program also recognizes that repeated noncompliance is an issue of professional conduct. If noncompliance occurs in subsequent courses, the student will be required to meet with the Student Progress Committee.

Modifications in Course Syllabus Disclaimer

Every attempt has been made to provide a complete syllabus that provides an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. This may depend, in part, on the progress, needs and experiences of the students.

Bibliography

Barnhill, G. C., Dallas, A. D., Mauldin, S. G., & Hooker, R. S. (2018). PA practice analysis: Multidisciplinary tasks, knowledge, and skills. *JAAPA: official journal of the American Academy of Physician Assistants*, 31(12), 34–40. doi:10.1097/01.JAA.0000547750.31052.5a

Halter, M., Drennan, V., Chattopadhyay, K., Carneiro, W., Yiallourous, J., de Lusignan, S., Gage H., Gabe J., Grant, R. (2013). The contribution of physician assistants in primary care: a systematic review. *BMC health services research*, 13, 223. doi:10.1186/1472-6963-13-223

Hooker, R.S., & Everett, C.M. (2012). The contributions of physician assistants in primary care systems. *Health & social care in the community*, 20(1), 20–31. doi:10.1111/j.1365-2524.2011.01021.x

Mittman, D. E., Cawley, J. F., & Fenn, W. H. (2002). Physician assistants in the United States. *BMJ (Clinical research ed.)*, 325(7362), 485–487. doi:10.1136/bmj.325.7362.485

Smith, D. T., & Jacobson, C. K. (2016). Racial and Gender Disparities in the Physician Assistant Profession. *Health services research*, 51(3), 892–909. doi:10.1111/1475-6773.12358

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: School of Medicine

Dept/Division: PA Program

Alpha Designator/Number: PAS 606

☒ Graded ☐ CR/NC

Contact Person: Ginger Boles, MS PA-C

Phone: 304-629-1341

NEW COURSE DATA:

New Course Title: Evidence Based Practice

Alpha Designator/Number:

P A S 6 0 6

Title Abbreviation:

E v i d e n c e B a s e d P r a c t i c e

(Limit of 25 characters and spaces)

Title
Change PA Evidence Based Prac

CH, 01/19

Course Catalog Description:
(Limit of 30 words)

This course prepares students to search, interpret, and evaluate the medical literature. Emphasis is placed on life-long learning and the importance of applying gained knowledge to patient care.

Co-requisite(s): PAS 600,601,602,603,604,605

First Term to be Offered: Summer 2021

Prerequisite(s): Completion of First Semester

Credit Hours: Two

Course(s) being deleted in place of this addition (must submit course deletion form): none

Please note
Approved with
title
change.

PA must
be added in title

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head

Date

8-20-19

Registrar

Date

8-21-19

College Curriculum Chair

Date

8/26/19

Graduate Council Chair

Date

10/1/19

Request for Graduate Course Addition - Page 2

College: School of Medicine

Department/Division: PA Program

Alpha Designator/Number: PAS 606

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Course will be taught by Faculty in the PA program and/ or School of Medicine

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

N/A

Course duplication was addressed in the Addition of Degree application

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

N/A

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

N/A

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Course will be taught by faculty in the PA program and/or School of Medicine

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

See attached

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

See Attached

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

See Attached

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

See Attached

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

N/A

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

See attached

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Title change

Department: Physician Assistant Program

Course Number and Title: PAS 606 Evidence Based Practice

Catalog Description: This course prepares students to search, interpret, and evaluate the medical literature. Emphasis is placed on life-long learning and the importance of applying gained knowledge to patient care.

First Term Offered: Summer 2021

Credit Hours: Two



PHYSICIAN ASSISTANT PROGRAM

MUPA Program Evidence Based Practice – PAS 606 Course Syllabus

Course Description

This course prepares students to search, interpret, and evaluate the medical literature. Emphasis is placed on life-long learning and the importance of applying gained knowledge to patient care.

Credits

Two (2) credit hours

Prerequisites

Successful completion of the first semester of the Marshall University Physician Assistant Program.

Course Goals

- Understand how to search, interpret, and evaluate the medical literature.
- Understand how this information will evolve over time, therefore changing patient care standards.
- Know the importance of a commitment to life-long learning, and be able to access resources for continued self-directed learning and practice-based learning and improvement.

Term/Year

Summer Term 2021

Class Meeting Days/Times

TBA

Location

TBA

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](http://www.marshall.edu/academic-calendar/) (URL: <http://www.marshall.edu/academic-calendar/>).

Course Director

TBA

Course Instructors

TBA

Required Texts and Materials

Jameson, L.J. (Ed.). (2018). *Harrison's principles of internal medicine, 20th ed.* New York, NY: McGraw-Hill.

Chiquette, E., DiPiro, J.T., Matzke, G.R., Posey, L., Talbert, R.L., & Wells, B.G. (2014). *Pharmacotherapy: A pathophysiologic approach, 9th ed.* New York, NY: McGraw-Hill.

Guyatt, G., Rennie, D., Meade, M.O., & Cook, D.J. (2015). *Users' guides to the medical literature: A manual for evidence-based clinical practice, 3rd ed.* New York, NY: McGraw-Hill.

Lu, C.M., McPhee, S.J., & Nicoll, D. (Eds.). (2017). *Guide to diagnostic tests, 7th ed.* New York, NY: McGraw-Hill.

*The Marshall University PA program has an online database of textbooks available to the students. The website for the online database is <http://accessmedicine.mhmedical.com>. Most textbooks used throughout the program can be found on the Access Medicine website.

Attire

Per the Marshall University Physician Assistant Program Policy.

Attendance/Participation Policy

Attendance is vital to understanding course content. It is mandatory for all lectures/clinical labs, and is a reflection of your commitment, dedication, and work ethic. Requests for excused absences must be submitted to the course director via email as soon as the circumstance arises. Failure to attend may affect your grade or require discussion with the course director.

Course Requirements

- Students are expected to attend and be on time for all scheduled lectures and learning activities.
- Students are expected to participate in all activities.
- Students are expected to be prepared for each lecture/learning activity by reading all assignments prior to the scheduled lecture/activity.
- Students are expected to clean up work area prior to leaving the classroom or laboratory.
- Completion of course & faculty evaluations. (see policy statement at the end of this syllabus)

Methodologies of Teaching and Student Assessment

Student attainment of expected learning outcomes will be practiced and achieved using various instructional and learning methods including; lecture, in-class discussion, independent learning, and/or video/audio/graphic illustrations. This is subject to variation throughout the course based upon instructor preferences and the needs of the students. Student achievement of learning outcomes will be assessed using; quizzes, examinations, projects, and a cumulative final examination.

The final grade will be determined by earned points/total points.

Component	% of Final Grade
Quizzes	15%
Exams	25%
Final exam	30%
Project	15%
Activities/Assignments	10%
Professionalism Rubric	5%

Per the MUPA program policy, the following grading scale applies:

- A – 89.5 - 100%
- B – 79.5 - 89.4%
- C – 69.5 - 79.4%
- F – < 69.4 %

Student Learning Outcomes, Competencies, and Instructional Objectives

Student Learning Outcomes Upon successful completion of this course, PA students will be able to:	ARC-PA Standards/ Competencies	Instructional Objectives Upon successful completion of this course, PA students will be able to:
Discuss the practice of evidence based medicine.	B1.02, B2.10 (MK)	<ul style="list-style-type: none"> Describe the history of evidence based medicine. Explain the purpose and importance of evidence based medicine. Identify the steps of practicing evidence based medicine. Discuss controversies and boundaries to widespread implementation in real-world practice.
Search, interpret, and evaluate the medical literature related to a specific clinical problem or area of interest, apply to patient care scenarios.	B1.02, B1.07, B2.05, B2.10 (MK), (PC)	<ul style="list-style-type: none"> Locate evidence efficiently. Appraise the quality of the evidence effectively. Utilize good quality of the evidence systematically. Apply evidence to patient care using clinical vignettes and scenarios.
Utilize concepts of intellectual and academic honesty.	B1.05 (P)	<ul style="list-style-type: none"> Define intellectual honesty. Define academic honesty. Detail plagiarism, and identify examples.
Describe the various types of clinical research and the processes required for implementation of clinical trials.	B1.05, B2.10 (MK), (P)	<ul style="list-style-type: none"> Define the different types of published research. Describe levels of evidence. Describe the process to enroll as an investigator with the IRB or other accrediting bodies.

Course Content and Assignments

Week	Topics	Activity/Assignment
1	The history, evolution, and importance of evidence based medicine/evidence based practice. Evidence-Based Medicine and the Theory of Knowledge	In class activity/discussion Reading Assignment Evidence-Based Medicine: A Short History of a Modern Medical Movement Users' Guides to the Medical Literature – Chapters 1,2, & 3 Research Assignment: Find and summarize the challenges to widespread implementation of evidence based practice.
2	The steps of practicing evidence based medicine. Formulating a clinical question. Finding and matching the question to the best medical information resource.	In-class discuss, lecture, and practice exercise. Will need laptop computers. Research assignment due Reading assignment – Users' Guides to the Medical Literature: A Manual for Evidence-Based Clinical Practice Chapters 4, 5, & 6
3	The steps of practicing evidence based medicine continued. Appraise the evidence critically for its validity, effect size, and precision Apply the evidence in practice.	In class activity, discussion Users' Guides to the Medical Literature: A Manual for Evidence-Based Clinical Practice
4	Levels of evidence – Appraising evidence from a systematic review and meta-analysis	In class activity/discussion Homework assignment – critical appraisal of evidence Reading assignment – Users' Guides to the Medical Literature: A Manual for Evidence-Based Clinical Practice Chapters 22, 23, 25.1, & 25.2
5	Types of publications and trials. How the evidence is compiled. Regulatory requirement for clinical trials (IRB)	Homework Assignment - Critical appraisal of evidence due
6	Intellectual and academic honesty	In Class Activity
7	Begin Research Projects	Quiz
8	Finals	Final Exam Research project due

ARC-PA Standards that Pertain to this Course

The Accreditation Review Commission on Education for the Physician Assistant is the accrediting agency that protects the interests of the public and physician assistant profession by defining the standards for physician assistant education and evaluating physician assistant educational programs within the territorial United States to ensure their compliance with those standards. The ARC-PA Standards, 4th ed. that are relevant to this course are listed below:

4th Ed. ARC-PA Standards (<http://www.arc-pa.org/accreditation/standards-of-accreditation/>)

- B1.01 – The curriculum *must* be consistent with the mission and goals of the program.
- B1.02 – The curriculum must include core knowledge about the established and evolving biomedical and clinical sciences and the application of this knowledge to patient care.
- B1.03 – The curriculum must be of sufficient breadth and depth to prepare the student for the clinical practice of medicine.
- B1.04 – The curriculum design *must* reflect sequencing that enables students to develop the *competencies* necessary for current and evolving clinical practice.
- B1.05 – The curriculum must include instruction about intellectual honesty and appropriate academic and professional conduct.
- B1.07 – The curriculum *must* include instruction related to the development of problem solving and medical decision-making skills.
- B1.08 – The curriculum must include instruction to prepare students to work collaboratively in interprofessional patient centered teams.
- B1.09 – For each didactic and clinical course, the program must define and publish instructional objectives that guide student acquisition of required competencies.
- B2.05 – The program curriculum must include instruction in patient evaluation, diagnosis, and management.
- B2.10 – The program curriculum must include instruction to prepare students to search, interpret and evaluate the medical literature, including its application to individualized patient care.

MUPA Competencies Relevant to this Course

Medical Knowledge (MK)

Graduates will demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care. Graduates will apply the ability to use evidence based medicine, and be able to synthesize areas of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion and disease prevention to care for patients across the life span in culturally diverse populations and rural areas.

Patient Care (PC)

Graduates will demonstrate the ability to make decisions about diagnostic and therapeutic interventions based on patient preferences, current scientific evidence and informed clinical judgement. Graduates will be able to aim health services for patients on disease prevention, health maintenance and patient and family education.

Professionalism (P)

Graduates will demonstrate commitment to excellence in professional relationships and ongoing professional development (including lifelong learning). Physician assistants are expected to have a firm understanding of legal and regulatory requirements as well as the appropriate role of physician assistants in health care.

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to [MU Academic Affairs: University Policies](http://www.marshall.edu/academic-affairs/policies/). (URL: <http://www.marshall.edu/academic-affairs/policies/>)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Marshall University E-Mail Accounts and Technology Assistance

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit [Marshall IT: Office 365](https://www.marshall.edu/it/office365/) (URL: <https://www.marshall.edu/it/office365/>).

For computer and browser requirements, see “Get Connected” and “Internet Browser” at [Student Resources: First Steps](http://www.marshall.edu/muonline/student-resources/). See also [IT: Recommended Hardware](http://www.marshall.edu/it/recommendations/) (URLs: <http://www.marshall.edu/muonline/student-resources/> and <http://www.marshall.edu/it/recommendations/>). To check your browsers, use the [Blackboard Browser Checker](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/BrowserChecker) and ensure that you set permissions properly and have all the necessary plug-ins. (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/BrowserChecker)

- Students must be able to use Marshall Email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard. [Adobe Acrobat Reader](https://get.adobe.com/reader/) may be needed to read some files. This plug-in is available free. (URL: <https://get.adobe.com/reader/>) See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit [Marshall IT: Office 365](https://www.marshall.edu/it/office365/) (URL: [http://www.marshall.edu/it/office365/](https://www.marshall.edu/it/office365/)).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

If you have technical problems, please contact one or more of the following:

- [Blackboard Support Center](http://marshall.edusupportcenter.com) (URL: <http://marshall.edusupportcenter.com>)
- [Marshall Information Technology \(IT\) Service Desk](http://www.marshall.edu/it/departments/it-service-desk/) (Help Desk) (URL: <http://www.marshall.edu/it/departments/it-service-desk/>)

Huntington: (304) 696-3200

- [Email the IT Service Desk \(itservicedesk@marshall.edu \)](mailto:itservicedesk@marshall.edu)

Technology and Technical Skill Requirement

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.

