

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 615

☒ Graded ☐ CR/NC

Contact Person: Ginger Boles, MS PA-C

Phone: 304-629-1341

NEW COURSE DATA:

New Course Title: Health Policy for the PA

Alpha Designator/Number: P A S 6 1 5

Title Abbreviation: H e a l t h P o l i c y f o r t h e P A

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This course explores issues of cultural competence, ethics, patient safety, and the political and public health issues that affect patient care for the practicing PA.

Co-requisite(s): PAS 610, 611, 612, 613, 614, 615

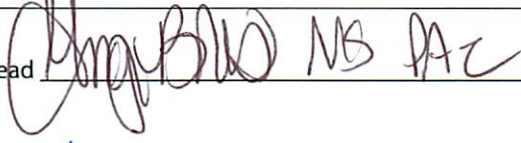
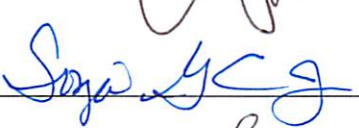


First Term to be Offered: Fall 2021

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 <u>8-20-19</u> |
| Registrar  510912 | 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 615

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

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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 615 Health Policy for the PA

Catalog Description: This course explores issues of cultural competence, ethics, patient safety, and the political and public health issues that affect patient care for the practicing PA.

First Term Offered: Fall 2021

Credit Hours: Two



MUPA Program Health Policy for the PA – PAS 615 Course Syllabus

Course Description

This course explores issues of cultural competence, ethics, patient safety, and the political and public health issues that affect patient care for the practicing PA.

Credits

Two (2) credit hours

Prerequisites

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

Course Goals

- Fully understand the importance of medical ethics in the physician assistant profession.
- Develop the ability to recognize disparities in provision of and access to health care.
- Develop an understanding of the political health care system.

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

Ginger Boles, MS PA-C

Office TBA

Cell phone 304—629-1341

Office hours TBA

Office phone 304-691-1979

Email: bolesg@marshall.edu

Course Instructors

TBA

Required Texts and Materials

Knickman, James R., Elbel, Brian, *Health Care Delivery in the United States 12th Edition*, 2019 Springer Publishing Company

Jonsen, Albert R., Siegler, Mark, Winslade, William J., *Clinical Ethics: A Practical Approach to Ethical Decisions in Clinical Medicine, 8e* 2015 McGraw - Hill Education

Wachter, Rober, Gupta, Kiran, *Understanding Patient Safety* 2018 McGraw – Hill Education

*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.
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- 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, a project 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 | 25% |
| Project | 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 | 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: |
| Analyze the US health care delivery system and its importance to key stakeholders | B1.06, B2.11 (PC), (SBP) | <ul style="list-style-type: none">• Compare the roles of the key stakeholders in the US healthcare system• Compare the differences between the fields of public health, community health, and population health• Explain why patient centeredness is important as healthcare providers care for patients• Examine the racial, ethnic, and socioeconomic health disparities in health care delivery |

| 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: |
|---|---|---|
| Analyze the political history of health care reform | B 2.11 (PBL), (SBP) | <ul style="list-style-type: none"> • Define the Affordable Health Care Act • Discuss how health care services are paid for • Discuss factors that drive health care costs • Compare how the US health system performs to other countries • Evaluate the factors that contribute to physical and mental health in society |
| Distinguish the role of health care providers in the prevention of disease | B2.12 (PC), (P) | <ul style="list-style-type: none"> • Define the role of the CDC • Examine the role the primary care providers have in population health • Discuss the participation of providers in disease surveillance, reporting and intervention • Define the role of health care providers in disaster preparedness |
| Discuss why clinicians must understand ethical issues to competently practice medicine today | B2.13, B2.16 (PC), (P) | <ul style="list-style-type: none"> • Contrast the topics that are essential ethically to every clinical encounter • Explain the principles of Beneficence and nonmaleficence • Contrast patient satisfaction with appropriate medical care • Discuss the four ethical principles that are important in caring for patients |
| Analyze medical errors and correlate ways to improve patient safety | B2.13 (PC), (P), (PBL) | <ul style="list-style-type: none"> • Examine ways to avoid medical errors • Discuss quality improvement initiatives and how patient care can be impacted • Apply resources in patient care areas to improve care of patient community |
| Demonstrate the ability to work as a team in the course | B1.05 (ICS) | <ul style="list-style-type: none"> • Relate in a professional Manner with other students and instructors • Employ appropriate academic and professional conduct |

Course Content and Assignments

| Week | Topics | Activity/Assignment |
|-------------|---|--|
| 1 8/30 | Current status of the US health care system | <i>Health Care Delivery in the United States</i> 12 th edition Chapters 1 and 2 |
| 2 9/6 | The politics of Healthcare | <i>Health Care Delivery in the United States</i> 12th edition Chapter 3 |
| 3 9/13 | Paying for health care | <i>Health Care Delivery in the United States</i> 12th edition Chapter 4, Chapter 10 |
| 4 9/20 | Staying healthy | <i>Health Care Delivery in the United States</i> 12th edition Chapter 5 and 6 Exam |
| 5 9/27 | Public health in WV | Will be assigned by instructor prior to week |
| 6 10/04 | The Future of health care | <i>Health Care Delivery in the United States</i> 12th edition Chapter 10 and additional assigned reading by instructor prior to week |
| 7 10/11 | Public health survey and projects | Will vary depending on project Project |
| 8 10/18 | CDC and Disaster preparedness | Will be assigned by instructor prior to week |
| 9 10/25 | Patient Safety / Quality improvement measures | <i>Understanding Patient Safety</i> Chapters 1 Chapter 2, Chapter 3 |
| 10 11/1 | Medical errors and risk reduction | <i>Understanding Patient Safety</i> Chapter 4 Chapter 5 Chapter 6 Chapter 12 |
| 11 11/8 | Ethical issues in medicine | <i>Clinical Ethics</i> Topic Two |
| 12 11/15 | Errors in Teamwork | <i>Understanding Patient Safety</i> Chapter 8 , Chapter 9 Exam |
| 13 11/22 | Thanksgiving Holiday | |
| 14 11/29 | Health Disparity in the Unites States | <i>Health Care Delivery in the United States</i> 12th edition Chapter 8 |
| 15 12/6 | Final exam | Final Exam |

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.
- B1.06 – The curriculum *must* include instruction to prepare students to provide medical care to patients from diverse populations
- B1.08 - The curriculum *must* include instruction to prepare students to work collaboratively in interprofessional patient centered teams
- 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.
- B2.08 – The program curriculum *must* include instruction in the social science 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
- B2.11 – The program *must* include instruction in health care delivery systems and health policy
- B2.12 – The program curriculum *must* include instruction in concepts of public health as they relate to the role of the practicing PA
- B2.13 – The program curriculum *must* include instruction in patient safety, quality improvement, prevention, and medical errors and risk management.
- B2.16 - The program curriculum *must* include instruction in the principles of medical ethics.

MUPA Competencies Relevant to this Course

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.