Course & Faculty Evaluations

Policy Statement Regarding Student Compliance with Course Evaluations: The Physician Assistant Program at Marshall University has a process to assess all aspects of the program. It is important to gain information from our PA students. By implementing a systematic method of collecting student feedback, appropriate PA program faculty, the Program Director, the Curriculum Committee and the Self-Assessment Committee are able to carefully review and respond to student course ratings to identify strengths and weaknesses and promote positive curricular change. Therefore, students are required to complete evaluations of all courses and rotations and their associated faculty/ preceptors. Students who do not to complete course/rotation evaluations within the established timeframe will receive one warning of the penalties for non-compliance. If the student still has not completed the evaluations within 48 hours of the warning, they will have written warning submitted to the Student Progress Committee for possible inclusion as part of their academic record. The PA Program also recognizes that repeated noncompliance is an issue of professional conduct. If noncompliance occurs in subsequent courses, the student will be required to meet with the Student Progress Committee.

Modifications in Course Syllabus Disclaimer

Every attempt has been made to provide a complete syllabus that provides an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. This may depend, in part, on the progress, needs and experiences of the students.

Bibliography

- Hasty, R.T., Garbalosa, R. C., Barbato, V.A., Valdes, P.J., Powers, D.W., Hernandez, E., Somji, A.A. (2014). Wikipedia vs peer-reviewed medical literature for information about the 10 most costly medical conditions. *The journal of the american osteopathic association*, 114, 368-373. doi:10.7556/jaoa.2014.035
- Howick, J., et al. Levels of evidence: Introductory document. *The 2011 Oxford CEBM*. Oxford Centre for Evidence-Based Medicine. Retrieved from <https://www.cebm.net/2016/05/ocebml-levels-of-evidence/>
- Guyatt, G., Rennie, D., Meade, M.O., & Cook, D.J. (2015). *Users' guides to the medical literature: A manual for evidence-based clinical practice*, 3rd ed. New York, NY: McGraw-Hill.
- Neumann, I., Santesso, N., Elie, A. Akl., Rind, D.M., Vandvik, P.O .Alonso-Coello, P., & Guyatt, G.H. (2016). A guide for health professionals to interpret and use recommendations in guidelines developed with the GRADE approach. *Journal of Clinical Epidemiology* 184, 45-55. doi:org/10.1016/j.jclinepi.2015.11.017
- Rosenberg, W., & Donald, A. (1995). Evidence based medicine: an approach to clinical problem-solving. *BMJ*, 310, 1122-1126. doi:10.1136/bmj.310.6987.1122
- Sackett, D.L. (1996). Evidence based medicine: what it is and what it isn't. *BMJ*, 312. doi:10.1136/bmj.312.7023.71
- Sackett, D.L. & Rosenberg, W.M.C. (1995). The need for evidence based medicine. *J. R. Soc. Med.*, 88. 620-624. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1295384/>
- Yudkin, J.S., Lipska, K.J., and Montori, V.M. (2011). The idolatry of the surrogate. *BMJ*. 1-3. doi:10.1136/bmj.d7995
- Zimmerman, A. (2013). Evidence-based medicine: a short history of a modern medical movement. *AMA Journal of ethics*, 15(1), 71-76. doi:10.1001.virtualmentor.2013.15.1.mhst1-1301

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: School of Medicine

Dept/Division: PA Program

Alpha Designator/Number: PAS 610

☒ Graded ☐ CR/NC

Contact Person: Ginger Boles, MS PA-C

Phone: 304-629-1341

NEW COURSE DATA:

New Course Title: Clinical Medicine II

Alpha Designator/Number:

P A S 6 1 0

Title Abbreviation:

C l i n i c a l M e d i c i n e I I

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This course, the second in a series, provides intensive study of human diseases and disorders in the selected areas of clinical medicine.

Co-requisite(s): PAS 611,612,613,614,615,616

First Term to be Offered: Fall 2021

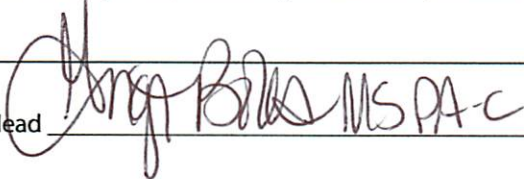
Prerequisite(s): Completion of 2nd semester

Credit Hours: Six

Course(s) being deleted in place of this addition (must submit course deletion form): none

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head



Date

8-20-19

Registrar



510912

Date

8-21-19

College Curriculum Chair



Date

8/26/19

Graduate Council Chair



Date

10/1/19

Request for Graduate Course Addition - Page 2

College: School of Medicine

Department/Division: PA Program

Alpha Designator/Number: PAS 610

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Course will be taught by Faculty in the PA program and/ or School of Medicine

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

N/A

Course duplication was addressed in the Addition of Degree application

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

N/A

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

N/A

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Course will be taught by faculty in the PA program and/or School of Medicine

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

See attached

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

See Attached

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

See Attached

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

See Attached

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

N/A

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

See attached

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Physician Assistant Program

Course Number and Title: PAS 610 Clinical Medicine II

Catalog Description: This course, the second in a series, provides intensive study of human diseases and disorders in the selected areas of clinical medicine.

First Term Offered: Fall 2021

Credit Hours: SIX



PHYSICIAN ASSISTANT PROGRAM

MUPA Program Clinical Medicine II - PAS 610 Course Syllabus

Course Description

This course, the second in a series, provides intensive study of human diseases and disorders in the selected areas of clinical medicine.

Credits

Six (6) credit hours

Prerequisites

Successful completion of the second semester of the Marshall University Physician Assistant program

Course Goals

- Apply previously attained fundamental knowledge in biomedical science to new foundational concepts of clinical science.
- Understand pathophysiologic concepts underlying major diseases and disorders within the specified organ systems.
- Become familiar with utilizing evidenced-based medicine and the resources available for the use of such.
- Synthesize epidemiology, etiology, risk factors, prevention, historical data, clinical manifestations of disease processes, laboratory/testing application, development of differential diagnoses, disease progression, therapeutic management, and prognosis applied across the lifespan of humans from culturally diverse populations with diseases and/or disorders in the cardiovascular, renal, and respiratory systems with emphasis placed on the most commonly encountered conditions seen in a primary care setting.
- Develop a solid understanding of the evaluation and management of patients regarding above body systems, and an increased ability to apply critical thinking skills to the practice of clinical medicine.

Term/Year

Fall Semester 2021

Class Meeting Days/Times

TBA

Location

TBA

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](http://www.marshall.edu/academic-calendar/) (URL: <http://www.marshall.edu/academic-calendar/>).

Course Director

Jaclyn Kiser, PA-C

Office: TBA

Office Hours: TBA

Office Phone: 304-691-1854

Email: kiserj@marshall.edu

Course Instructors

TBA

Required Texts and Materials

Current Medical Diagnosis & Treatment 2019 Eds. Maxine A. Papadakis, et al. New York, NY: McGraw-Hill, <http://accessmedicine.mhmedical.com/content.aspx?bookid=2449§ionid=194317586>

Harrison's Manual of Medicine, 19e Eds. Dennis L. Kasper, et al. New York, NY: McGraw-Hill, <http://accessmedicine.mhmedical.com/content.aspx?bookid=1820§ionid=127553259>

Recommended/Optional Texts and Materials

Harrison's Principles of Internal Medicine, 20e Eds. J. Larry Jameson, et al. New York, NY: McGraw-Hill, <http://accessmedicine.mhmedical.com/content.aspx?bookid=2129§ionid=159213747>

*The Marshall University PA program has an online database of textbooks available to the students. The website for the online database is <http://accessmedicine.mhmedical.com>. Most textbooks used throughout the program can be found on the Access Medicine website.

Attire

Per Marshall University Physician Assistant program policy:

Attendance/Participation Policy

Attendance is vital to understanding course content. It is mandatory for all lectures/clinical labs, and is a reflection of your commitment, dedication, and work ethic. Requests for excused absences must be submitted to the course director via email as soon as the circumstance arises. Failure to attend may affect your grade or require discussion with the course director.

Course Requirements

- Students are expected to attend and be on time for all scheduled lectures and learning activities.
- Students are expected to participate in all activities.
- Students are expected to be prepared for each lecture/learning activity by reading all assignments prior to the scheduled lecture/activity.
- Students are expected to clean up work area prior to leaving the classroom or laboratory.
- Completion of course & faculty evaluations. (see policy statement at the end of this syllabus)

Methodologies of Teaching and Student Assessment

Student attainment of expected learning outcomes will be practiced and achieved using various instructional and learning methods including: lecture, in-class discussion, independent learning, and/or video/audio/graphic illustrations. This is subject to variation throughout the course based upon instructor preferences and the needs of the students. Student achievement of learning outcomes will be assessed using: quizzes, examinations, and a cumulative final examination.

The final grade will be determined by earned points/total points.

Component	% of Final Grade
Examinations	40%
Final Examination	20%
Quizzes	20%
Assignments	15%
Professionalism Points	5%

Per the MUPA program policy, the following grading scale applies:

- A – 89.5 - 100%
- B – 79.5 - 89.4%
- C – 69.5 - 79.4%
- F – < 69.4 %

Student Learning Outcomes, Competencies, and Instructional Objectives

Student Learning Outcomes	ARC-PA Standards/	Instructional Objectives
Upon successful completion of this course, PA students will be able to:	Competencies	Upon successful completion of this course, PA students will be able to:
Apply previously attained fundamentals in biomedical and clinical sciences to new foundational concepts of clinical medicine relating to disease of the cardiovascular, renal, and respiratory systems.	B1.02, B1.04, B2.02(c,e) (MK)	<ul style="list-style-type: none">• Describe the structural causes of diseases and how these are manifest in organ system dysfunction.• Relate pathophysiologic processes underlying clinical manifestations of common diseases of these systems.• Explain the pathogenesis of major conditions related to the cardiac, renal, and respiratory systems .• Describe the genetic basis of selected diseases of the cardiac, renal and respiratory systems

Student Learning Outcomes Upon successful completion of this course, PA students will be able to:	ARC-PA Standards/ Competencies	Instructional Objectives Upon successful completion of this course, PA students will be able to:
Correlate etiologic and epidemiologic data to various diseases and disorders of the cardiovascular, respiratory, and renal systems.	B1.02, B1.03, B1.06, B2.06, B2.02(e) (MK), (PC)	<ul style="list-style-type: none"> • Identify risk factors of disease processes and disorders of selected systems. • Relate determinants of health and disease to how they influence health outcomes in common diseases of the various systems. • Discuss social conditions and behaviors that predispose patients to disease and decreased function. • Relate the determinants of health and disease to the host immune system, its development, function, and possible dysregulation.
Utilize evidence- based medicine and best practice guidelines for use in patient counseling regarding modifiable risk factors of disease and preventative care.	B2.06, B2.09, B2.10 (MK), (PC)	<ul style="list-style-type: none"> • Identify key sources of data for epidemiologic purposes. • Use these key sources of data to extrapolate information that will be helpful for patient education and counseling. • Commit to ongoing professional development (including life-long learning).
Identify pertinent historical data and physical examination findings in relation to disease processes and disorders involving the dermatological, eyes/ears/nose/throat, musculoskeletal, and neurological systems.	B1.05, B1.06, B2.05, B2.06, B2.08, B2.09 (MK), (ICS), (PC), (P)	<ul style="list-style-type: none"> • Associate patient age, gender, socioeconomic status, geographic location, living arrangements, and lifestyle behaviors to their presenting symptoms. • Recognize pertinent family history information. • Identify modifiable risk factors and patient behaviors from a history. • Relate a patient's presenting symptoms to the most likely physical examination findings. • Associate pertinent historical data and physical examination findings to most likely underlying disease process.

Student Learning Outcomes	ARC-PA Standards/	Instructional Objectives
Upon successful completion of this course, PA students will be able to:	Competencies	Upon successful completion of this course, PA students will be able to:
Recommend and interpret appropriate diagnostic and/or laboratory studies given a patient history and physical examination findings for cardiovascular, renal, and respiratory diseases and/or disorders across the lifespan	B1.02, B1.03, B1.04, B1.07, B2.03, B2.05, B2.06, B2.13 (MK), (PC), (SBP)	<ul style="list-style-type: none"> • Discuss the indications for initial and subsequent diagnostic and laboratory studies • Describe the indications for preventative screening tests • Identify the risks associated with diagnostic and laboratory studies. • Select appropriate diagnostic and/or laboratory studies given a patient history and physical examination findings • Evaluate results of diagnostic and laboratory studies in correlation with given history and physical exam findings
Develop a differential diagnosis for patients from diverse populations across the life span by combining given historical and clinical data.	B1.02, B1.03, B1.04, B1.06, B1.07, B2.03, B2.05 (MK), (PC), (PBL)	<ul style="list-style-type: none"> • Relate the significance of patient evaluation to the development of a differential diagnosis. • Analyze a clinical vignette to develop a differential diagnosis. • Develop multiple differential diagnoses for complicated and/or multisystem cases. • Propose the most likely diagnosis from the differential. <p>Discuss what factors swayed decision-making when choosing the most likely diagnosis from a differential.</p>

Student Learning Outcomes Upon successful completion of this course, PA students will be able to:	ARC-PA Standards/ Competencies	Instructional Objectives Upon successful completion of this course, PA students will be able to:
Develop a treatment plan for diseases and disorders of the cardiovascular, respiratory, and renal systems across the lifespan to include patients from diverse populations.	B1.02, B1.03, B1.04, B1.06, B1.07, B2.02(d), B2.03, B2.05, B2.06, B2.07, B2.10, B2.13 (MK), (PC), (P), (SBP)	<ul style="list-style-type: none"> • Discuss the standard of care regarding the management, treatment, and follow up of various medical conditions. • Formulate a treatment plan in accordance with applicable practice guidelines. • Discuss the indications, contraindications, complications, risks, benefits, and techniques of applicable clinical procedures. • Evaluate patient response to an initiated treatment or intervention. • Express when it is appropriate to place a referral to other health care professionals.
Distinguish between critical and non-critical initial patient presentations, then identify the appropriate plan of care to implement.	B1.02, B1.07, B2.05, B2.06 (MK), (ICS), (PC), (P)	<ul style="list-style-type: none"> • Describe conditions that constitute medical emergencies. • Discuss the appropriate treatment for a patient presenting with a life-threatening condition. • Detail the criteria for admission to the hospital based on patient presentation. • Detail the criteria for discharge from the hospital or another facility.
Distinguish between surgical and non-surgical patient presentations, then identify the appropriate work/up and/or plan of care to implement.	B1.02, B1.07, B2.05, B2.06 (MK), (PC)	<ul style="list-style-type: none"> • Describe conditions that need urgent surgical consultation. • Discuss appropriate diagnostic and laboratory studies and management of surgical conditions, while awaiting consultation.
Participate actively in self-analysis and personal development for continual practice based learning and improvement.	B1.05, B2.16 (PBL), (P)	<ul style="list-style-type: none"> • Implement critical analysis of personal experiences. • Demonstrate critical curiosity and dedication to life-long learning. • Display commitment to excellence and on-going professional development. • Demonstrate initiative, self-reflection, and personal growth. • Advocate or debate an ethical dilemma given a patient case study.

Course Content and Assignments

Week	Topics	Activity/Assignment
1	Aortic Aneurysm/Dissection; Arteritis; Varicose Veins; Phlebitis/Thrombophlebitis; Chronic Venous Insufficiency	Current Medical Diagnosis and Treatment (CMDT) – 492-497 Harrison's – 1917-1922 CMDT – 867-869 Harrison's – 2583-2585 Quiz #1
2	Hyperlipidemias; Familial Hypercholesterolemia; Atherosclerosis/Peripheral Arterial Disease	CMDT – Chapter 28 – 1683-1684, 483-489, 497-502 Harrison's – 2889-2902, 1859-1860, 1924-1935 Quiz #2
3	Myocarditis and Cardiomyopathy	CMDT – 425-435 Harrison's – 1779-1797 Quiz #3
4	Infective Endocarditis, pericarditis, pericardial effusion, cardiac tamponade, Rheumatic Heart Disease, cardiac tumors	CMDT – 1464-1469, 435-442, 444-445 Harrison's – 921-933, 1841-1846, 1847-1850, 3084t, 1803 Quiz #4 Exam # 1
5	Mechanism of Cardiac Arrhythmias, Tachyarrhythmias, Bradyarrhythmias, ACS	Handout: Mechanism of Cardiac Arrhythmias, CMDT – 393-412, Additional Resource Harrison's – 1720- 1763 Quiz #5
6	Pathophysiology of Valvular Disorders; The Valvular Heart Disorders – Aortic, Mitral, Pulmonary and Tricuspid Valves	Handout: Pathophysiology of Valvular Disorders CMDT – 334-335, 342-365 Quiz #6
7	Nephrotic Spectrum Disorders; Diabetes Insipidus; Renovascular disorders	CMDT – 954-959, 1124-1126, 454, 929-931, 944 Harrison's – 2142-2150, 2685-2688, 294f-295, 302- 304, 3374t, 1906-1909, 2105t, 1893-1894, 1896-1897 Quiz #7
8	Nephritic Spectrum Disorders; Hypertension, Hypertensive Urgency/Crisis; Renal Cell Carcinoma; Wilms Tumor	CMDT – 945t-954; 451-482, 944, 937-939f; 1612t, 1614t, 1667-1668 Harrison's – 2133-2134, 2105t, 2135t, 2136-2142, 2162; 616-618, 649t; 456t, 3362, 2971t, 2972 Quiz #8 Exam #2
9	Interstitial and Tubular Diseases, AKI, Acute and Chronic Renal Failure, ESRD, Electrolyte Abnormalities	CMDT – 926-936, 959-961; 899-916 Harrison's – 2157-2164; 2099-2111, 2111-2121; 295- 315 Quiz #9
10	Acid-base disorders, PCOS, multisystem diseases with variable kidney involvement	CMDT – 917-925; 961-964; 964-965 Harrison's – 315-324; 2150-2154 Quiz #10

Week	Topics	Activity/Assignment
11	Asthma; COPD	CMDT: 252-268; 268-274 Harrison's: 1957-1969; 1990-1999 Quiz #11
12	DVT and PE; Bronchiectasis/Cystic Fibrosis/Bronchiolitis; Hypoxia/Acute Respiratory Distress/ARDS	CMDT – 305-312; 274-277; 329-333, 1576-1579 Harrison's – 1910-1916; 1983-1990 Quiz #12
13	Pulmonary Infections; Pulmonary Neoplasms; Environmental & Occupational Lung Disorders	CMDT – 278-297; 297-299; 316-321 Quiz #13
14	Interstitial Lung Diseases; Disorders of Pulmonary Circulation; Pleural Diseases Disorders of Control Ventilation; Sleep apnea/Obesity Hypoventilation Syndrome	CMDT – 300-305; 312-316; 321-327 Quiz #14 CMDT – 327-329 Quiz #15 Exam #4
15	Final Exam	Final Exam
16	Remediation	

ARC-PA Standards that Pertain to this Course

The Accreditation Review Commission on Education for the Physician Assistant is the accrediting agency that protects the interests of the public and physician assistant profession by defining the standards for physician assistant education and evaluating physician assistant educational programs within the territorial United States to ensure their compliance with those standards. The ARC-PA Standards, 4th ed. that are relevant to this course are listed below:

ARC-PA Standards (<http://www.arc-pa.org/accreditation/standards-of-accreditation/>)

- B1.01 – The curriculum *must* be consistent with the mission and goals of the program.
- B1.02 – The curriculum must include core knowledge about the established and evolving biomedical and clinical sciences and the application of this knowledge to patient care.
- B1.03 – The curriculum must be of sufficient breadth and depth to prepare the student for the clinical practice of medicine.
- B1.04 – The curriculum design *must* reflect sequencing that enables students to develop the *competencies* necessary for current and evolving clinical practice.
- B1.05 – The curriculum *must* include instruction about intellectual honesty and appropriate academic and professional conduct.
- B1.06 – The curriculum *must* include instruction to prepare students to provide medical care to patients from diverse populations.
- B1.07 – The curriculum *must* include instruction related to the development of problem solving and medical decision-making skills.
- B1.09 – For each didactic and clinical course, the program *must* define and publish *instructional objectives* that guide student acquisition of required *competencies*.
- B2.02 (c, d, e) – The program *must* include instruction in the following areas of applied medical sciences and their application in clinical practice:

- a.) anatomy
 - b.) physiology
 - c.) pathophysiology
 - d.) pharmacology and pharmacotherapeutics
 - e.) the genetic and molecular mechanisms of health and disease
- B2.03 – The program curriculum *must* include instruction in clinical medicine covering all organ systems.
- B2.05 – The program curriculum *must* include instruction in the patient evaluation, diagnosis, and management.
- B2.06 – The program curriculum *must* include instruction in the provision of clinical medical care across the life span.
- B2.08 – The program curriculum *must* include instruction in the social and behavioral sciences as well as normal and abnormal development across the life span.
- B2.09 – The program curriculum *must* include instruction in basic counseling and patient education skills.
- B2.10 – The program curriculum *must* include instruction to prepare students to search, interpret and evaluate the medical literature, including its application to individualized patient care.
- B2.13 – The program curriculum *must* include instruction in patient safety, quality improvement, prevention of medical error, and risk management.

MUPA Competencies Relevant to this Course

Medical Knowledge (MK)

Graduates will demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care. Graduates will apply the ability to use evidence based medicine, and be able to synthesize areas of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion and disease prevention to care for patients across the life span in culturally diverse populations and rural areas.

Interpersonal & Communication Skills (ICS)

Graduates will employ skills to work in inter-professional teams that will result in effective communication with patients, other health care professionals, and patient families. Graduates will be able to accurately document information they obtain with respect to medical, financial, legal, and accuracy purposes.

Patient Care (PC)

Graduates will demonstrate the ability to make decisions about diagnostic and therapeutic interventions based on patient preferences, current scientific evidence and informed clinical judgement. Graduates will be able to aim health services for patients on disease prevention, health maintenance and patient and family education.

Professionalism (P)

Graduates will demonstrate commitment to excellence in professional relationships and ongoing professional development (including lifelong learning). Physician assistants are expected to have a firm understanding of legal and regulatory requirements as well as the appropriate role of physician assistants in health care.

Practice-based Learning & Improvement (PB&L)

Graduates will demonstrate the ability to critically analyze their practice in light of their experience, the medical literature and their own self-analysis and self-improvement.

Systems-based Practice (SBP)

Graduates will be prepared to practice cost effective health care and resource allocation that does not compromise patient care. Graduates will be able to discuss ways to partner with supervising/collaborating physicians and other health care professionals to improve the delivery and effectiveness of health care and patient outcomes.

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to [MU Academic Affairs: University Policies](http://www.marshall.edu/academic-affairs/policies/). (URL:

<http://www.marshall.edu/academic-affairs/policies/>)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Marshall University E-Mail Accounts and Technology Assistance

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit [Marshall IT: Office 365](http://www.marshall.edu/it/office365/) (URL <http://www.marshall.edu/it/office365/>).

For computer and browser requirements, see "Get Connected" and "Internet Browser" at [Student Resources: First Steps](http://www.marshall.edu/muonline/student-resources/). See also [IT: Recommended Hardware](http://www.marshall.edu/it/recommendations/) (URLs:

<http://www.marshall.edu/muonline/student-resources/> and

<http://www.marshall.edu/it/recommendations/>). To check your browsers, use the [Blackboard Browser Checker](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/BrowserChecker) and ensure that you set permissions properly and have all the necessary plug-ins. (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/BrowserChecker)

- Students must be able to use Marshall Email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard. [Adobe Acrobat Reader](https://get.adobe.com/reader/) may be needed to read some files. This plug-in is available free. (URL: <https://get.adobe.com/reader/>) See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students

enrolled at MU. For information visit Marshall IT: Office 365 (URL: <http://www.marshall.edu/it/office365/>).

- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

If you have technical problems, please contact one or more of the following:

- Blackboard Support Center (URL: <http://marshall.edusupportcenter.com>)
- Marshall Information Technology (IT) Service Desk (Help Desk) (URL: <http://www.marshall.edu/it/departments/it-service-desk/>)
Huntington: (304) 696-3200
- Email the IT Service Desk (itservicedesk@marshall.edu)

Technology and Technical Skill Requirement

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.

Course & Faculty Evaluations

Policy Statement Regarding Student Compliance with Course Evaluations: The Physician Assistant program at Marshall University has a process to assess all aspects of the program. It is important to gain information from our PA students. By implementing a systematic method of collecting student feedback, appropriate PA program faculty, the Program Director, the Curriculum Committee and the Self-Assessment Committee are able to carefully review and respond to student course ratings to identify strengths and weaknesses and promote positive curricular change. Therefore, students are required to complete evaluations of all courses and rotations and their associated faculty/preceptors. Students who do not to complete course/rotation evaluations within the established timeframe will receive one warning of the penalties for non-compliance. If the student still has not completed the evaluations within 48 hours of the warning, they will have a written warning submitted to the Student Progress Committee for possible inclusion as part of their academic record. The PA program also recognizes that repeated noncompliance is an issue of professional conduct. If noncompliance occurs in subsequent courses, the student will be required to meet with the Student Progress Committee.

Modifications in Course Syllabus Disclaimer

Every attempt has been made to provide a complete syllabus that provides an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. This may depend, in part, on the progress, needs and experiences of the students.

Bibliography

Brankovic, M. (2019). Evolution of renal function and predictive value of serial renal assessments among patients with acute coronary syndrome: BIOMArCS study. *International Journal of Cardiology*. 0167-5273. doi: 10.1016/j.ijcard.2019.07.052

Beaudreuil, S., (2019) Circulating CASK is associated with recurrent focal segmental glomerulosclerosis after transplantation. *PloS one*. 14 (7) e0219353. doi: 10.1371/journal.pone.0219353

Christensen, N.L. (2019) Association between left ventricular diastolic function and right ventricular function and morphology in asymptomatic aortic stenosis. *PloS one*. 14 (7). doi: 10.1371/journal.pone.0215364

Kilaru, S.D., (2019) Active pulmonary tuberculosis presenting with acute respiratory failure. *Respirology case reports*. 7(7) e0040. doi: 10.1002/rcr2.460

Yang, D. (2019) 2 allele on cardiovascular outcomes in patients with coronary artery stenting: a prospective study. *Archives of medical science*. 15 (4) 837-844. doi: 10.5114/aoms.2018.75349

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: School of Medicine

Dept/Division: PA Program

Alpha Designator/Number: PAS 611

☒ Graded ☐ CR/NC

Contact Person: Ginger Boles, MS PA-C

Phone: 304-629-1341

NEW COURSE DATA:

New Course Title: Pharmacology for the PA II

Alpha Designator/Number:

P A S 6 1 1

Title Abbreviation:

P h a r m a c o l o g y f o r t h e P A 2

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Aligning with the topics in Clinical Medicine II, this course applies pharmacologic and pharmacotherapeutic principles to the treatments of diseases and disorders studied.

Co-requisite(s): PAS 610, 612, 613, 614, 615, 61

First Term to be Offered: Fall 2021

Prerequisite(s): Completion of 2nd Semester

Credit Hours: Two

Course(s) being deleted in place of this addition (must submit course deletion form): none

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

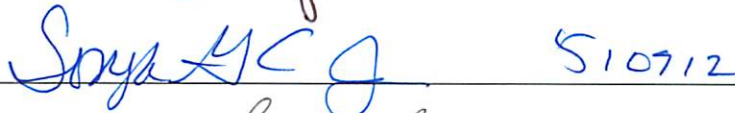
Dept. Chair/Division Head



Date

8-20-19

Registrar



Date

8-21-19

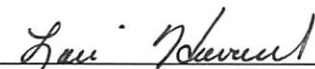
College Curriculum Chair



Date

8/26/19

Graduate Council Chair



Date

10/1/19

Request for Graduate Course Addition - Page 2

College: School of Medicine

Department/Division: PA Program

Alpha Designator/Number: PAS 611

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Course will be taught by Faculty in the PA program and/ or School of Medicine

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

N/A

Course duplication was addressed in the Addition of Degree application

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

N/A

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

N/A

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Course will be taught by faculty in the PA program and/or School of Medicine

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

See attached

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

See Attached

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

See Attached

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

See Attached

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

N/A

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

See attached

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Physician Assistant Program

Course Number and Title: PAS 611 Pharmacology for the PA II

Catalog Description: Aligning with the topics in Clinical Medicine II, this course applies pharmacologic and pharmacotherapeutic principles to the treatments of diseases and disorders studied.

First Term Offered: Fall 2021

Credit Hours: Two



PHYSICIAN ASSISTANT PROGRAM

MUPA Program Pharmacology for the PA II – PAS 611 Course Syllabus

Course Description

Aligning with the topics in Clinical Medicine II, this course applies pharmacologic and pharmacotherapeutic principles to the treatments of diseases and disorders studied.