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](https://www.marshall.edu/it/office365/) (URL: <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** (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

Daker-White, G., Hays, R., McSharry, J., Giles, S., Cheraghi-Sohi, S., Rhodes, P., & Sanders, C. (2015). Blame the Patient, Blame the Doctor or Blame the System? A Meta-Synthesis of Qualitative Studies of Patient Safety in Primary Care. *PloS one*, 10(8), e0128329. doi:10.1371/journal.pone.0128329

Horn, K., Jarrett, T., Anesetti-Rothermel, A., O'Hara Tompkins, N., & Dino, G. (2014). Developing a Dissemination Model to Improve Intervention Reach among West Virginia Youth Smokers. *Frontiers in public health*, 2, 101. doi:10.3389/fpubh.2014.00101

Meyer-Zehnder, B., Albisser Schleger, H., Tanner, S., Schnurrer, V., Vogt, D. R., Reiter-Theil, S., & Pargger, H. (2017). How to introduce medical ethics at the bedside - Factors influencing the implementation of an ethical decision-making model. *BMC medical ethics*, 18(1), 16. doi:10.1186/s12910-017-0174-0

Molewijk, B., Hem, M. H., & Pedersen, R. (2015). Dealing with ethical challenges: a focus group study with professionals in mental health care. *BMC medical ethics*, 16, 4. doi:10.1186/1472-6939-16-4

Mühlbacher, A. C., Bethge, S., Reed, S. D., & Schulman, K. A. (2016). Patient Preferences for Features of Health Care Delivery Systems: A Discrete Choice Experiment. *Health services research*, 51(2), 704–727. doi:10.1111/1475-6773.12345

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College: School of Medicine

Dept/Division: PA Program

Alpha Designator/Number: PAS 616

☒ Graded ☐ CR/NC

Contact Person: Ginger Boles, MS PA-C

Phone: 304-629-1341

NEW COURSE DATA:

New Course Title: Clinical Specialties I

Alpha Designator/Number:

P A S 6 1 6

Title Abbreviation:

c l i n i c a l S p e c i a l t i e s I

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This course provides an intensive study in the evaluation, diagnosis and treatment of patients in the specialty areas of pediatrics, reproductive medicine and geriatrics.

Co-requisite(s): PAS 610, 611, 612, 613, 614, 615

First Term to be Offered: Fall 2021

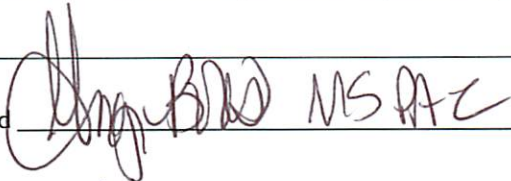
Prerequisite(s): Completion of 2nd Semester

Credit Hours: Three

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.

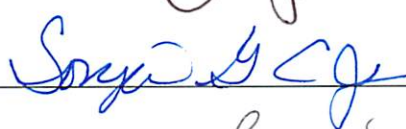
Dept. Chair/Division Head



Date

8-20-19

Registrar



510912

Date

8-24-19

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 616

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Course duplication was addressed in the Addition of Degree application

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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.

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N/A

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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 616 Clinical Specialties I

Catalog Description: This course provides an intensive study in the evaluation, diagnosis and treatment of patients in the specialty areas of pediatrics, reproductive medicine and geriatrics.

First Term Offered: Three



MUPA Program Clinical Specialties I – PAS 616 Course Syllabus

Course Description

This course provides an intensive study in the evaluation, diagnosis and treatment of patients in the specialty areas of pediatrics, reproductive medicine and geriatrics.

Credits

Three (3) 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 and clinical sciences to the evaluation, management, and treatment of neonatal, newborn, pediatric, obstetric/gynecologic, and geriatric populations.
- Understand pathophysiologic concepts underlying common diseases and disorders affecting these patient populations.
- Understand the unique complications and conditions affecting pediatric, obstetric, and geriatric populations, and utilize critical thinking skills to provide safe and effective care to these populations.
- Be culturally sensitive and patient centered in approaching these special populations and their families, and in recommending preventive and therapeutic treatment options.

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

TBA

Course Instructors

TBA

Required Texts and Materials

Decherney, A.H., Nathan, L., Laufer, N. , & Roman, A.S. (2019) *Current Diagnosis and Treatment Obstetrics & Gynecology 12th Edition*. New York, NY. McGraw-Hill

Hay J.R., Levin, M.J., Detering, R.R., & Abzug, M. J.(2018) *Current Diagnosis and Treatment Pediatrics 24th Edition*. New York, NY. McGraw-Hill

Hughes, H.K., & Kahl, L.K. (2018). *The Johns Hopkins Hospital Harriet Lane Handbook Twenty – First Edition*. Philadelphia, PA. Elsevier, Inc.

Jameson, J.L., Fauci, A.S., Kasper, D.L., Hauser, S.L., Dongo, D.L., & Loscalzo, J.(2018) *Harrison's Principles of Internal Medicine*. New York, NY. McGraw-Hill.

Williams, B.A., Chang, A., Ahalt, C., Chen, H., Conant R., Landefeld, C., Ritchie, C., Yukawa, M. eds. (2014) *Current Diagnosis and Treatment: Geriatrics, Second Edition*. New York, Ny. McGraw-Hill.

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*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 | 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: |
| Apply previously attained fundamentals in biomedical sciences to new foundational concepts of clinical medicine related to the specialties of pediatrics (infants, children, adolescents), obstetrics & gynecology, and geriatrics. | B1.02, B2.02(c,e) (MK) | <ul style="list-style-type: none"> Relate pathophysiologic processes underlying clinical manifestations of common diseases of all organ systems for the patient populations typically seen in the specialties of pediatrics, obstetrics & gynecology, and geriatrics. Explain the pathogenesis of those common diseases and disorders encountered. |
| Correlate etiologic and epidemiologic data to various diseases and disorders affecting patient populations within pediatrics (infants, children, adolescents), obstetrics/gynecology, and geriatrics. | B1.02, B1.06, B2.06 (MK) | <ul style="list-style-type: none"> Identify risk factors of disease processes and disorder of these patient populations. Relate determinants of health and disease to how they influence health outcomes in commonly encountered diseases in these patient populations. Discuss social conditions and behaviors that predispose patients to specific |

| 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: |
|---|--|--|
| Identify pertinent historical data and physical examination findings in relation to disease processes and disorders commonly encountered in pediatric (infants, children, adolescents), obstetric/gynecologic, and geriatric populations. | B1.06, B2.04, B2.05, B2.06 (MK), (ICS), (PC), (P) | <p>diseases and decreased functional capacities.</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 their history. • Relate the patient's presenting symptoms to the most likely physical examination findings. • Associate pertinent historical data and physical examination findings to the most likely underlying disease process. |
| Recommend and interpret appropriate diagnostic and/or laboratory studies given history and physical examination findings for diseases and/or disorders commonly encountered in neonatal, newborn, pediatric (infants, children, adolescents), obstetric/gynecologic, and geriatric patient populations. | B1.02, B1.07, 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. <p>Evaluate results of diagnostic and laboratory studies in correlation with given history and physical exam findings.</p> |
| Discuss the typical development of the newborn, and of children beyond twelve months of age, including pertinent milestones. | B1.02, B2.05, B2.06, B2.08 (MK) | <ul style="list-style-type: none"> • Identify physical, and developmental milestones expected during the first two years of life. • Describe behavioral and developmental variations. • Recognize abnormalities in physical and behavioral development suggestive of pathology. • Recognize abnormalities indicating possible abuse and/or neglect. • Outline the well-child surveillance and screening guidelines. |