Credits

Two (2) hours credit

Prerequisites

Successful completion of the second semester of the Marshall University Physician Assistant Program.

Course Goals

- Gain a thorough comprehension of the pharmacologic principles for each class, including specific drugs, as to be able to develop an effective and safe therapeutic plan for patients with diseases and disorders affecting the cardiovascular, pulmonary, and renal systems.
- Understand the indications, drug action, and mechanism of action, pharmacokinetics, adverse effects, contraindications, and drug interactions for each drug class, including specific drugs within each class.
- Be able to apply this knowledge to clinical vignettes and justify proposed pharmacologic treatment plan based on analysis of benefits versus risks to the patient.

Term/Year

Fall Semester 2021

Class Meeting Days/Times

TBA

Location

TBA

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](http://www.marshall.edu/academic-calendar/) (URL: <http://www.marshall.edu/academic-calendar/>).

Course Director

Jaclyn Kiser, MS PA-C

Office TBA

Office hours TBA

Office phone (304) 691-1854

Email: kiserj@marshall.edu

Course Instructors

TBA

Required Texts and Materials

DiPiro, J.T., Ellingrod, V., Haines, S.T., Nolin, T.D., Posey, M., & Yee G.C. (Eds.). (2019).

Pharmacotherapy: A pathophysiologic approach, 11 ed. New York, NY: McGraw-Hill.

Recommended/Optional Texts and Materials

<https://www.uptodate.com>

*The Marshall University PA program has an online database of textbooks available to the students. The website for the online database is <http://accessmedicine.mhmedical.com>. Most textbooks used throughout the program can be found on the Access Medicine website.

Attire

Per the Marshall University Physician Assistant Program Policy.

Attendance/Participation Policy

Attendance is vital to understanding course content. It is mandatory for all lectures/clinical labs, and is a reflection of your commitment, dedication, and work ethic. Requests for excused absences must be submitted to the course director via email as soon as the circumstance arises. Failure to attend may affect your grade or require discussion with the course director.

Course Requirements

- Students are expected to attend and be on time for all scheduled lectures and learning activities.
- Students are expected to participate in all activities.
- Students are expected to be prepared for each lecture/learning activity by reading all assignments prior to the scheduled lecture/activity.
- Students are expected to clean up work area prior to leaving the classroom or laboratory.
- Completion of course & faculty evaluations. (see policy statement at the end of this syllabus)

Methodologies of Teaching and Student Assessment

Student attainment of expected learning outcomes will be practiced and achieved using various instructional and learning methods including; lecture, in-class discussion, independent learning, and/or video/audio/graphic illustrations. This is subject to variation throughout the course based upon instructor preferences and the needs of the students. Student achievement of learning outcomes will

be assessed using; quizzes, examinations, and a cumulative final examination.

*The final grade will be determined by earned points/total points. *

Component	% of Final Grade
Examinations	50%
Final Examination	20%
Quizzes	20%
Assignments	5%
Professionalism Points	5%

Per the MUPA program policy, the following grading scale applies:

A – 89.5 - 100%

B – 79.5 - 89.4%

C – 69.5 - 79.4%

F – < 69.4 %

Student Learning Outcomes, Competencies, and Instructional Objectives

Student Learning Outcomes Upon successful completion of this course, PA students will be able to:	ARC-PA Standards/ Competencies	Instructional Objectives Upon successful completion of this course, PA students will be able to:
<p>Discuss the indications, drug action, mechanism of action, pharmacokinetics, adverse effects, contraindications, and drug interactions for each drug class, including specific drugs within each class for diseases and disorders affecting the cardiovascular, renal, and respiratory systems.</p>	<p>B1.02, B2.02(d) (MK)</p>	<ul style="list-style-type: none"> • Identify a drug class or specific drug within a class as indicated in the treatment of the diseases and disorders studied per organ system. • Describe the clinical effect a drug is expected to have when taken by a patient. • Associate drugs and classes of drugs with their mechanisms of action. • Detail factors such as absorption, distribution, metabolism, or elimination that could affect the clinical effectiveness of the drug in a given patient population. • Describe the clinically relevant side effects of a drug/drug class that could adversely affect the health of the patient. • Express circumstances in which a drug should not be administered to a certain patient population due to a significantly increased risk of adverse effects. • Identify possible interactions with other concomitantly administered drugs that might affect the clinical efficacy, bioavailability, or toxicity of either drug.

Student Learning Outcomes	ARC-PA Standards/	Instructional Objectives
Upon successful completion of this course, PA students will be able to:	Competencies	Upon successful completion of this course, PA students will be able to:
Apply knowledge of specific drugs and drug classes used to treat conditions of the cardiovascular, respiratory, and renal systems to a clinical vignette to develop a safe and effective therapeutic patient care plan.	B1.02, B1.05, B1.07, B2.02(d), B2.05, B2.09, B2.13, (MK), (PC), (P)	<ul style="list-style-type: none"> Given a clinical vignette that includes all pertinent history, physical examination findings, and diagnostic studies, choose the most appropriate treatment plan. Prepare an argument based on a benefits versus risks analysis as to why you would or would not choose a specific drug for treatment of any of the disorders studied. Detail the causes of medications errors, their prevalence, and best practices to avoid them. Structure a typical written prescription correctly using current accepted nomenclature and best practices to prevent alterations to the form. Describe effective patient education and counseling techniques to increase compliance with treatment regimen.

Course Content and Assignments

Week	Topics	Activity/Assignment
1	Introduction to Course Video – Anatomy & Physiology of the Circulatory System (Osmosis YouTube) Regulation of blood pressure Concepts of antihypertensives	Reading Assignment: Basic & Clinical Pharmacology, Chapters 11
2	Discussion: Antihypertensive	Quiz # 1 Reading Assignment: Basic & Clinical Pharmacology, Chapters 12
3	Discussion: Vasodilators and the treatment of angina pectoris	Quiz # 2 Reading assignment: Basic & Clinical Pharmacology, Chapter 13

Week	Topics	Activity/Assignments
4	Discussion: Drugs used in heart failure	Reading Assignment: Basic & Clinical Pharmacology, Chapter 14
5	Discussion: Agents Used in Cardiac Arrhythmias	Exam # 1 Reading Assignment: Basic & Clinical Pharmacology, Chapter 15
6	Discussion: Diuretics	Quiz # 3 Reading Assignment: Handout
7	Discussion: Asthma	Exam # 2 Reading Assignment - Handout
8	Discussion: COPD	Reading Assignment - Handout Quiz # 4
9	Pneumonia - overview	Exam # 2 Reading assignment – Handout
10	Variant causative organisms of pneumonia	Quiz # 5 Reading Assignment – Handout
11	Classification of antibiotics review	Quiz # 6 Reading Assignment – Handout/Textbook Exam # 3
12	Continued study of antibiotics	Quiz # 7
13	Review	Drug toxicity, MEs and ADEs assignment Exam # 4
14	Finals	Final Exam
15	Remediation	

ARC-PA Standards that Pertain to this Course

The Accreditation Review Commission on Education for the Physician Assistant is the accrediting agency that protects the interests of the public and physician assistant profession by defining the standards for physician assistant education and evaluating physician assistant educational programs within the territorial United States to ensure their compliance with those standards. The ARC-PA Standards, 4th Ed. ARC-PA Standards (<http://www.arc-pa.org/accreditation/standards-of-accreditation/>) that are relevant to this course are listed below:

- B1.01 – The curriculum must be consistent with the mission and goals of the program.
- B1.02 – The curriculum must include core knowledge about the established and evolving

biomedical and clinical sciences and the application of this knowledge to patient care.

- B1.04 – The curriculum design must reflect sequencing that enables students to develop the competencies necessary for current and evolving clinical practice.
- B1.05 – The curriculum must include instruction about intellectual honesty and appropriate academic and professional conduct.
- B1.07 – The curriculum must include instruction related to the development of problem solving and medical decision-making skills.
- B2.02(d) – The program must include instruction in the following areas of applied medical sciences and their application in clinical practice:
 - (d) – pharmacology and pharmacotherapeutics
- B2.03 – The curriculum must include instruction in clinical medicine covering all organ systems.
- B2.05 – The program curriculum must include instruction in patient evaluation, diagnosis, and management.
- B2.09 – The program curriculum must include instruction in basic counseling and patient education skills.
- B2.13 – The program curriculum must include instruction in patient safety, quality, improvement, prevention of medical errors, and risk management.

MUPA Competencies Relevant to this Course

Medical Knowledge (MK)

Graduates will demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care. Graduates will apply the ability to use evidence based medicine, and be able to synthesize areas of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion and disease prevention to care for patients across the life span in culturally diverse populations and rural areas.

Interpersonal & Communication Skills (ICS)

Graduates will employ skills to work in interprofessional teams that will result in effective communication with patients, other health care professionals, and patient families. Graduates will be able to accurately document information they obtain with respect to medical, financial, legal, and accuracy purposes.

Patient Care (PC)

Graduates will demonstrate the ability to make decisions about diagnostic and therapeutic interventions based on patient preferences, current scientific evidence and informed clinical judgement. Graduates will be able to aim health services for patients on disease prevention, health maintenance and patient and family education.

Professionalism (P)

Graduates will demonstrate commitment to excellence in professional relationships and ongoing professional development (including lifelong learning). Physician assistants are expected to have a firm understanding of legal and regulatory requirements as well as the appropriate role of physician assistants in health care.

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to MU Academic Affairs: University Policies. (URL: <http://www.marshall.edu/academic-affairs/policies/>)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Marshall University E-Mail Accounts and Technology Assistance

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit Marshall IT: Office 365 (URL: <https://www.marshall.edu/it/office365/>).

For computer and browser requirements, see “Get Connected” and “Internet Browser” at Student Resources: First Steps. See also IT: Recommended Hardware (URLs: <http://www.marshall.edu/muonline/student-resources/> and <http://www.marshall.edu/it/recommendations/>). To check your browsers, use the Blackboard Browser Checker and ensure that you set permissions properly and have all the necessary plug-ins. (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/BrowserChecker)

- Students must be able to use Marshall Email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard. Adobe Acrobat Reader may be needed to read some files. This plug-in is available free. (URL: <https://get.adobe.com/reader/>) See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit Marshall IT: Office 365 (URL: <http://www.marshall.edu/it/office365/>).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

If you have technical problems, please contact one or more of the following:

- Blackboard Support Center (URL: <http://marshall.edusupportcenter.com>)
- Marshall Information Technology (IT) Service Desk (Help Desk) (URL: <http://www.marshall.edu/it/departments/it-service-desk/>)
Huntington: (304) 696-3200
- Email the IT Service Desk (itservicedesk@marshall.edu)

Technology and Technical Skill Requirement

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.

Course & Faculty Evaluations

Policy Statement Regarding Student Compliance with Course Evaluations: The Physician Assistant Program at Marshall University has a process to assess all aspects of the program. It is important to gain information from our PA students. By implementing a systematic method of collecting student feedback, appropriate PA program faculty, the Program Director, the Curriculum Committee and the Self-Assessment Committee are able to carefully review and respond to student course ratings to identify strengths and weaknesses and promote positive curricular change. Therefore, students are required to complete evaluations of all courses and rotations and their associated faculty/ preceptors. Students who do not to complete course/rotation evaluations within the established timeframe will receive one warning of the penalties for non-compliance. If the student still has not completed the evaluations within 48 hours of the warning, they will have written warning submitted to the Student Progress Committee for possible inclusion as part of their academic record. The PA Program also recognizes that repeated noncompliance is an issue of professional conduct. If noncompliance occurs in subsequent courses, the student will be required to meet with the Student Progress Committee.

Modifications in Course Syllabus Disclaimer

Every attempt has been made to provide a complete syllabus that provides an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. This may depend, in part, on the progress, needs and experiences of the students.

Bibliography

ALLHAT Authors. (2002). Major outcomes in high-risk hypertensive patients randomized to angiotensin-converting enzyme inhibitor or calcium channel blocker vs diuretic: The antihypertensive and lipid-lowering treatment to prevent heart attack trial (ALLHAT). *JAMA*, 288(23), 2981-2196. doi:10.1001/jama.288.23.2981

Ettehad, D., Emdin, C.A., Kiran, A., Anderson, S.G., Callender, T., Emberson, J., Chalmers, J., Rodgers, A., & Rahimi, K. (2016). Blood press lowering for prevention of cardiovascular disease and death: a systematic review and meta-analysis. *Lancet*, 387, 957-967. doi:10.1016/S0140-6736(15)01225-8

Grams, M.E., Estrella, M.E., Coresh, J., Brower, R.G., & Liu, K.D. (2011). Fluid balance, diuretic use, and mortality in acute kidney injury. *Clin. J. Am. Soc. Nephrol.*, 6(5), 966-973. doi:10.2215/CJN.08781010

Thomas, A., Lemanske, R.F., & Jacksoon, D.J. (2011). Approaches to stepping-up and stepping-down care in asthma. *J. Allergy Clin. Immunol.*, 128(5), 915-924. doi:10.1016/j.jaci.2011.07.014

Wunderink, R.G., & Waterer, G.W. (2014). Community-acquired pneumonia. *N. Engl. J. Med.*, 370, 543-551. doi:10.1056/NEJMcp1214869

Yancy, C.W., et al. (2013). ACCF/AHA Guideline for the management of Heart Failure: Executive Summary. *Journal of the American College of Cardiology*, 62(16). doi: doi.org/10.1016/j.jacc.2013.05.020

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: School of MedicineDept/Division: PA ProgramAlpha Designator/Number: PAS 612☒ Graded ☐ CR/NCContact Person: Ginger Boles, MS PA-CPhone: 304-629-1341**NEW COURSE DATA:**New Course Title: Clinical Concepts II

Alpha Designator/Number:

P	A	S		6	1	2			
---	---	---	--	---	---	---	--	--	--

Title Abbreviation:

C	I	N	I	C	A	L		C	O	N	C	E	P	T	S		I	I				
---	---	---	---	---	---	---	--	---	---	---	---	---	---	---	---	--	---	---	--	--	--	--

(Limit of 25 characters and spaces)

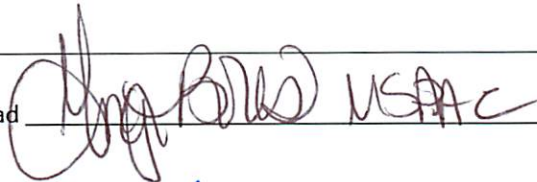
Course Catalog Description:
(Limit of 30 words)

Aligning with the topics in Clinical Medicine II, this course deepens knowledge by developing clinical decision making and problem solving skills in a case based format.

Co-requisite(s): PAS 610, 611, 613, 614, 615, 61First Term to be Offered: Fall 2021Prerequisite(s): Completion of 2nd SemesterCredit Hours: TwoCourse(s) being deleted in place of this addition (must submit course deletion form): none

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

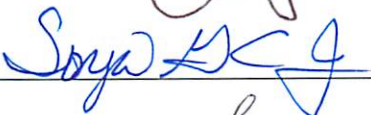
Dept. Chair/Division Head



Date

8-20-19

Registrar

510912

Date

8-21-19

College Curriculum Chair



Date

8/26/19

Graduate Council Chair



Date

10/1/19

Request for Graduate Course Addition - Page 2

College: School of Medicine

Department/Division: PA Program

Alpha Designator/Number: PAS 612

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Course will be taught by Faculty in the PA program and/ or School of Medicine

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

N/A

Course duplication was addressed in the Addition of Degree application

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

N/A

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

N/A

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Course will be taught by faculty in the PA program and/or School of Medicine

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

See attached

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

See Attached

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

See Attached

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

See Attached

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

N/A

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

See attached

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Physician Assistant Program

Course Number and Title: PAS 612 Clinical Concepts II

Catalog Description: Aligning with the topics in Clinical Medicine II, this course deepens knowledge by developing clinical decision making and problem-solving skills in a case-based format.

First Term Offered: Fall 2021

Credit Hours: Two



PHYSICIAN ASSISTANT PROGRAM

**MUPA Program
Clinical Concepts II - PAS 612
Course Syllabus**

Course Description

Aligning with the topics in Clinical Medicine II, this course deepens knowledge by developing clinical decision-making and problem-solving skills in a case-based format.

Credits

Two (2) credit hours

Prerequisites

Successful completion of the second semester of the Marshall University Physician Assistant program

Course Goals

- Progression, development, and refinement of critical thinking, problem solving, and medical decision-making skills.
- Work effectively in collaborative teams, and interprofessional patient centered teams with continued improvement in communication skills and professionalism competencies.
- Growth in understanding of medical knowledge, and its applications to patients from diverse populations, applied across the lifespan.
- Continued critical appraisal of personal abilities leading to self-directed learning, and practice based improvement.

Term/Year

Fall Semester 2021

Class Meeting Days/Times

TBA

Location

TBA

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](http://www.marshall.edu/academic-calendar/) (URL: <http://www.marshall.edu/academic-calendar/>).

Course Director

Jaclyn Kiser, PA-C

Office: TBA

Office Hours: TBA

Office Phone 304-691-1854

Email: kiserj@marshall.edu

Course Instructor

Jaclyn Kiser, PA-C

Office: TBA

Office Hours: TBA

Office Phone 304-691-1854

Email: kiserj@marshall.edu

Required Texts and Materials

Current Medical Diagnosis & Treatment 2019 Eds. Maxine A. Papadakis, et al. New York, NY: McGraw-Hill, <http://accessmedicine.mhmedical.com/content.aspx?bookid=2449§ionid=194317586>

Harrison's Manual of Medicine, 19e Eds. Dennis L. Kasper, et al. New York, NY: McGraw-Hill, <http://accessmedicine.mhmedical.com/content.aspx?bookid=1820§ionid=127553259>.

Bickley, LS, SZILAGYI PG: *Bates' Guide to Physical Examination and History taking*, 12th ed. Philadelphia, Lippincott Williams and Wilkins, 2017. ISBN: 978-1-4698-9341-9

Essential Clinical Procedures Third Edition. Richard Dehn, David P. Asprey, Philadelphia, PA: Saunders Elsevier Inc.

Basic Radiology, Second Edition. Michael Y. M. Chen, Thomas L. Pope and David J Ott, New York, NY: McGraw-Hill Medical.

Recommended/Optional Texts and Materials

Harrison's Principles of Internal Medicine, 20e Eds. J. Larry Jameson, et al. New York, NY: McGraw-Hill, <http://accessmedicine.mhmedical.com/content.aspx?bookid=2129§ionid=159213747>

*The Marshall University PA program has an online database of textbooks available to the students. The website for the online database is <http://accessmedicine.mhmedical.com>. Most textbooks used throughout the program can be found on the Access Medicine website.

Attire

Per Marshall University Physician Assistant program policy

Attendance/Participation Policy

Attendance is vital to understanding course content. It is mandatory for all lectures/clinical labs, and is a reflection of your commitment, dedication, and work ethic. Requests for excused absences must be submitted to the course director via email as soon as the circumstance arises. Failure to attend may affect your grade or require discussion with the course director.

Course Requirements

- Students are expected to attend and be on time for all scheduled lectures and learning activities.
- Students are expected to participate in all activities.
- Students are expected to be prepared for each lecture/learning activity by reading all assignments prior to the scheduled lecture/activity.
- Students are expected to clean up work area prior to leaving the classroom or laboratory.
- Completion of course & faculty evaluations. (See policy statement at the end of this syllabus).

Methodologies of Teaching and Student Assessment

Student attainment of expected learning outcomes will be practiced and achieved using various instructional and learning methods including; lecture, in-class discussion, independent learning, various active learning modalities, and/or video/audio/graphic illustrations. This is subject to variation throughout the course based upon instructor preferences and the needs of the students. Student achievement of learning outcomes will be assessed using; quizzes, examinations, a cumulative final examination, and a practice-based learning & improvement journal.

*The final grade will be determined by earned points/total points. *

Component	% of Final Grade
Examinations	40%
Final Examination	20%
Active Learning Activities	25%
PBL&I Journal	10%
Professionalism Points	5%

Per the MUPA program policy, the following grading scale applies:

- A – 89.5 - 100%
- B – 79.5 - 89.4%
- C – 69.5 - 79.4%
- F – < 69.4 %

Student Learning Outcomes, Competencies, and Instructional Objectives

Instructional Objectives Upon successful completion of this course, PA students will be able to:	ARC-PA Standards/ Competencies	Instructional Objectives Upon successful completion of this course, PA students will be able to:
Evaluate a clinical vignette to develop the best plan for patient care involving conditions across the lifespan of the cardiovascular, respiratory, and renal systems.	B1.02, B1.03, B1.04, B1.06, B1.07, B2.04, B2.05, B2.06, B2.08, B2.09, B2.13 (MK), (PC), (ICS)	<ul style="list-style-type: none"> • Choose the most appropriate diagnostic method for patients with conditions within listed systems based on patient presentation, evidence based practice guidelines, cost effectiveness, sensitivity, specificity, and patient preferences. • Evaluate and interpret diagnostic information. • Formulate a differential diagnosis. • Recommend standard of care treatment plan, when given an appropriate clinical vignette. • Propose an appropriate follow up schedule for a patient with given diagnosis. • Evaluate the efficacy of therapeutic management of disease. • Demonstrate culturally sensitive, patient centered education and counseling skills.
Empathize with other students, fostering a constructive and positive learning environment, and participate fully during in-class activities.	B 1.05, B1.08, B2.04 (ICS), (P)	<ul style="list-style-type: none"> • Motivate others to do their best work. • Criticize constructively if an error is evident. • Engage in discussions during class. • Persevere through challenging situations to solve problems.
Actively persist in critical analysis of one's own conclusions in regards to medical knowledge, the medical literature, and other information resources for the purpose of self-and practice-improvement	B 1.05, B2.10 (PBL)	<ul style="list-style-type: none"> • Assess own knowledge in concert with other members of the class. • Research evidence from scientific studies related to diseases within any given unit of study. • Recommend information technology resources available to support one's own education. • Resolve personal biases and gaps in medical knowledge.

Course Content and Assignments

Week	Topics	Activity/Assignment
1	AAA; Aortic Dissection; Venous conditions	Problem-based Learning PBL&I Journal – ongoing
2	Lipid disorders/Atherosclerosis; PAD Approach to Leg Pain	Team-based Learning Flipped Classroom
3	Myocarditis; Cardiomyopathy	Jeopardy
4	Endocarditis, Pericarditis Pericardial Effusion, Cardiac Tamponade, Rheumatic Heart Disease, Cardiac Tumors	Student Case Presentations Exam # 1
5	Arrhythmias, ACS; Approach to Chest Pain	Team-based Learning EKG correlation
6	Pathophysiology of Valvular d/o; Approach to Murmurs	Audience Response System, CHF concept mapping Exam #2
7	Nephrotic Syndrome Disorders Diabetes Insipidus Renovascular Disorders	Problem-based Learning
8	Nephritic Spectrum Disorders; Hypertension; HTN urgency and crisis Renal Cell Carcinoma, Wilms Tumor	Hypertension Concept Mapping
9	Interstitial/Tubular Diseases; Acute Kidney Injury; Renal Failure; ESRD; Electrolyte Abnormalities	Jeopardy Audience Response System Exam #3
10	Acid- Base Disorders	Flipped Classroom Exam #4
11	Asthma; COPD	Team-based Learning
12	DVT/ PE, Bronchiectasis; Cystic Fibrosis; Bronchiolitis; Hypoxia; Acute Respiratory Distress; ARDS	Student Case Presentations 25 points Exam #5
13	Pulmonary Infections; Pulmonary Neoplasms; Environmental and Occupational Lung Disorders	Audience Response System
14	Interstitial Lung Disease; Disorders of Pulmonary Circulation; Pleural Diseases	Concept mapping
15	Disorder of Control Ventilation; Sleep Apnea; Obesity Hypoventilation; Review Cardio, Renal, and Respiratory Systems for Final Exam	Large and small group discussions Exam #6 @ 50 pts
16	Final Exam	Final Exam @ 200 pts
17	Remediation	

ARC-PA Standards that Pertain to this Course

The Accreditation Review Commission on Education for the Physician Assistant is the accrediting agency that protects the interests of the public and physician assistant profession by defining the standards for physician assistant education and evaluating physician assistant educational programs within the territorial United States to ensure their compliance with those standards. The ARC-PA Standards, 4th Ed. that are relevant to this course are listed below:

ARC-PA Standards (<http://www.arc-pa.org/accreditation/standards-of-accreditation/>)

- B1.01 – The curriculum *must* be consistent with the mission and *goals* of the program.
- B1.02 – The curriculum *must* include core knowledge about the established and evolving biomedical and clinical sciences and the application of this knowledge to patient care.
- B1.03 – The curriculum must be of sufficient breadth and depth to prepare the student for the clinical practice of medicine.
- B1.04 – The curriculum design *must* reflect sequencing that enables students to develop the *competencies* necessary for current and evolving clinical practice.
- B1.06 – The curriculum *must* include instruction to prepare students to provide medical care to patients from diverse populations.
- B1.07 – The curriculum *must* include instruction related to the development of problem solving and medical decision-making skills.
- B1.08 – The curriculum *must* include instruction to prepare students to work collaboratively in interprofessional teams
- B1.09 – For each didactic and clinical course, the program *must* define and publish *instructional objectives* that guide student acquisition of required competencies.
- B2.03 – The program curriculum *must* include instruction in clinical medicine covering all organ systems.
- B2.04 – The program curriculum *must* include instruction in interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and other health professionals.
- B2.05 – The program curriculum *must* include instruction in the patient evaluation, diagnosis, and management.
- B2.06 – The program curriculum *must* include instruction in the provision of clinical medical care across the life span.
- B2.08 – The program curriculum *must* include instruction in the social and behavioral sciences as well as normal and abnormal development across the life span.
- B2.09 – The program *must* include instruction in basic counseling and patient education skills.
- B2.10 – The program curriculum *must* include instruction to prepare students to search, interpret and evaluate the medical literature, including its application to individualized patient care.

MUPA Competencies Relevant to this Course

Medical Knowledge (MK)

Graduates will demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care. Graduates will apply the ability to use evidence based medicine, and be able to synthesize areas of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion and disease prevention to care for patients across the life span in culturally diverse populations and rural areas.

Interpersonal & Communication Skills (ICS)

Graduates will employ skills to work in inter-professional teams that will result in effective communication with patients, other health care professionals, and patient families. Graduates will be able to accurately document information they obtain with respect to medical, financial, legal, and accuracy purposes.

Patient Care (PC)

Graduates will demonstrate the ability to make decisions about diagnostic and therapeutic interventions based on patient preferences, current scientific evidence and informed clinical judgement. Graduates will be able to aim health services for patients on disease prevention, health maintenance and patient and family education.

Professionalism (P)

Graduates will demonstrate commitment to excellence in professional relationships and ongoing professional development (including lifelong learning). Physician assistants are expected to have a firm understanding of legal and regulatory requirements as well as the appropriate role of physician assistants in health care.

Practice-based Learning & Improvement (PBL)

Graduates will demonstrate the ability to critically analyze their practice in light of their experience, the medical literature and their own self-analysis and self-improvement.

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to MU Academic Affairs: University Policies. (URL: <http://www.marshall.edu/academic-affairs/policies/>)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Marshall University E-Mail Accounts and Technology Assistance

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit [Marshall IT: Office 365](https://www.marshall.edu/it/office365/) (URL: <https://www.marshall.edu/it/office365/>).

For computer and browser requirements, see "Get Connected" and "Internet Browser" at [Student Resources: First Steps](#). See also [IT: Recommended Hardware](#) (URLs: <http://www.marshall.edu/muonline/student-resources/> and <http://www.marshall.edu/it/recommendations/>). To check your browsers, use the [Blackboard Browser Checker](#) and ensure that you set permissions properly and have all the necessary plug-ins. (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/BrowserChecker)

- Students must be able to use Marshall Email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard. [Adobe Acrobat Reader](#) may be needed to read some files. This plug-in is available free. (URL: <https://get.adobe.com/reader/>) See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit [Marshall IT: Office 365](#) (URL: <http://www.marshall.edu/it/office365/>).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

If you have technical problems, please contact one or more of the following:

- [Blackboard Support Center](#) (URL: <http://marshall.edusupportcenter.com>)
- [Marshall Information Technology \(IT\) Service Desk](#) (Help Desk) (URL: <http://www.marshall.edu/it/departments/it-service-desk/>)
Huntington: (304) 696-3200
- [Email the IT Service Desk](#) (itservicedesk@marshall.edu)

Technology and Technical Skill Requirement

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.