| 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 preventive medicine for the pediatric (infants, children, adolescents), obstetric, and geriatric patient populations. | B1.02, B2.04, B2.06, B2.09 (MK), (ICS), (PC) | <ul style="list-style-type: none"> • Outline the current immunization guidelines for these patient populations. • Describe patient education and counseling techniques that lead to prevention of specific diseases or illnesses within these patient populations. |
| Contrast the course of normal pregnancy to that of a complicated pregnancy. | B1.02, B1.06, B2.05, B2.06, B2.08 (MK) | <ul style="list-style-type: none"> • Describe prenatal care for a woman with an uncomplicated pregnancy. • Identify the conditions that lead to high-risk for complications in pregnancy. • Explain how multiple gestation affects pregnancy, how it is monitored, and how it is managed. |
| Describe the causes of infertility, the impact it has on patients and their loved ones, and options they will have. | B1.02, B1.06, B2.05, B2.06, B2.08, B2.09 (MK), (ICS), (PC) | <ul style="list-style-type: none"> • Discuss the conditions associated with the female reproductive tract that can lead to infertility. • Discuss the conditions associated with the male reproductive tract that can lead to infertility. • Describe the possible treatment options based on underlying causes of infertility. • Describe the impact infertility has on patients and their families emotional health. |
| Differentiate the various settings geriatric care is provided, recognize the problems that commonly occur in each of these settings, and ways to advocate for patient safety and wellness. | B1.06, B1.08, B2.06, B2.11, B2.12, B2.13 (MK), (ICS), (PC), (P), (SPB) | <ul style="list-style-type: none"> • Discuss the indications for placement in each of the following settings: Ambulatory care and the patient centered medical home, Hospital care, Home care, Rehabilitative care, Transitional care, Long-term care, Nursing home care, Hospice care and Palliative care • Discuss the risk (if any) of each of placement in each of the above settings |
| Discuss common concerns within geriatric care, and recognize the signs and symptoms associated with them. | B1.06, B2.05, B2.06, B2.08, B2.13 (MK) | <ul style="list-style-type: none"> • Identify signs of elderly abuse and neglect in any care setting. • Recognize signs of cognitive dysfunction associated with polypharmacy. • Recognize signs of depression in the elderly. • Recognize the signs of end-of-life. |

Course Content and Assignments

| Week | Topics | Activity/Assignment |
|------|---|---|
| 1 | Pediatrics The Newborn Infant Child Development and Behavior | Current Diagnosis and Treatment Pediatrics (CDTP) Chapter 2, 3 Harriet Lane Chapter 9, 21 |
| 2 | Adolescent Medicine Immunizations Ambulatory and Office Pediatrics Normal Childhood Nutrition and It's disorders Food allergies and food sensitivities Eating Disorders | Quiz 1 CDTP; Chapters 4, 10, 9, 11, 6 Harriet Lane Chapter 5 |
| 3 | Cardiovascular disorders Atrial Septal Defect Coarctation of the Aorta Patent Ductus Arteriosus Tetralogy of Fallot Ventricular Septal Defect GI Disorders Infectious diarrhea Hernias G6PD deficiency Intussusception Nutritional and vitamin disorders GU Cryptorchidism Peyronie Disease | Quiz 2 CDTP Chapter 20, 21, 22. 34 Harriet Lane Chapter 7, 12 |
| 4 | Allergic Disorders EENT Conjunctivitis Cellulitis Otitis externa, media Dyfunction of the eustachian tube Tympanic Membrane perforation Epistaxis Peritonsillar abscess Respiratory Disorders | Quiz 3 Chapter 38 Chapter 18 Chapter 19 Harriet Lane Chapter 24 Chapter 15 |

| Week | Topics | Activity/Assignment |
|------|---|---|
| 5 | Genetics Infectious Disease Fifth Disease Hand-foot –and – mouth disease Bacterial, Fungal Parasitic and Viral infectious diseases Contact Dermatitis | Quiz 4 Chapter 37 Chapter 39, 40, 41, 42, 43, 44 Harriet Lane Chapter 13 |
| 6 | Reproductive Medicine - Female Review of Female Anatomy Breast Disorders Abscess Fibroadenoma Fibrocystic Changes Galactorrhea Gynecomastia Mastitis | Exam 1 Current Diagnosis and Treatment Obstetrics & Gynecology (CDT OB) Chapter 1 Chapter 2 Chapter 3 Chapter 4 Chapter 5 |
| 7 | Normal pregnancy and prenatal care Contraceptive methods Cervicitis Dysplasia | Quiz 4 (CDT OB) Chapter 6 Chapter 7 Chapter 8 Chapter 9 Chapter 10 Chapter 41 Chapter 60 |

| Week | Topics | Activity/Assignment |
|------|---|--|
| 8 | Complicated Pregnancies Postpartum Hemorrhage Pre term labor Premature rupture of the membranes Rh incompatibility Stillbirth Abruptio Placentae Placenta Previa Vasa Previa Abortion: induced and spontaneous Breech presentation Cord Prolapse Shoulder dystocia Operative Delivery Early pregnancy Risks Multiple gestation | Quiz 5 (CDT OB) Chapter 14 Chapter 21 Chapter 18 Chapter 60 Chapter 13 Chapter 19 Chapter 20 Chapter 13 Chapter 17 |
| 9 | Hypertension disorders in Pregnancy Diabetes in pregnancy Gestational Trophoblastic Disease Incompetent Cervix Menopause Menstrual Disorders Neoplasms of the Breast and reproductive tract | Quiz 6 (CDT OB) Chapter 25 Chapter 32 Chapter 61 Chapter 39 Chapter 49 Chapter 50 Chapter 51 Chapter 52 Chapter 53 Chapter 54 |
| 10 | STD's PID Infertility Endometriosis | Quiz 7 (CDT OB) Chapter 45 Chapter 55 Chapter 56 Chapter 57 Chapter 58 Chapter 59 |

| Week | Topics | Activity/Assignment |
|------|--|--|
| 11 | Domestic Violence/ Sexual Assault Reproductive System – Male Development and structure of the testes, Clinical and laboratory evaluation of male reproductive system Disorders of the male reproductive system Aging Related changes | (CDT OB) Chapter 62 Exam 2 Harrisons Chapter 384 |
| 12 | Geriatrics Principles of Geriatric Care | Quiz #8 Current Diagnosis and Treatment Geriatrics (CDT G) Chapter 1 Chapter 2 Chapter 3 Chapter 6 Chapter 7 Chapter 8 Chapter 9 Chapter 10 |
| 13 | Care Settings Ambulatory Care and the Patient Centered Medical Home Hospital Care Home based Care Long term Care, Nursing Home and Rehabilitation | Quiz 9 Chapter 13 Chapter 14 Chapter 15 Chapter 16 Chapter 17 Chapter 18 Chapter 19 |

| Week | Topics | Activity/Assignment |
|------|---|--|
| 14 | Common Conditions in Geriatrics Cerebrovascular disease Falls and mobility disorders Sexual Health and dysfunction Pressure ulcers Common infections Elder mistreatment | Quiz 10 Chapter 23 Chapter 25 Chapter 46 Chapter 47 Chapter 49 Chapter 72 |
| 15 | Finals | 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:

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.
- B1.06 – 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 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.

- 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 the normal and abnormal development across the life span.
- 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.

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.

Systems Based Practice

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 professional 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](https://www.marshall.edu/it/office365/) (URL: <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

- 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

Fried, L.P., Ferrucci, L. Darer, J., Williamson, J.D. & Anderson, G, (2004) Untangling the concepts of disability, frailty, and comorbidity: implications for improved targeting and care. *Journal of Gerontology* 59 (3) 255-263. doi: doi.org/10.1093/gerona/59.3.

Godoy, L., Carter, A. S., Silver, R. B., Dickstein, S., & Seifer, R. (2014). Mental health screening and consultation in primary care: The role of child age and parental concerns [corrected]. *Journal of developmental and behavioral pediatrics : JDBP*, 35(5), 334–343. doi:10.1097/DBP.0000000000000060

Schrijver, L. H., Olsson, H., Phillips, K. A., Terry, M. B., Goldgar, D. E., Kast, K., ... EMBRACE, GENEPSO, BCFR, HEBON, kConFab, and IBCCS (2018). Oral contraceptive use and breast cancer risk: Retrospective and prospective analyses From a BRCA1 and BRCA2 mutation carrier cohort study. *JNCI cancer spectrum*, 2(2), pky023. doi:10.1093/jncics/pky023

Teresi, J. A., Burnes, D., Skowron, E. A., Dutton, M. A., Mosqueda, L., Lachs, M. S., & Pillemer, K. (2016). State of the science on prevention of elder abuse and lessons learned from child abuse and domestic violence prevention: Toward a conceptual framework for research. *Journal of elder abuse & neglect*, 28(4-5), 263–300. doi:10.1080/08946566.20

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

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 620

☒ Graded ☐ CR/NC

Contact Person: Ginger Boles, MS PA-C

Phone: 304-629-1341

NEW COURSE DATA:

New Course Title: Clinical Medicine III

Alpha Designator/Number:

| | | | | | | | | | |
|---|---|---|--|---|---|---|--|--|--|
| P | A | S | | 6 | 2 | 0 | | | |
|---|---|---|--|---|---|---|--|--|--|

Title Abbreviation:

| | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|--|---|---|---|---|---|---|---|---|--|---|---|---|--|--|--|--|
| C | I | N | I | C | A | L | | M | E | D | I | C | I | N | E | | I | I | I | | | | |
|---|---|---|---|---|---|---|--|---|---|---|---|---|---|---|---|--|---|---|---|--|--|--|--|

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

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

Co-requisite(s): PAS 621,622,623,624,625,626 

First Term to be Offered: Spring 2022

Prerequisite(s): Completion of 3rd 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

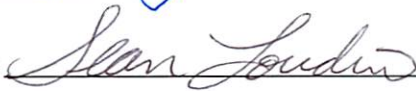


510912

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 620

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 620 Clinical Medicine I

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

First Term Offered: Six



PHYSICIAN ASSISTANT PROGRAM

MUPA Program Clinical Medicine III - PAS 620 Course Syllabus

Course Description

This course, the third 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 third semester of the Marshall University Physician Assistant Program.

Course Goals

- Use 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.
- Cultivate competencies of medical knowledge and practice-based learning and improvement, with the goal of providing the gold standard in patient care through understanding, compassion, and willingness to learn.
- Develop a solid understanding of the evaluation and management of patients regarding the endocrine, hematological, genitourinary, infectious disease, and gastrointestinal systems and an increased ability to apply critical thinking skills to the practice of clinical medicine.

Term/Year

Spring Semester 2022

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

Cell Phone: (606) 465-4944

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 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: |
|---|---------------------------------------|---|
| Apply previously attained fundamentals in biomedical and clinical sciences to new foundational concepts of clinical medicine relating to diseases of the endocrine, hematologic, genitourinary, and gastrointestinal 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 these systems. • Explain the pathogenesis of major conditions related to the diseases within organ systems being studied. • Describe the genetic basis of selected diseases. |
| Correlate etiologic and epidemiologic data to various diseases and disorders of the endocrine, hematologic, immunologic, genitourinary, and gastrointestinal systems. | B1.02, B1.03 (MK) | <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/major 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 in patient education and counseling. |

| 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: |
|--|---|---|
| Identify pertinent historical data and physical examination findings in relation to disease processes and disorders involving the endocrine, hematologic, immunologic, genitourinary, and gastrointestinal systems. | B1.06, B2.05, B2.08, B2.09 (MK), (ICS), (PC) | <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. |
| Recommend and interpret appropriate diagnostic and/or laboratory studies given a patient history and physical examination findings for diseases and/or disorders across the lifespan affecting endocrine, hematologic, immunologic, genitourinary, and gastrointestinal systems. | 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. |

| 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: |
|--|--|--|
| Synthesize epidemiology, etiology, risk factors, historical data, clinical manifestations, and diagnostic and/or laboratory testing interpretations to develop a differential diagnosis. | B1.03, B1.04, B1.07, B2.03, B2.05 (MK) | <ul style="list-style-type: none"> • Relate the significance of patient history, physical examination findings, and diagnostic and laboratory studies to the differential diagnosis. • Evaluate 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. • Discuss what factors swayed decision-making when choosing the most likely diagnosis from a differential. |
| Develop a patient centered and inclusive treatment plan for diseases and disorders of the endocrine, hematologic, immunologic, genitourinary, and gastrointestinal systems across the lifespan to include patients from diverse populations. | B1.03, B1.04, B1.06, B1.07, B2.02(d), B2.03, B2.05, B2.06 (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, B2.03, 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 based on patient condition, and course of illness. |

| 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: |
|---|--|--|
| 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, B2.03, B2.05, B2.06 (MK), (PC) | <ul style="list-style-type: none"> Describe conditions that need urgent surgical consultation. Discuss appropriate diagnostic/laboratory studies and management of surgical conditions, while awaiting consultation. |
| Participate actively in self-analysis and personal development using the Practice-based Learning & Improvement Journal throughout the duration of the course. | B1.05 (PBL&I) | <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. |

Course Content and Assignments

| Week | Topics | Activity/Assignment |
|-------------|--|---|
| 1 | Basic Considerations in Infectious Diseases <i>Campylobacter jejuni</i> , Cholera, and Salmonellosis; Gonococcal and <i>Chlamydia Trachomatis</i> Infections; Sexually Transmitted Infections (Urethritis in males, Epididymitis, Cystitis/Urethritis in females, Vaginitis, Cervicitis, Pelvic Inflammatory Disease, orchitis/mumps) | Harrison's: 859-877 CMDT: 1474-1478; 1490-1492; Harrison's: 1184-1192, 1177-1180 CMDT: 1480-1486, 1490-1492 Harrison's: 1122-1129, 1316-1325; CMDT: 1308-1310, 969-973, 780-782, 1394 Harrison's: 976-991 Quiz #1 |
| 2 | Syphilis and Lyme Disease Clostridial Diseases (Botulism, Tetanus, Diphtheria) Viral & Rickettsial Infections Protozoal & Helminthic Infections | CMDT: 1493-1510 CMDT: 1458-1464 Harrison's: 1105-1109 CMDT: 1377-1447 CMDT: 1510-1549 Quiz #2 |
| 3 | Mycotic Infections; Tuberculosis Sepsis; septic shock | CMDT: 1550-1563 CMDT: 505-509 Quiz #3 Exam #1 |

| Week | Topics | Activity/Assignment |
|------|--|--|
| 4 | IDA, Anemia of Chronic Disease, The Thalassemias, Vitamin B12 Deficiency, Folic Acid Deficiency Glucose-6-Phosphate Dehydrogenase Deficiency, Sickle Cell Anemia, Autoimmune Hemolytic Anemia and Other Hemolytic Anemias | CMDT: 510-519 CMDT: 521-525 Quiz #4 |
| 5 | Neutropenia, Aplastic Anemia, Polycythemia Vera, Essential Thrombocytosis CML, AML, CLL, AML, Non-Hodgkin Lymphoma, Hodgkin Lymphoma, MM | CMDT: 526-534; 534-548 Quiz #5 |
| 6 | Red Blood Cell Transfusions & Reactions, Platelet Disorders, DIC, von Willebrand Disease, Acquired Disorder of Coagulation | CMDT: 556-588 Quiz # 6 |
| 7 | Male Urogenital Disorders (Erectile Dysfunction & Sexual Dysfunction, Male Infertility, BPH, Cryptorchidism, Peyronie Disease, Vesicoureteral Reflux, Hypospadias/Ectopic Urethra, Paraphimosis/phimosis, Hydrocele/Varicocele, Testicular Torsion) Cancer: Bladder, Penile, Prostate, and Testicular | CMDT: 978-989 Quiz # 7 |
| 8 | Female Urogenital Disorders (Incontinence, Overactive Bladder, Prolapse, Stricture); Nephrolithiasis/Urolithiasis Human Sexuality | CMDT: 1772-1742 Quiz #8 Exam # 2 |
| 9 | Adrenal Disorders (Primary Adrenal Insufficiency, Cushing Syndrome) Hypogonadism, Primary Aldosteronism, Pheochromocytoma, Adrenal Mass Thyroid Disorders (Hyperthyroidism, Hypothyroidism, Thyroiditis) | CMDT: 1180-1187; 1199, 1208, 1188-1195; 1131-1160 Quiz # 9 |