Course and Faculty Evaluations

Policy Statement Regarding Student Compliance with Course Evaluations: The Physician Assistant program at Marshall University has a process to assess all aspects of the program. It is important to gain information from our PA students. By implementing a systematic method of collecting student feedback, appropriate PA program faculty, the Program Director, the Curriculum Committee and the Self-Assessment Committee are able to carefully review and respond to student course ratings to identify strengths and weaknesses and promote positive curricular change. Therefore, students are required to complete evaluations of all courses and rotations and their associated faculty/preceptors. Students who do not to complete course/rotation evaluations within the established timeframe will receive one warning of the penalties for non-compliance. If the student still has not completed the evaluations within 48 hours of the warning, they will have a written warning submitted to the Student Progress Committee for possible inclusion as part of their academic record. The PA program also recognizes that repeated noncompliance is an issue of professional conduct. If noncompliance occurs in subsequent courses, the student will be required to meet with the Student Progress Committee.

Modifications in Course Syllabus Disclaimer

Every attempt has been made to provide a complete syllabus that provides an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. This may depend, in part, on the progress, needs and experiences of the students.

Bibliography

Bruno, C. M., & Valenti, M. (2012). Acid-base disorders in patients with chronic obstructive pulmonary disease: a pathophysiological review. *Journal of biomedicine & biotechnology*, 2012, 915150. doi:10.1155/2012/915150

Moore, A., Wachsmann, J., Chamrath, M. R., Panjikaran, L., Tanabe, Y., & Rajiah, P. (2018). Imaging of acute pulmonary embolism: an update. *Cardiovascular diagnosis and therapy*, 8(3), 225–243. doi:10.21037/cdt.2017.12.01

Nayak, P., Prevedello, D. M., Kirschner, L. S., & Ghalib, L. (2019). Response to Letter to the Editor: "Predictors of Postoperative Diabetes Insipidus Following Endoscopic Resection of Pituitary Adenomas". *Journal of the Endocrine Society*, 3(8), 1459–1460. doi:10.1210/js.2019-00174

Patil, S. P., Ayappa, I. A., Caples, S. M., Kimoff, R. J., Patel, S. R., & Harrod, C. G. (2019). Treatment of Adult Obstructive Sleep Apnea With Positive Airway Pressure: An American Academy of Sleep Medicine Systematic Review, Meta-Analysis, and GRADE Assessment. *Journal of clinical sleep medicine : JCSM : official publication of the American Academy of Sleep Medicine*, 15(2), 301–334. doi:10.5664/jcsm.7638

Rajtar-Salwa, R., Gębka, A., Dziewierz, A., & Dimitrow, P. P. (2019). Hypertrophic Cardiomyopathy: The Time-Synchronized Relationship between Ischemia and Left Ventricular Dysfunction Assessed by Highly Sensitive Troponin I and NT-proBNP. *Disease markers*, 2019, 6487152. doi:10.1155/2019/6487152

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: School of Medicine

Dept/Division: PA Program

Alpha Designator/Number: PAS 613

☒ Graded ☐ CR/NC

Contact Person: Ginger Boles, MS PA-C

Phone: 304-629-1341

NEW COURSE DATA:

New Course Title: Clinical Assessment II

Alpha Designator/Number:

P A S 6 1 3

Title Abbreviation:

C l i n i c a l A s s e s s m e n t I I

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

Building on History and Physical Examination and aligning with the topics in Clinical Medicine II, this course applies physical assessment skills to the organ systems being concurrently studied

Co-requisite(s): PAS 610, 611, 612, 614, 615, 61

First Term to be Offered: Fall 2021

Prerequisite(s): Completion of 2nd Semester

Credit Hours: Two

Course(s) being deleted in place of this addition (must submit course deletion form): none

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head



Date

8/20/19

Registrar



510712

Date

8-21-19

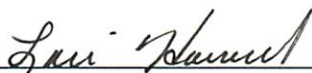
College Curriculum Chair



Date

8/26/19

Graduate Council Chair



Date

10/1/19

Request for Graduate Course Addition - Page 2

College: School of Medicine

Department/Division: PA Program

Alpha Designator/Number: PAS 613

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Course will be taught by Faculty in the PA program and/ or School of Medicine

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

N/A

Course duplication was addressed in the Addition of Degree application

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

N/A

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

See attached

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Course will be taught by faculty in the PA program and/or School of Medicine

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

See attached

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

See Attached

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

See Attached

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

See Attached

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

N/A

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

See attached

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Physician Assistant Program

Course Number and Title: PAS 613 Clinical Assessment II

Catalog Description: Building on History and Physical Examination and aligning with the topics in Clinical Medicine II, this course applies physical assessment skills to organ systems being concurrently studied.

First Term Offered: Fall 2021

Credit Hours: Two



PHYSICIAN ASSISTANT PROGRAM

MUPA Program Clinical Assessment II – PAS 613 Course Syllabus

Course Description

Building on History and Physical Examination and aligning with the topics in Clinical Medicine I, this course applies physical assessment skills to the organ systems being concurrently studied

Credits

Two (2) credit hours (includes lab)

Prerequisites

Successful Completion of the second semester of the Marshall University Physician Assistant Program

Course Goals

- Expand upon knowledge attained previously, by learning problem-focused evaluation skills to be applied to patient care relating to diseases and disorders of the cardiovascular, respiratory, and renal systems.
- Understand the clinical manifestations of pathology related to the cardiovascular, respiratory, and renal systems.
- Refine interpersonal and communication skills, to be able to more effectively exchange information with patients, their families, and other health care professionals.

Term/Year

Fall Semester 2021

Class Meeting Days/Times

TBA

Location

TBA

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](http://www.marshall.edu/academic-calendar/) (URL: <http://www.marshall.edu/academic-calendar/>).

Course Director

Denise Chambers, MS PA-C

Office: TBA

Office Hours: 8 am to 12 pm M-F

Office Phone: 304-691-1843

Marshall Email: chambersde@marshall.edu

Course Instructors

TBA

Required Texts and Materials

Bickley, LS, SZILAGYI PG: Bates' Guide to Physical Examination and History taking, 12th ed. Philadelphia, Lippincott Williams and Wilkins, 2017. ISBN: 978-1-4698-9341-9

Ball, JW , Dains, JE: Seidel's Guide to Physical Examination an Inter-professional Approach, 9th Edition, St. Louis, Missouri, ELSEVIER, 2019, ISBN 9780323481953.

*The Marshall University PA program has an online database of textbooks available to the students. The website for the online database is <http://accessmedicine.mhmedical.com>. Most textbooks used throughout the program can be found on the Access Medicine website.

Required Equipment

- Stethoscope
- Reflex hammer
- Tuning fork
- Watch with a second hand
- Penlight or flashlight

Attire

In addition to Marshall University Physician Assistant program policy

Attire for each lab: MUPA-approved scrubs, closed-toe shoes, non-porous sneakers, white coat and name badge

Attire for evaluations: Name badge, white coat and business casual attire or MUPA-approved scrubs

Attendance/Participation Policy

Attendance is vital to understanding course content. It is mandatory for all lectures/clinical labs, and is a reflection of your commitment, dedication, and work ethic. Requests for excused absences must be submitted to the course director via email as soon as the circumstance arises. Failure to attend may affect your grade or require discussion with the course director.

Course Requirements

- Students are expected to attend and be on time for all scheduled lectures and learning activities.
- Students are expected to participate in all activities.
- Students are expected to be prepared for each lecture/learning activity by reading all assignments prior to the scheduled lecture/activity.
- Students are expected to clean up work area prior to leaving the classroom or laboratory.
- Completion of course & faculty evaluations. (see policy statement at the end of this syllabus).

Methodologies of Teaching and Student Assessment

Student attainment of expected learning outcomes will be practiced and achieved using various instructional and learning methods including: lecture, in-class discussion, independent learning, and/or video/audio/graphic illustrations. This course also has a clinical skills laboratory component where student will develop knowledge and skills through experiential learning with standardized patient encounters. This is subject to variation throughout the course based upon instructor preferences and the needs of the students. Student achievement of learning outcomes will be assessed using: quizzes, examinations, and a cumulative final examination.

The final grade will be determined by earned points/total points.

Component	% of Final Grade
Examinations	40%
Final Examination	20%
Quizzes	15%
Assignments	15%
Professionalism Rubric	5%

Per the MUPA program policy, the following grading scale applies:

- A – 89.5 - 100%
- B – 79.5 - 89.4%
- C – 69.5 - 79.4%
- F – < 69.4 %

Student Learning Outcomes and Instructional Objectives

Student Learning Outcomes Upon successful completion of this course, PA students will be able to:	ARC-PA Standards/ Competencies	Instructional Objectives Upon successful completion of this course, PA students will be able to:
Demonstrate the ability to obtain a complete and thorough problem focused history in the cardiac, respiratory and renal systems	B1.01, B1.02, B1.03, B1.06, B1.07, B1.08, B2.04, B2.06, B2.09 (ICS)	<ul style="list-style-type: none"> • List components of comprehensive health history, describe content of each component and identify information that suggests possible pathology • Elicit a complete history demonstrating effective communication skills recognizing verb and non-verbal cues
Perform a complete and thorough problem-focused physical examination associated with the cardiac, respiratory and renal systems.	B1.02, B2.03, B2.04, B2.05 (MK), (ICS), (PBL)	<ul style="list-style-type: none"> • List components of comprehensive Physical examination • Describe content of each component • Identify information that may suggest possible pathology
Perform, write or orally present a comprehensive problem-focused history and physical examination completed on a standardized and/or other patient demonstrating excellent communication skills, and upholding professional standards while obtaining necessary historical data and physical examination findings. As Identified in the cardiac, respiratory and renal systems	B1.03, B1.04, B1.06 (PBL), (ICS), (MK)	<ul style="list-style-type: none"> • Illicit all historical information as outlined as necessary on the grading rubric • Detail all physical examination findings as outlined as necessary on the grading rubric • Demonstrate effective communication skills throughout the patient encounter, with the patient and anyone else present with them • Identify and understand pertinent findings suggestive of pathology
Students will demonstrate the ability to investigate and evaluate their care of patients, to appraise evidence and continuously improve their patient care while identifying and understanding possible pathology	B2.04, B2.05 (PBL)	<ul style="list-style-type: none"> • Self-assess their clinical competency • Evaluate their own performance as it relates to medical knowledge and communication skills

Student Learning Outcomes Upon successful completion of this course, PA students will be able to:	ARC-PA Standards/ Competencies	Instructional Objectives Upon successful completion of this course, PA students will be able to:
Effectively communicate with patients and their families	B1.05, B2.05 (ICS) (PBL)	<ul style="list-style-type: none"> • Recognize the importance of information gained through active listening • Appreciate the importance of a good rapport with patients to exchange information related to their health care
Demonstrate professionalism during all clinical encounters	B1.05 (P)	<ul style="list-style-type: none"> • Understand and Demonstrate acceptable and unacceptable professionalism during clinical lab experience • List and explain academic Honesty and integrity, reliability, responsibility, respect for patients and respect for others, communication, self-awareness and knowledge of limits, altruism, health and appearance
Perform a complete physical on a child (i.e. newborn through 12 years old) and recognize the pathology during exam, cardiac, renal, and respiratory systems.	B2.06 (MK)	<ul style="list-style-type: none"> • Assess the physical exam of a child and recognize the distinction between an adult PE and a child PE

Course Content and Assignments

Week	Topics	Activity/Assignment
1	Cardiology: Anatomy and Physiology Review	Bates – Chapter 9 Pages 343- 345 Complete History and Physical of VA patient
2	Cardiac History	Bates – Chapter 9 Pages 355-358 Write HPI of an individual with “Chest Pain”
3	Review of Cardiac Physical Exam; Pediatric Cardiac Exam; Recording Cardiovascular Exam	Bates – Chapter 9 Pages 373-398 Page 399
4	HEART Murmurs; Pediatric Cardiac Disorders; Conduction Disorders	Bates – Chapter 9 TBL activity Chapter 18 – pages 877, 895, 919-920
5	Cardiac Health and counseling promotion Pediatric cardiac exam and disorders Cardiac Health Promotion and counseling	Bates – Chapter 9 Pages 358-372; 832-838 Standardized Patient Encounter
6	Respiratory, /Thorax and Lung Review Anatomy and Physiology	Bates – Chapter 8 Pages 303-304
7	Respiratory (cont'd); Health History Review Physical Exam; Pediatric Respiratory Exam	Midterm Exam (Standardized Patient Experience) Bates – Chapter 8 – pages 310-313 Pages 330-340 Pages 830-832
8	Physical Findings; respiratory/cardiac disorders; Recording Respiratory Physical Exam	Bates – pages 330-340 Page 329
9	Respiratory; Health Promotion and Counseling	Bates – pages 313-317
10	Peripheral Vascular System and Lymphatics; Peripheral Artery Disease; Recording Exam Findings	Bates – Chapter 12
11	Health Promotion and Counseling; Peripheral Vascular Disease	Bates – pages 534-538
12	Renal Artery Stenosis; Abdominal Bruits; Assessing CVA tenderness; Measuring the Ankle-Brachial Index (ABI)	Bates – Chapter 13, Pages 536 and 451
13	Review	TBL Activity
14	Open Lab	Open Lab
15	Final Exam	Final Exam SP Patient Experience
16	Remediation	Remedation

ARC-PA Standards that Pertain to this Course

The Accreditation Review Commission on Education for the Physician Assistant is the accrediting agency that protects the interests of the public and physician assistant profession by defining the standards for physician assistant education and evaluating physician assistant educational programs within the territorial United States to ensure their compliance with those standards. The ARC-PA Standards, 4th Ed. ARC-PA Standards (<http://www.arc-pa.org/accreditation/standards-of-accreditation/>) that are relevant to this course are listed below:

- B1.01 – Curriculum must be consistent with the mission and goals of the program.
- B1.02 – The curriculum must include core knowledge about established and evolving biomedical and clinical sciences and then application of this knowledge to patient care.
- B1.03 – The curriculum must be of sufficient breadth and depth to prepare the student for clinical practice of medicine.
- B1.04 – The curriculum design must reflect sequencing that enables students to develop the competencies necessary for current and evolving clinical practice.
- B1.05 – The curriculum must include instruction about intellectual honesty and appropriate academic and professional conduct.
- B1.06 – The curriculum must include instruction to prepare students to provide medical care to patients from diverse populations.
- B1.09 – For each didactic and clinical course, the program must define and publish instructional objectives to guide student acquisitions of required competencies.
- B2.03 – The program curriculum must include instruction in clinical medicine covering all organ systems.
- B2.04 – The program curriculum, must include instruction in interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families and other health professionals.
- B2.05 – The program curriculum must include instruction in patient evaluation, diagnosis and management.