| Week | Topics | Activity/Assignment |
|------|---|--|
| 10 | Parathyroid Disorders (Hyperparathyroidism, Hypoparathyroidism) Pituitary Disorders (Acromegaly/gigantism, Diabetes Insipidus, Dwarfism, Pituitary Adenoma) Neoplasms (MEN, Neoplastic Syndrome, Primary Endocrine Malignancy, SIADH) | CMDT:1160-1170; 1119-1130;1195-1199 Quiz # 10 |
| 11 | Diabetes Mellitus (Type I and Type II) And hypoglycemia | CMDT: Chapter 27 Quiz # 11 |
| 12 | Nutritional and Vitamin Disorders, Metabolic Disorders (G6PD deficiency, Paget disease, PKU, Rickets) Injections of Toxic Substances and Foreign Bodies, Infectious Diarrhea, Food allergies and Sensitivities | CMDT: 1170-1179; Chapter 29 Quiz # 12 Exam # 3 |
| 13 | Esophageal Disorders (Esophagitis, GERD, Mallory-Weiss Tear, Motility Disorders, Strictures, Varices) Biliary Disorders (Acute/Chronic Cholecystitis, Cholangitis, Cholelithiasis) Pancreatic Disorders (Acute/Chronic Pancreatitis) Hepatic Disorders (Acute/Chronic Hepatitis, Cirrhosis) | CMDT: 617-631; 688-749 Quiz # 13 |
| 14 | Gastric Disorders (Gastritis, PUD, pyloric stenosis) Small Intestine Disorders (Appendicitis, Celiac Disease, Intussusception, Obstruction, Polyps) Colorectal Disorders (Abscess/Fistula, Anal Fissure, Constipation, Diverticulitis, Fecal Impaction, Hemorrhoids, Inflammatory Bowel Disease, Obstruction, Polyps, Toxic Megacolon) Neoplasms | CMDT: 631-655 Quiz # 14 CMDT: 655-687 |
| 15 | Finals | 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. 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.
- B1.03 – 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](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/](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](#) (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

Bhattacharjee, A., & Easo Samuel, A. (2018). Vitamin B12 Deficiency in a Patient Presenting with Dyspnea: A Case Report. *Advanced journal of emergency medicine*, 3(2), e19. doi:10.22114/AJEM.v0i0.103

Kaseb, A.O., Sanchez, N.S., Sen, S., Kelley, R.K., Tan, B.R., Bocobo, A.G. ... Kurzrock, R.(2019) Molecular profiling of hepatocellular carcinoma using circulating cell-free DNA. *Clinical Cancer Research*. doi: 10.1158/1078-0432.CCR-18-3341

Nowill, A.E., Fornazin, M.C., Spago, M.C., Neto, V.D., Pinheiro, V.R.P., Alexandre, S.S.S., ... de Campos-Lima, P.O. (2019) Immune response resetting in Ongoing Sepsis. *The Journal of Immunology*. doi:10.4049/jimmunol.1900104

Rajendran, V., Nair, R., Thaliath, G. P., & Gupta, D. (2019). A case of severe donor reaction leading to grievous injury. *Asian journal of transfusion science*, 13(1), 60–62. doi:10.4103/ajts.AJTS_98_18

Stojšavljević, A., Rovcanin, B., Krstić, D., Borković-Mitić, S., Paunović, I., Kodranov, I., ... Manojlović, D. (2019) Evaluation of trace metals in thyroid tissues: comparative analysis with benign and malignant thyroid diseases. *Ecotoxicology and Environmental Safety*. 183 (5). doi.org/10.1016/j.ecoenv.2019.109479

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 621

☒ Graded ☐ CR/NC

Contact Person: Ginger Boles, MS PA-C

Phone: 304-629-1341

NEW COURSE DATA:

New Course Title: Pharmacology for the PA III

Alpha Designator/Number:

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


Title Abbreviation:

| | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|--|---|---|---|--|---|---|---|--|---|---|--|---|
| P | h | a | r | m | a | c | o | l | o | g | y | | f | o | r | | t | h | e | | P | A | | 3 |
|---|---|---|---|---|---|---|---|---|---|---|---|--|---|---|---|--|---|---|---|--|---|---|--|---|

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

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

Co-requisite(s): PAS 620,622,623,624,625,626 

First Term to be Offered: Spring 2022

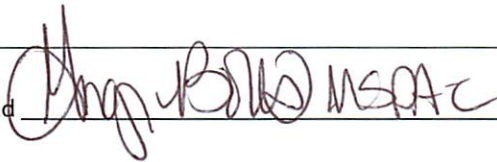
Prerequisite(s): Completion of 3rd Semester 

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 621

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 621 Pharmacology for the PA III

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

First Term Offered: Spring 2022

Credit Hours: Two



MUPA Program Pharmacology for the PA III – PAS 621 Course Syllabus

Course Description

Aligning with the topics in Clinical Medicine III, 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 third 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 related to infectious disease, hematology/oncology, psychiatric disorders, and the genitourinary and gastrointestinal systems in addition to infectious diseases.
- 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 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 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 indications, drug action, mechanism of action, pharmacokinetics, adverse effects, contraindications, and drug interactions for each drug class, including specific drugs within each class for units of study including: infectious disease, hematology/oncology, psychiatric disorders, and the genitourinary and gastrointestinal systems. | B1.02, B2.02(d) (MK) | <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. • 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 |

| 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>Apply knowledge of specific drugs and drug classes used to treat conditions of the genitourinary and gastrointestinal systems as well those used to treat infectious disease, hematologic/oncologic disorders, and psychiatric disorders to a clinical vignette to develop a safe and effective therapeutic patient care plan.</p> | <p>B1.02, B1.05, B1.07, B2.02(d), B2.05, B2.09, B2.13, (MK), (PC), (P)</p> | <p>concomitantly administered drugs that might affect the clinical efficacy, bioavailability, or toxicity of either drug.</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 Infectious Disease Part I Bacterial Meningitis, CAP, Influenza, Tuberculosis | Reading Assignment: Pharmacotherapy: A Pathophysiologic Approach Chapter 84:9, 85:8, 87 |
| 2 | Parasitic Diseases, Urinary tract infections and Prostatitis, STI's, superficial fungal infections | Quiz # 1 Reading Assignment: Pharmacotherapy: A Pathophysiologic Approach Chapter 93, 94, 95, 98 |
| 3 | Invasive Fungal Infections HIV Infections in Immunocompromised patients | Quiz # 2 Reading Assignment: Pharmacotherapy: A Pathophysiologic Approach Chapter 99, 100, 103 |
| 4 | Hematologic Disorders Anemias Coagulation Disorders Sickle Cell Disease Acute Leukemias, Chronic Leukemias | Exam # 1 – 100 points Reading Assignment: Pharmacotherapy: A Pathophysiologic Approach Chapters 80, 81, 82, 111, 112 |
| 5 | Multiple Myeloma Lymphomas Myelodysplastic Syndromes | Quiz # 3 Reading Assignment: Pharmacotherapy: A Pathophysiologic Approach Chapters 104, 109, 113, 114 |
| 6 | Urologic Disorders Erectile Dysfunction Benign Prostatic Hyperplasia Urinary Incontinence | Exam # 2 Reading Assignment: Pharmacotherapy: A Pathophysiologic Approach Chapters 66, 67, 68 |
| 7 | Gynecologic and Obstetric Disorders Pregnancy and Lactation: Therapeutic Considerations Contraception Menstruation-related disorders Endometriosis Hormone Therapy in Women | Quiz # 4 Reading Assignment: Pharmacotherapy: A Pathophysiologic Approach Chapters 61, 62, 63, 64, 65 |