MUPA Competencies Relevant to this Course

Medical Knowledge (MK)

Graduates will demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care. Graduates will apply the ability to use evidence-based medicine, and be able to synthesize areas of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion and disease prevention to care for patients across the life span in culturally diverse populations and rural areas.

Interpersonal & Communication Skills (ICS)

Graduates will employ skills to work in interprofessional teams that will result in effective communication with patients, other health care professionals, and patient families. Graduates will be able to accurately document information they obtain with respect to medical, financial, legal, and accuracy purposes.

Patient Care (PC)

Graduates will demonstrate the ability to make decisions about diagnostic and therapeutic interventions

based on patient preferences, current scientific evidence and informed clinical judgement. Graduates will be able to aim health services for patients on disease prevention, health maintenance and patient and family education.

Professionalism (P)

Graduates will demonstrate commitment to excellence in professional relationships and on-going professional development (including lifelong learning). Physician assistants are expected to have a firm understanding of legal and regulatory requirements as well as the appropriate role of physician assistants in health care.

Practice-based Learning & Improvement (PBL)

Graduates will demonstrate the ability to critically analyze their practice in light of their experience, the medical literature and their own self-analysis and self-improvement.

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to [MU Academic Affairs: University Policies](http://www.marshall.edu/academic-affairs/policies/). (URL:

<http://www.marshall.edu/academic-affairs/policies/>)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Marshall University E-Mail Accounts and Technology Assistance

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit [Marshall IT: Office 365](https://www.marshall.edu/it/office365/) (URL

<https://www.marshall.edu/it/office365/>).

For computer and browser requirements, see "Get Connected" and "Internet Browser" at [Student Resources: First Steps](http://www.marshall.edu/muonline/student-resources/). See also [IT: Recommended Hardware](http://www.marshall.edu/it/recommendations/) (URLs:

<http://www.marshall.edu/muonline/student-resources/> and

<http://www.marshall.edu/it/recommendations/>). To check your browsers, use the [Blackboard Browser Checker](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/BrowserChecker) and ensure that you set permissions properly and have all the necessary plug-ins. (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/BrowserChecker)

- Students must be able to use Marshall Email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard. [Adobe Acrobat Reader](#) may be needed to read some files. This

plug-in is available free. (URL: <https://get.adobe.com/reader/>) See the Tech Support tab in Blackboard for additional information and links.

- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit [Marshall IT: Office 365](http://www.marshall.edu/it/office365/) (URL: <http://www.marshall.edu/it/office365/>).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.
- If you have technical problems, please contact one or more of the following:
- [Blackboard Support Center](http://marshall.edusupportcenter.com) (URL: <http://marshall.edusupportcenter.com>)
- [Marshall Information Technology \(IT\) Service Desk](http://www.marshall.edu/it/departments/it-service-desk/) (Help Desk) (URL: <http://www.marshall.edu/it/departments/it-service-desk/>)
Huntington: (304) 696-3200
- [Email the IT Service Desk](mailto:itservicedesk@marshall.edu) (itservicedesk@marshall.edu)

Technology and Technical Skill Requirement

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.

Course & Faculty Evaluations

Policy Statement Regarding Student Compliance with Course Evaluations: The Physician Assistant Program at Marshall University has a process to assess all aspects of the program. It is important to gain information from our PA students. By implementing a systematic method of collecting student feedback, appropriate PA program faculty, the Program Director, the Curriculum Committee and the Self-Assessment Committee are able to carefully review and respond to student course ratings to identify strengths and weaknesses and promote positive curricular change. Therefore, students are required to complete evaluations of all courses and rotations and their associated faculty/ preceptors. Students who do not to complete course/rotation evaluations within the established timeframe will receive one warning of the penalties for non-compliance. If the student still has not completed the evaluations within 48 hours of the warning, they will have a written warning submitted to the Student Progress Committee for possible inclusion as part of their academic record. The PA Program also recognizes that repeated noncompliance is an issue of professional conduct. If noncompliance occurs in subsequent courses, the student will be required to meet with the Student Progress Committee.

Modifications in Course Syllabus Disclaimer

Every attempt has been made to provide a complete syllabus that provides an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. This may depend, in part, on the progress, needs and experiences of the students.

Bibliography

Andrès E, Gass R, Charloux A, Brandt C, Hentzler A., Respiratory sound analysis in the era of evidence-based medicine and the world of medicine 2.0. *Journal of Medicine and Life*. 2018 Apr-June;11:89-106.

Brosnahan G. Treatment of hypertension in chronic kidney disease: does one size fit all? A narrative review from a nephrologist's perspective. *Current Hypertensive Review*. 2014;10(3):155-65.

Evans, W.N. (2015). A Short History of Cardiac Inspection: A quest "To see with a Better Eye" *Pediatric Cardiology*. 2015 Aug;36(6):1109-11

Harmon KG, Zigman M, Drezner JA. The Effectiveness of screening history, physical exam and ECG to detect potentially lethal cardiac disorders in athletes: a systematic review/meta-analysis. *Journal of Electrocardiology*. 2015 May-Jun;48(3):329-38.

Lachance, K., White. M., & de Denu, S. Risk Factors for Chronic Renal Insufficiency Following Cardiac Transplantation. *Ann Transplant*. 2015 Sep 29;20:576-87. doi: 10.12659/AOT.893788

McKinney, J., Cook, D.A., Wood, D., & Hatala, R. Simulation-based training for cardiac auscultation skills: review and meta-analysis. *Journal of General Internal Medicine*. 2013 Feb;28(2):283-91.

Smallwood, N., & Dachsel M., Point-of-care ultrasound (POCUS): unnecessary gadgetry or evidence-based practice. *Clin Med (Lond)*. 2018 Jun;18(3):219-224. doi: 10.7861/clinmedicine.18-3-219

Torok, H., Lackner, C., Landis, R., & Wright, S. Learning needs of physician assistants working in hospital medicine. *J Hosp Med*. 2012 Mar;7(3):190-4. doi: 10.1002/jhm.1001. Epub 2011 Dec 15



**ASSOCIATED HEALTH EDUCATION AFFILIATION AGREEMENT
BETWEEN THE DEPARTMENT OF VETERANS AFFAIRS (VA)
AND AN EDUCATIONAL PROGRAM**

Use when trainees are enrolled in an educational program approved by an accrediting body recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA)

VISN 5

VA NETWORK

Hershel "Woody" Williams VAMC Huntington WV

VA HEALTHCARE FACILITY (including city and state)

Marshall University Huntington WV

NAME OF EDUCATIONAL INSTITUTION (including city and state)

PA program

PROGRAM/DISCIPLINE AND DEGREE(S)

This agreement, when duly executed and approved by the Department of Veterans Affairs (VA), establishes an affiliation between VA, its Veterans Integrated Service Networks, the listed VA facility or facilities, and the listed educational program for the academic purposes of enhanced patient care, education, and research. VA and the affiliated educational institution have a shared responsibility for the academic enterprise. The affiliated institutions accept primary responsibility for the integrated education programs conducted with VA while VA retains full responsibility for the care of VA patients and administration of its healthcare system. Additional responsibilities are delineated below.

RESPONSIBILITIES

1. The affiliated educational institution has the following responsibilities:

- A. Operate, manage, and assume overall educational responsibilities for the educational program and maintain accreditation by an agency that is recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA).
- B. Select trainees that meet qualifications as agreed upon by the educational institution and VA.
- C. Evaluate the trainee's performance and conduct in mutual consultation with VA staff and according to the guidelines outlined in the approved curriculum and accepted standards.

2. VA has the following responsibilities:

- A. Operate and manage the VA facility and maintain accreditation by the Joint Commission and other accrediting entities as appropriate.
- B. Appoint qualified healthcare professionals, as appropriate, as full-time or part-time staff of the facility to provide supervision of trainees and provide Veteran patient care.
- C. Participate with the affiliated school in the academic programs of education and research, provide a quality learning environment, and supply sufficient resources for appropriate conduct of such programs.
- D. Establish minimal qualifications for trainees coming to VA for clinical education.
- E. Evaluate the trainee's performance and conduct in mutual consultation with the program director and according to the guidelines outlined in the approved curriculum and accepted standards.
- F. Orient trainees and faculty to the VA facility and inform them that they are subject to VA rules and regulations while in a VA facility.
- G. Dismiss any trainee from VA assignment in accordance with VA Handbook 5021, Part VI, Paragraph 15 or Paragraph 18, whichever paragraph applies.
- H. VA will ensure that all trainees and faculty who will be assigned to VA receive VA appointments, to include issuance of appropriate letters of appointment documenting their appointment as VA employees.
- I. Assure that staff with appropriate credentials will supervise trainees.
- J. Assure that trainees with occupational injuries (including exposure to infectious or environmental hazards), will be assessed and, in emergency cases, initially treated at VA. Workers compensation coverage for trainees will be that which is provided under the Federal Employees' Compensation Act.
- K. Appoint VA staff and appropriate school program faculty to the VA Partnership Council and its subcommittees. School program faculty will be chosen based on the extent of involvement in the VA training program and geographic proximity to the VA facility.
- L. Conduct periodic reviews of academic programs and policies according to VA policies.

TERMS OF AGREEMENT

Ultimate responsibility for the control and operation of VA facilities and programs rests with VA. Ultimate responsibility for academic education rests with the affiliated institutions. Through this agreement, a collaboration is created with VA to enhance patient care, education, and research.

The participating institutions and VA comply with Title VI of the Civil Rights Act of 1964, section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Public Law 104-191, the Age Discrimination Act of 1975, and all related regulations, and assure that they do not, and will not, discriminate against any person on the basis of race, color, sex, disability, or age under any program or activity receiving federal financial assistance.

Nothing in this agreement is intended to be contrary to state or federal laws. In the event of conflict between terms of this agreement and any applicable state or federal law, that state or federal law will supersede the terms of this agreement. In the event of conflict between state and federal law, federal law will govern.

Properly appointed faculty members and trainees of the sponsoring institutions, when at VA healthcare facilities or on VA assignment at offsite facilities and while furnishing professional services covered by this agreement, will have personal liability protection by the provisions of the Federal Employees' Liability Reform and Tort Compensation Act, 28 U.S.C. 2679 (b)-(d). The liability, if any, of the United States for injury or loss of property, or personal injury or death shall be governed exclusively by the provisions of the Federal Tort Claims Act.

Amendments must be bilaterally executed in writing, signed by authorized representatives of both agencies. No oral or unilateral amendments will be effective. Only terminations done in accordance with the terms of this agreement may be done unilaterally.

Should disagreement arise as to the interpretation of the provisions of this agreement that cannot be resolved between the parties' designated Points of Contact, the area(s) of disagreement will be reduced to writing by each party and presented to the authorized officials at both participating entities. If settlement cannot be reached at this level, the disagreement will be raised to the next level in accordance with the parties' procedures for final resolution. Both parties will proceed diligently in performing their obligations under this agreement pending final resolution of any dispute arising hereunder.

TERMINATION OF AFFILIATION AGREEMENT

This affiliation agreement is in force until 8/31/2022 *[insert a date that is not to exceed ten years in the future and that allows for completion of the last training cycle during that period]* and supersedes any previous affiliation agreement. It may be terminated in writing at any time by mutual consent with due consideration of patient care and educational commitments, or by written notice by either party 6 months in advance of the next training experience.

SIGNATURES FOR ACADEMIC INSTITUTION



Signature of Dean or Equivalent Responsible Official for the Educational Institution or Program

8.20.19

Date of Signature

Bob Miller

Typed Name of Individual Signing Above

Vice Dean of Education

Typed Title of Individual Signing Above

SIGNATURES FOR DEPARTMENT OF VETERANS AFFAIRS



Signature of Responsible VA Official for Educational Program

8/16/19

Date of Signature

Pete Williams, PA-C

Typed Name of Individual Signing Above

VA site director PA program

Typed Title of Individual Signing Above



Signature of VA Designated Education Officer

8/16/19

Date of Signature

Sara Allman, M.D.

Typed Name of Individual Signing Above

DEO

Typed Title of Individual Signing Above

J. Brian Nimmo
Medical Center Director
Huntington VA Medical Center

*Signature of Director or Equivalent Responsible Official for VA
Healthcare Facility*

Date of Signature

J. Brian Nimmo, MS FACHE

Typed Name of Individual Signing Above

Medical Center Director/Chief Executive Officer

Typed Title of Individual Signing Above

Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: School of Medicine

Dept/Division: PA Program

Alpha Designator/Number: PAS 614

☒ Graded ☐ CR/NC

Contact Person: Ginger Boles, MS PA-C

Phone: 304-629-1341

NEW COURSE DATA:

New Course Title: Testing and Procedures II

Alpha Designator/Number:

P A S 6 1 4

Title Abbreviation:

T e s t i n g a n d P r o c e d u r e s I I

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This course develops diagnostic and therapeutic skills along with essential technical skills and procedures necessary for clinical practice.