| Week | Topics | Activity/Assignments |
|------|--|--|
| 8 | Psychiatric disorders – ADD/ADHD, Eating Disorders, Substance-related disorders | Exam # 3 Reading Assignment: Pharmacotherapy: A Pathophysiologic Approach Chapters 46, 47, 48, 49 |
| 9 | Schizophrenia, MDD, Bipolar Disorder | Quiz # 5 Reading Assignment – Pharmacotherapy: A Pathophysiologic Approach Chapters 50, 51, 52 |
| 10 | Anxiety Disorders Generalized Anxiety, Panic, Social Anxiety, Posttraumatic Stress Disorders, and Obsessive-Compulsive Disorder | Quiz # 6 Reading Assignment - Pharmacotherapy: A Pathophysiologic Approach Chapters 53, 54, 55 |
| 10 | Endocrine Disorders Diabetes Mellitus, Thyroid Disorders, Adrenal Gland Disorders, Pituitary Gland Disorders | Exam # 3 Reading Assignment – Pharmacotherapy: A Pathophysiologic Approach Chapters 57, 58, 59, 60 |
| 11 | Metabolic Bone Diseases G6PD, Paget, PKU, Rickets | Quiz # 7 Reading Assignment: Pharmacotherapy: A Pathophysiologic Approach Chapter 73 |
| 12 | Gastrointestinal Infections and Enterotoxigenic Poisonings, Intraabdominal Infections GERD, PUD, IBD, Nausea/Vomiting, Diarrhea/Constipation, IBS | Quiz # 8 Reading Assignment – Pharmacotherapy: A Pathophysiologic Approach Chapters 91, 92, 19, 20, 21, 22, 23 |
| 13 | Review | 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., 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.

- B1.04 – 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:
 - a.) anatomy,
 - b.) physiology,
 - c.) pathophysiology,
 - d.) pharmacology and pharmacotherapeutics,
 - e.) the genetic and molecular mechanisms of health and disease.
- 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](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
- [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 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

Barber, M. (1961). Methicillin-resistant staphylococci. *J. Clin. Pathol.*, 14, 385-93. doi:10.1136/jcp.14.4.385

Lewinshohn, D.M. et al. (2017). Official American Thoracic Society/Infectious Diseases Society of America/Centers for Disease Control and Prevention Clinical Practice Guidelines: Diagnosis of Tuberculosis in adults and children. *Clin Infect. Dis.*, 64(2), 111-115. doi:10.1093/cid/ciw/778

Lydiard, R.B., Rickels, K., Herman, B., & Feltner, D.E. (2010). Comparative efficacy of pregabalin and benzodiazepines in treating the psychic and somatic symptoms of generalized anxiety disorder. *Int. J. Neuropsychopharmacol.*, 13(2), 229-241. doi:10.1017/S1461145709990460

Preskorn, S.H. (1997). Clinically relevant pharmacology of selective serotonin reuptake inhibitors. An overview with emphasis on pharmacokinetics and effects on oxidative drug metabolism.

Workowski, K.A., & Bolan, G.A. (2015). Sexually transmitted disease treatment guidelines. *MMWR Recomm. Rep.*, 64(RR-03), 1-137. Retrieved from <https://www.ncbi.nlm.nih.gov/>

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 622

☒ Graded ☐ CR/NC

Contact Person: Ginger Boles, MS PA-C

Phone: 304-629-1341

NEW COURSE DATA:

New Course Title: Clinical Concepts III

Alpha Designator/Number: P A S 6 2 2

Title Abbreviation: C l i n i c a l C o n c e p t s I I I

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

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

Co-requisite(s): PAS 620,621,623,624,625,626

First Term to be Offered: Spring 2022

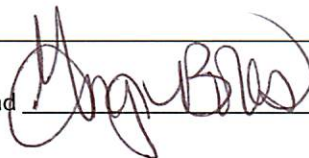
Prerequisite(s): Completion of 3rd Semester

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.

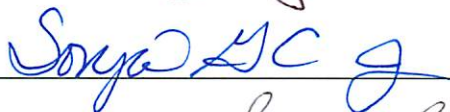
Dept. Chair/Division Head

 MS PA-C

Date

8-20-19

Registrar



510912

Date

8-21-19

College Curriculum Chair



Date

8/26/19

Graduate Council Chair



Date

10/11/19

Request for Graduate Course Addition - Page 2

College: School of Medicine

Department/Division: PA Program

Alpha Designator/Number: PAS 622

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 622 Clinical Concepts III

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

First Term Offered: Spring 2022

Credit Hours: Two



PHYSICIAN ASSISTANT PROGRAM

MUPA Program Clinical Concepts III - PAS 622 Course Syllabus

Course Description

Aligning with the topics in Clinical Medicine III, 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 third semester of the PA 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 2022

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

Cell Phone: (606) 465-4944

kiserj@marshall.edu

Course Instructors

Jaclyn Kiser, PA-C

Office: TBA

Office Hours: TBA

Office Phone (304) 691-1854

Cell Phone: (606) 465-4944

kiserj@marshall.edu

Required Texts and Materials

Bickley, L.S., Szilagyi, P.G. (2017) *Bates' Guide to Physical Examination and History Taking, 12th ed.* Philadelphia, Lippincott Williams and Wilkins.

Chen, M. Y. M., Pope, T.L., & Ott, D. J. (2011) *Basic Radiology, Second Edition.* New York, NY. McGraw-Hill Medical.

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

Papadakis, M.A., eds. et al. (2019) *Current Medical Diagnosis & Treatment 2019 Eds.* New York, NY. McGraw-Hill.

Recommended/Optional Texts and Materials

Jameson, J.L., Fauci, A.S., Kasper, D.L., Hauser, S.L., Dongo, D.L., & Loscalzo, J. (2018) *Harrison's Principles of Internal Medicine.* 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 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 on last page 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 - < 69.5%