Co-requisite(s): PAS 610, 611, 612, 613, 615, 61

First Term to be Offered: Fall 2021

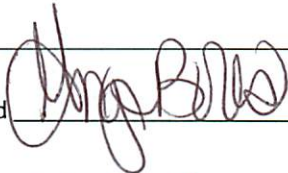
Prerequisite(s): Completion of 2nd Semester

Credit Hours: Two

Course(s) being deleted in place of this addition (must submit course deletion form): none

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept. Chair/Division Head

 MS PA C

Date

8-20-19

Registrar

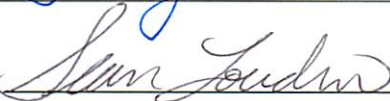


510912

Date

8-21-19

College Curriculum Chair



Date

8/26/19

Graduate Council Chair



Date

10/1/19

Request for Graduate Course Addition - Page 2

College: School of Medicine

Department/Division: PA Program

Alpha Designator/Number: PAS 614

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Course will be taught by Faculty in the PA program and/ or School of Medicine

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

N/A

Course duplication was addressed in the Addition of Degree application

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

N/A

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

n/a

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Course will be taught by faculty in the PA program and/or School of Medicine

6. COURSE OBJECTIVES: (May be submitted as a separate document)

See attached

Request for Graduate Course Addition - Page 3

7. COURSE OUTLINE (May be submitted as a separate document)

See attached

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

See Attached

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

See Attached

Request for Graduate Course Addition - Page 4

10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

See Attached

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

N/A

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

See attached

Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Physician Assistant Program

Course Number and Title: PAS 614 Testing and Procedures II

Catalog Description: This course develops diagnostic and therapeutic skills along with essential technical skills and procedures necessary for clinical practice

First Term Offered: Fall 2021

Credit Hours: Two



PHYSICIAN ASSISTANT PROGRAM

MUPA Program Testing and Procedures II – PAS 614 Course Syllabus

Course Description

This course develops diagnostic and therapeutic skills along with essential technical skills and procedures necessary for clinical practice.

Credits

Two (2) credit hours (includes lab)

Prerequisites

Successful completion of second semester of Marshall University Physician Assistant Program.

Course Goals

- Understand the mechanisms of diagnostic and therapeutic modalities, and the applications of such to patient care.
- Continue to develop communication skills, specifically to be able to relay information to collaborating physicians and other interprofessional team members.
- Learn to complete risk versus benefit analysis prior to initiating any diagnostic or therapeutic modalities, utilizing an evidence based medicine approach along with cost-effectiveness and patient preferences.

Term/Year

Fall Semester 2021

Class Meeting Days/Times

TBA

Location

TBA

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](http://www.marshall.edu/academic-calendar/) (URL: <http://www.marshall.edu/academic-calendar/>).

Course Director

Denise Chambers MS, PA-C

Office: TBA

Office Hours: 8 am to 12 pm M-F

Office Phone: (304) 691-1843

Marshall Email: chambersde@marshall.edu

Course Instructors

TBA

Required Texts and Materials

Essential Clinical Procedures Third Edition. Richard Dehn, David P. Asprey, Philadelphia, PA: Saunders Elsevier Inc.

Basic Radiology, Second Edition. Michael Y. M. Chen, Thomas L. Pope and David J Ott, New York, NY: McGraw-Hill Medical.

The Only EKG Book You'll Ever Need Ninth edition, 2015 Malcom S. Thaler 2015 Wolters Kluwer

*The Marshall University PA program has an online database of textbooks available to the students. The website for the online database is <http://accessmedicine.mhmedical.com>. Most textbooks used throughout the program can be found on the Access Medicine website.

Required Equipment

- Stethoscope
- Watch with a second hand
- Penlight or flash light

Attire

In addition to Marshall University Physician Assistant Program Policy:

Attire for each lab: MUPA-approved scrubs, closed-toe shoes, non-porous sneakers, white coat and name badge

Attire for evaluations: Name badge, white coat and business casual attire or MUPA-approved scrubs

Attendance/Participation Policy

Attendance is vital to understanding course content. It is mandatory for all lectures/clinical labs, and is a reflection of your commitment, dedication, and work ethic. Requests for excused absences must be submitted to the course director via email as soon as the circumstance arises. Failure to attend may affect your grade or require discussion with the course director.

Course Requirements

- Students are expected to attend and be on time for all scheduled lectures and learning activities.
- Students are expected to participate in all activities.
- Students are expected to be prepared for each lecture/learning activity by reading all

assignments prior to the scheduled lecture/activity.

- Students are expected to clean up work area prior to leaving the classroom or laboratory.
- Completion of course & faculty evaluations (See policy statement at the end of this syllabus).

Methodologies of Teaching and Student Assessment

Student attainment of expected learning outcomes will be practiced and achieved using various instructional and learning methods including: lecture, in-class discussion, independent learning, and/or video/audio/graphic illustrations. This is subject to variation throughout the course based upon instructor preferences and the needs of the students. Student achievement of learning outcomes will be assessed using: quizzes, examinations, and a cumulative final examination.

*The final grade will be determined by earned points/total points. *

Component	% of Final Grade
Quizzes	10%
Midterm exam	30%
Assignments	15%
Final exam	40%
Professionalism Rubric	5%

Per the MU PA program policy, the following grading scale applies:

- A – 89.5 - 100%
- B – 79.5 - 89.4%
- C – 69.5 - 79.4%
- F – < 69.4 %

Student Learning Outcomes, Competencies, and Instructional Objectives

Student Learning Outcomes	ARC-PA Standards/ Competencies	Instructional Objectives
Upon successful completion of this course, PA students will be able to:		Upon successful completion of this course, PA students will be able to:
Choose and interpret appropriate diagnostic and /or therapeutic modalities necessary under specific conditions related to the Cardiac, respiratory and renal systems	B1.01, B1.02, B1.03, B1.06, B1.07, B1.08, B2.04, B2.06, B2.09 (IPC)(PC)(MK)	<ul style="list-style-type: none"> • Identify pertinent information about medical condition and relate it to the most appropriate diagnostic modality. • Accurately interpret/evaluate the results of the diagnostic modality chosen. • Explain the indications and/or contraindications for various technical procedures and/or testing modalities.

Student Learning Outcomes	ARC-PA Standards/ Competencies	Instructional Objectives
Upon successful completion of this course, PA students will be able to:		Upon successful completion of this course, PA students will be able to:
Demonstrate clinical/technical skills applicable to specified clinical scenarios and/or conditions associated with the cardiac, respiratory and renal systems	B1.02, B2.05, B2.03, (MK) (ICS) (PBL)	<ul style="list-style-type: none"> Choose/select the correct technical skill to apply under varied medical circumstances. Demonstrate the ability to perform specific procedures or skills selected.
Communicate the results of diagnostic and/or therapeutic modalities.	B1.03, B1.04, B1.06, B2.04, B2.07 (PBL) (ICS) (MK)	<ul style="list-style-type: none"> Analyze/interpret results of testing and therapeutic procedures. Correlate results of tests to accurately diagnostic and devise a treatment plan. Deliver results of testing and therapeutic procedures; either written or verbally to their collaborating physician and/or the patient

Course Content and Assignments

Week	Topics	Activity/Assignment
1	EKG Recording, EKG interpretation	Dehn, Chapter 10
2	EKG interpretation, Exercise Stress Test	Dehn, Chapter 11
3	Chest X- ray interpretation	Lange, Chapter QUIZ/vs TBL
4	Chest x ray continued.	Lange, Chapter
5	Point of care ultrasound, cardiac	Quiz
6	Review, EKG, Chest x ray and point of care ultrasound	Lange, Chapter 8,
7	Arterial puncture, peak flow, spirometry	Dehn, Chapter 12 Midterm Exam
8	Endotracheal Tube,	Dehn, Chapter 12
9	Chest-tube placement, Office PFT	Dehn, Chapter 13
10	Point of care ultrasound Thoracentesis, Renal Artery	Quiz
11	O2 supplementation mask vs Nasal cannula, procedural sedation	

Week	Topics	Activity/Assignment
12	Rx Writing, procedure note	Dehn, Chapter 39
13	Giving Sad or Bad News	Dehn, Chapter 421
14	Review	Open lab
15	Finals	Final Exam 3 stations – one procedure each (taught throughout the semester)
16	Remediation	

ARC-PA Standards that Pertain to this Course

The Accreditation Review Commission on Education for the Physician Assistant is the accrediting agency that protects the interests of the public and physician assistant profession by defining the standards for physician assistant education and evaluating physician assistant educational programs within the territorial United States to ensure their compliance with those standards. The ARC-PA Standards 4th edition that are relevant to this course are listed below:

4th Ed. ARC-PA Standards (<http://www.arc-pa.org//accreditation/standards-of-accreditation/>)

- B1.01 – The curriculum *must* be consistent with the mission and goals of the program.
- B1.02 - The curriculum *must* include core knowledge about established and evolving biomedical and clinical sciences and then application of this knowledge to patient care.
- B1.03 - The curriculum must be of sufficient breadth and depth to prepare the student for clinical practice of medicine.
- B1.04 - The curriculum design *must* reflect sequencing that enables students to develop the *competencies* necessary for current and evolving clinical practice.
- B1.05 - The curriculum must include instruction about intellectual honesty and appropriate academic and professional conduct.
- B1.06 - The curriculum *must* include instruction to prepare students to provide medical care to patients from diverse populations.
- B1.09 - For each didactic and clinical course, the program *must* define and publish *instructional objectives* to guide student acquisitions of required competencies.
- B2.03 - The program curriculum *must* include instruction in clinical medicine covering all organ systems.
- B2.04 - The program curriculum *must* include instruction in interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families and other health professionals.
- B2.05 - The program curriculum *must* include instruction in patient evaluation, diagnosis and management.

ARC-PA Competencies that Pertain to this Course

Medical Knowledge (MK)

Graduates will demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care. Graduates will apply the ability to use evidence based medicine, and be able to synthesize areas of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion and disease prevention to care for patients across the life span in culturally diverse populations and rural areas.

Interpersonal & Communication Skills (ICS)

Graduates will employ skills to work in interprofessional teams that will result in effective communication with patients, other health care professionals, and patient families. Graduates will be able to accurately document information they obtain with respect to medical, financial, legal, and accuracy purposes.

Patient Care (PC)

Graduates will demonstrate the ability to make decisions about diagnostic and therapeutic interventions based on patient preferences, current scientific evidence and informed clinical judgement. Graduates will be able to aim health services for patients on disease prevention, health maintenance and patient and family education.

Professionalism (P)

Graduates will demonstrate commitment to excellence in professional relationships and on-going professional development (including lifelong learning). Physician assistants are expected to have a firm understanding of legal and regulatory requirements as well as the appropriate role of physician assistants in health care.

Practice-based Learning & Improvement (PBL)

Graduates will demonstrate the ability to critically analyze their practice in light of their experience, the medical literature and their own self-analysis and self-improvement.

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to MU Academic Affairs: University Policies. (URL:

<http://www.marshall.edu/academic-affairs/policies/>)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Marshall University E-Mail Accounts and Technology Assistance

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit [Marshall IT: Office 365](https://www.marshall.edu/it/office365/) (URL

<https://www.marshall.edu/it/office365/>)

To check your browsers, use the [Blackboard Browser Checker](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/BrowserChecker) and ensure that you set permissions properly and have all the necessary plug-ins. (URL:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/BrowserChecker)

- Students must be able to use Marshall Email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard. [Adobe Acrobat Reader](https://get.adobe.com/reader/) may be needed to read some files. This plug-in is available free. (URL: <https://get.adobe.com/reader/>) See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit [Marshall IT: Office 365](https://www.marshall.edu/it/office365/) (URL: [http://www.marshall.edu/it/office365/](https://www.marshall.edu/it/office365/)).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

If you have technical problems, please contact one or more of the following:

- [Blackboard Support Center](http://marshall.edusupportcenter.com) (URL: <http://marshall.edusupportcenter.com>)
- [Marshall Information Technology \(IT\) Service Desk \(Help Desk\)](http://www.marshall.edu/it/departments/it-service-desk/) (URL: <http://www.marshall.edu/it/departments/it-service-desk/>)
Huntington: (304) 696-3200
South Charleston: (304) 746-1969
- [Email the IT Service Desk \(itservicedesk@marshall.edu\)](mailto:itservicedesk@marshall.edu)

Technology and Technical Skill Requirement

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.

For computer and browser requirements, see “Get Connected” and “Internet Browser” at [Student Resources: First Steps](http://www.marshall.edu/muonline/student-resources/). See also [IT: Recommended Hardware](http://www.marshall.edu/it/recommendations/) (URLs:

<http://www.marshall.edu/muonline/student-resources/> and

<http://www.marshall.edu/it/recommendations/>)

Course and Faculty Evaluations

Policy Statement Regarding Student Compliance with Course Evaluations: The Physician Assistant Program at Marshall University has a process to assess all aspects of the program. It is important to gain information from our PA students. By implementing a systematic method of collecting student feedback, appropriate PA program faculty, the Program Director, the Curriculum Committee and the Self-Assessment Committee are able to carefully review and respond to student course ratings to

identify strengths and weaknesses and promote positive curricular change. Therefore, students are required to complete evaluations of all courses and rotations and their associated faculty/ preceptors. Students who do not to complete course/rotation evaluations within the established timeframe will receive one warning of the penalties for non-compliance. If the student still has not completed the evaluations within 48 hours of the warning, they will have written warning submitted to the Student Progress Committee for possible inclusion as part of their academic record. The PA Program also recognizes that repeated noncompliance is an issue of professional conduct. If noncompliance occurs in subsequent courses, the student will be required to meet with the Student Progress Committee.

Modifications in Course Syllabus Disclaimer

Every attempt has been made to provide a complete syllabus that provides an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. This may depend, in part, on the progress, needs and experiences of the students.

Bibliography

Choe, E. K., Duarte, M. E., Suh, H., Pratt, W., & Kientz, J. A. (2019). Communicating Bad News: Insights for the Design of Consumer Health Technologies. *JMIR human factors*, 6(2), e8885. doi:10.2196/humanfactors.8885

Dyasanoor, S., & Urooge, A. (2016). Insight Into Quality of Prescription Writing - An Institutional Study. *Journal of clinical and diagnostic research : JCDR*, 10(3), ZC61–ZC64. doi:10.7860/JCDR/2016/18011.7472

Heiberg, J., Hansen, L. S., Wemmelund, K., Sørensen, A. H., Ilkjaer, C., Cloete, E., ... Sloth, E. (2015). Point-of-Care Clinical Ultrasound for Medical Students. *Ultrasound international open*, 1(2), E58–E66. doi:10.1055/s-0035-1565173

Kopeć, G., Magoń, W., Hołda, M., & Podolec, P. (2015). Competency in ECG Interpretation Among Medical Students. *Medical science monitor : international medical journal of experimental and clinical research*, 21, 3386–3394. doi:10.12659/msm.895129

Lim, J. Y., Yong, E., Aneez, D., & Tham, C. H. (2019). A simple procedure gone wrong: pneumothorax after inadvertent transbronchial nasogastric tube insertion necessitating operative management. *Journal of surgical case reports*, 2019(6), rjz186. doi:10.1093/jscr/rjz186