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: |
|--|---|---|
| Evaluate a clinical vignette to develop the best plan for patient care involving conditions across the lifespan of the endocrine, hematological, genitourinary, and gastrointestinal systems as well as in infectious disease. | B1.02, B1.03, B1.04, B1.07, B2.03, B2.05, B2.06, B2.09, B2.13 (MK), (PC), (SBP) | <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 data. • 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. | B1.05, 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. | B1.08, B2.04, 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 | Considerations in Infectious Disease Campylobacter, Cholera, Salmonellosis, Gonococcal, Chlamydia, STI | Large and Small Group Discussions Audience Response System PBL&I journal – ongoing |
| 2 | Syphilis, Lyme Disease, Botulism, Tetanus, Diphtheria, Viral & Rickettsial, Protozoal & Helminthic Infections | Jeopardy |
| 3 | Mycotic infections, TB Sepsis, Septic Shock | Sepsis – Concept Mapping Exam #1 |
| 4 | IDA, anemia of chronic disease, thalassemias, vitamin B12 & folic acid deficiencies, G6PD, Sickle Cell Anemia, Hemolytic Anemia | Problem-Based Learning Audience Response System Large and Small Group Discussions |
| 5 | Neutropenia, aplastic anemia, polycythemia, thrombocytosis CML/AML/CLL/ALL, Hodgkin & non-Hodgkin Lymphoma, Multiple Myeloma | Flipped Classroom |
| 6 | Transfusions & Reactions Platelet Disorders, von Willebrand Disorder Acquired coagulation disorders | Coagulation disorders – Concept Mapping Exam # 2 |
| 7 | Male Urogenital: ED, infertility, BPH, cryptorchidism, Peyronie, vesicoureteral reflux, hypospadias, phimosis/paraphimosis, hydrocele, varicocele, testicular torsion, Bladder, Penile, Prostate, and Testicular Cancer | Jeopardy Audience Response System |
| 8 | Female urogenital: Incontinence, OAB, Prolapse, Stricture Nephrolithiasis, Urolithiasis Human Sexuality | Large and Small Group Discussions Team-Based Learning Exam #3 |
| 9 | Adrenal Disorders Hypogonadism, aldosteronism, pheochromocytosis, hyperthyroidism, hypothyroidism, thyroiditis | Flipped Classroom |
| 10 | Parathyroid disorders Pituitary disorders Neoplasms (MEN, Syndrome, SIADH) | Audience Response System Jeopardy |
| 11 | Diabetes I & II Hypoglycemia | Concept Mapping Large and Small Group Discussions |
| 12 | Nutritional & Vitamin disorders Metabolic disorders Ingestion of Toxins, Foreign bodies Infectious Diarrhea, Food Allergies vs Sensitivities | Student Case Presentations Exam #4 |

| Week | Topics | Activity/Assignment |
|------|--|---|
| 13 | Esophageal Disorders Biliary Disorders Pancreatic Disorders Hepatic Disorders | Audience Response System Problem-Based Learning |
| 14 | Gastric Disorders Small Intestine Disorders Colorectal & Large Bowel Disorders Review for Final Examination | Role Play & Group Discussions Large and Small Group Discussions Team-Based Learning Exam #5 |
| 15 | Finals | 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:

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.
- B1.06 – 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*.
- B2.03 – 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.
- B2.10 – 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 (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/>).
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Huntington: (304) 696-3200
- Email the IT Service Desk (itservicedesk@marshall.edu)

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- 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

Fang, Y., Li, C., Shao, R., Yu, H., Zhang, Q., & Zhao, L. (2015). Prognostic significance of the angiopoietin-2/angiopoietin-1 and angiopoietin-1/Tie-2 ratios for early sepsis in an emergency department. *Critical care* (London, England), 19, 367. doi:10.1186/s13054-015-1075-6

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Wu, R., Tong, N., Chen, X., Xu, S., Zhang, F., Tang, L., & Zhang, Y. (2018). Pheochromocytoma crisis presenting with hypotension, hemoptysis, and abnormal liver function: A case report. *Medicine*, 97(25), e11054. doi:10.1097/MD.00000000000011054

Xue, Y. L., Zhao, S. F., Luo, Y., Li, X. J., Duan, Z. P., Chen, X. P., ... Huang, Z. Q. (2001). TECA hybrid artificial liver support system in treatment of acute liver failure. *World journal of gastroenterology*, 7(6), 826–829. doi:10.3748/wjg.v7.i6.826

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 623

☒ Graded ☐ CR/NC

Contact Person: Ginger Boles, MS PA-C

Phone: 304-629-1341

NEW COURSE DATA:

New Course Title: Clinical Assessment III

Alpha Designator/Number:

P A S 6 2 3

Title Abbreviation:

C l i n i c a l A s s e s s m e n t I I 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 III, this course applies physical assessment skills to the organ systems being concurrently studied

Co-requisite(s): PAS 620,621,622,624,625,626

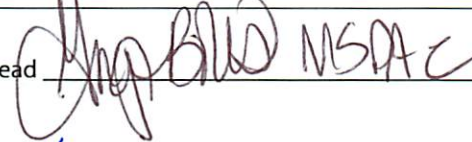
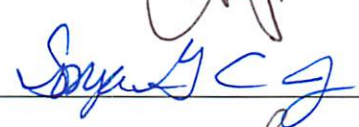
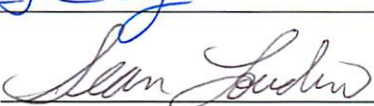
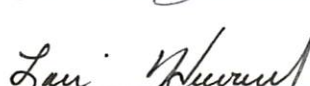
First Term to be Offered: Spring 2022

Prerequisite(s): Completion of 3rd 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 623

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 623 Clinical Assessment III

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

First Term Offered: Spring 2022

Credit Hours: Two



PHYSICIAN ASSISTANT PROGRAM

MU PA Program Clinical Assessment III – Course PAS 623 Course Syllabus

Course Description

Building on History and Physical Examination and aligning with the topics in Clinical Medicine III, this course applies physical assessment skills in a case-based format.

Credits

Two (2) credit hours (includes lab)

Prerequisites

Successful completion of the third 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 endocrine, hematological, genitourinary, psychiatric, and gastrointestinal systems.
- Understand the clinical manifestations of pathology related to the endocrine, hematological, genitourinary, psychiatric, infectious disease, and gastrointestinal 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

Spring 2022

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 Textbooks 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

Dehn RW, Asprey DP, Essential Clinical Procedures 33rd edition. Philadelphia, ELSEVIER, 2013, ISBN: 978—4557-0781-2.

Required Equipment

- Stethoscope
- Reflex hammer
- Tuning fork
- 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

1. You are expected to attend and be on time for all scheduled lectures and learning activities
2. You are expected to participate in all lab sessions, practicing skills on classmates and act as a model patient.
3. Be prepared for scheduled activities by reading all assignments prior to the scheduled activity.
4. Be prepared for class by having all necessary equipment and dressed in appropriate attire for lab.
5. You are expected to clean up the lab after your session as well as restock supplies and prepare room for the next patient encounter.
6. Completion of course & faculty evaluations. (see policy statement at the end of this syllabus)

Methodologies of Teaching and Student Assessment

- Student 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, a cumulative final examination, and a Practice-based Learning & Improvement journal.

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

- Demonstrate satisfactory performance in the interpersonal and professional communication skills, patient care and practice-based learning and improvement competencies through successful completion of the assigned readings and clinical write-ups.
- Demonstrate acquisition of a strong basic science and medical science knowledge base as through submission of answers to review article questions.
- Demonstrate acquisition of the skills required to facilitate the education of peers by successfully completing an oral presentation of a clinically relevant topic.
- Final grade will be a percentage based on points total and points attained.
- No late assignments will be accepted.
- Any student receiving less than 82.5% on a Clinical Skills exam will be required to meet with the course director.

| | |
|------------------------------------|-----------------|
| Assignments | 25 points each |
| 2 Exams | 100 points each |
| History and Physical on VA patient | 100 points each |

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 – 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: |
|--|--|---|
| Students will be able to demonstrate the ability to obtain a complete and thorough problem focused history associated with endocrine, hematology, genitourinary, Gastrointestinal systems. As well as Surgery Clearance exam and psychiatry | B2.05 (IPC) | <ul style="list-style-type: none"> • Student will be able to 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 verbal and non- verbal cues |
| Perform a complete and thorough problem focused Physical Examination history associated with endocrine, hematology, and genitourinary, Gastrointestinal systems. As well as Surgery Clearance exam and psychiatric disorders. | 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 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 history associated with endocrine, hematology, genitourinary, Gastrointestinal systems. As well as psychiatric disorders. | 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 |

| 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: |
|---|---------------------------------|---|
| 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 | B2.05 , B2.04 (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 will be able to effectively communicate with patients and their families. | B2.05, B1.05 (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. |
| Students will be able to perform a complete physical on a child newborn thru 12 yrs old and recognize pathology during exam. | 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 |
| Demonstrate and perform an appropriate surgical clearance exam with proper documentation and using the ACS Risk calculator | B2.05 (MK) | <ul style="list-style-type: none"> • Determine the health and physical examination of a surgical candidate and make recommendations according to their ACS Risk calculator score |

Course Content and Assignments

| Week | Topics/Competency | Activity/Assignment |
|---------------|--|---|
| WEEK 1 | Review anatomy of Female Reproductive system. Review important health history, Documentation of Findings, Lesions of the vulva, Bulging's , swelling of vulva , vagina and urethra (MK) | Bates, Chapter 14 Mosby's, Chapter 18 |
| WEEK 2 | Vaginal Discharge Cervical pathology, and abnormalities Positions of uterus, uterine abnormalities, Adnexal Masses. Physical signs of Sexual Abuse in women and children. Documentation of abnormal findings. Health Promotion and counseling. Cervical screening guidelines. (MK) | Lab activity and practice examinations |
| WEEK 3 | Review of Male Genitalia exam, anatomy, physiology. Health history. Abnormalities and sexually transmitted diseases (MK) | Bates, chapter 13 Female physical exam write up (25pts) |
| WEEK 4 | Abnormalities of penis and scrotum, penis, testis. Epididymis, spermatic cord, Hernia. Documentation of abnormal findings, Testicular self-exam. Pediatric abnormalities Health promotion and counseling. (MK) | Bates, Page 922 QUIZ Written (25 pts.) |
| WEEK 5 | Rectal exam female, male and prostate exam review. BPH, Pilonidal cyst, hemorrhoids, Rectal examination abnormalities. Abnormalities of prostate. Health promotion and counseling. Prostate screening guidelines Colorectal exam (MK) | Bates, Chapter 15 |

| Week | Topics/Competency | Activity/Assignment |
|----------------|---|---|
| WEEK 6 | Thyroid exam review, Goiters, enlargement, Signs and symptoms of thyroid dysfunction. Myxedema , acromegaly, Cushing's syndrome, exophthalmos (MK) | Bates, page 299, 272 |
| WEEK 7 | Diabetes foot exam, techniques. Peripheral neuropathy Health promotion and counseling. Documentation of endocrine abnormalities (MK) | Bates, Page 731, Essential Clinical procedures, chapter 35 Midterm 100 pts. |
| WEEK 8 | Review of Abdominal exam. Health History: Change of bowel function, diarrhea, constipation, Jaundice. Mechanism of Jaundice, Risks factors for liver disease. (MK) | Bates, Chapter 11 |
| WEEK 9 | Peritonitis, The urinary tract, differential diagnosis of abdominal pain, cholelithiasis, Dysphagia, acute and chronic diarrhea, constipation. Bloody stool, urinary incontinence, Hernias, (MK) | Bates Chapter 11 |
| WEEK 10 | Abdominal bruits, Ascites, documentation of abdominal abnormalities. Start Pediatric exam , Newborn, School age children, (MK) | QUIZ 25 pts Chapter 18 |
| WEEK 11 | Pediatric exam. Adolescent recording results. Sports Physical (MK) | Chapter 18 |
| WEEK 12 | Geriatric exam, Functional status, Geriatric screener, , Falls prevention, Timed up and go, Mini cognition, TRAP test Recording of adult geriatric exam. (MK) | Handout per instructor |
| WEEK 13 | Surgical clearance and ACS calculator (MK) | Write up 25 pts |
| WEEK 14 | Review | |
| WEEK 15 | Final exam | Final exam 100pts SP experience |
| WEEK 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 (<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 (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.

Course Policies

- Laptop computers will be required in class daily.
- Appropriate personal protective equipment (gowns, gloves etc.) must be worn during skills practice session these items will be available if needed
- Observe standard precautions (Hand washing, gloving, gowning)

University Policies

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- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

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Bibliography

Fanjul, M., Lancharro.A., Molina, E., & Cerda, J. (2019) Gynecological anomalies in patients with anorectal malformations. *Pediatric Surgery International*. doi.org/10.1007/s00383-019-04513-1

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Rossaneis, M. A., Haddad, M., Mathias, T. A., & Marcon, S. S. (2016). Differences in foot self-care and lifestyle between men and women with diabetes mellitus. *Revista latino-americana de enfermagem*, 24, e2761. doi:10.1590/1518-8345.1203.2761

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**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 624

☒ Graded ☐ CR/NC

Contact Person: Ginger Boles, MS PA-C

Phone: 304-629-1341

NEW COURSE DATA:

New Course Title: Testing and Procedures III

Alpha Designator/Number:

P A S 6 2 4

Title Abbreviation:

T e s t i n g a n d P r o c e d u r e s 3

(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 620,621,622,623,625,626

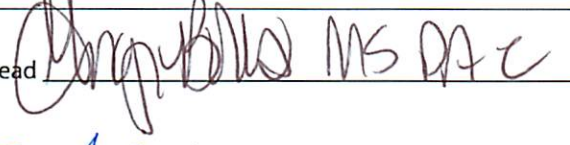


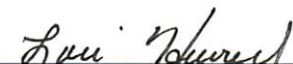
First Term to be Offered: Spring 2022

Prerequisite(s): Completion of 3rd 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 | 8/20/19 |
| 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 624

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 624 Testing and Procedures III

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

First Term Offered: Spring 2022

Credit Hours: Two



MUPA Program Testing and Procedures III – PAS 624 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 third 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

Spring Semester 2022

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

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

Chen, M. Y. M., Pope, T.L., & Ott, D. J. (2011) *Basic Radiology, Second Edition*. New York, NY. McGraw-Hill Medical.

*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 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 endocrine, hematology, genitourinary, gastrointestinal and immunology. | B1.01, B1.02, B1.03, B1.06, B1.07, B1.08, B2.04, B2.06, B2.09 (MK), (ICS), (PC) | <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/contraindications for various technical procedures and/or testing modalities. |
| Demonstrate clinical/technical skills applicable to specified clinical scenarios and/or conditions associated with the endocrine, hematology, genitourinary, gastrointestinal and immunology. | 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 (MK), (ICS), (PBL) | <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. |

Course Content and Assignments

| WEEK | TOPICS | ACTIVITY/ASSIGNMENT |
|------|--|---|
| 1 | Stop the Bleed | Instructor hand out |
| 2 | Sterile technique. Gloving and gowning, surgical scrub. | Instructor hand out |
| 3 | Suturing, Ingrown toenails, Sublingual Hematomas | Dehn Chapter 29, 28, 21, 23 |
| 4 | Wound closure, Anesthesia, suturing, I and D abscess. Wound dressing. | Quiz |
| 5 | Surgical instrument tray, | Instructor hand outs |
| 6 | Abdominal x ray, Ct of Abdomen with contrast. Ct of abdomen without. When to order | Radiology Chapter 8,9,10,11 Instructor hand out |

| Week | Topics | Activity/Assignment |
|------|---|---|
| 7 | Abdominal X-ray, NG tube placement, Hem occult | Midterm Dehn Chapter 14 |
| 8 | RUQ Ultrasound US of Appendix US of Paracentesis | Instructor hand outs |
| 9 | Surgical Clearance, Cardiac risk assessment, airway exam for sedation | Instructor hand outs |
| 10 | Procedure note | Instructor hand outs Dehn Chapter 29 Quiz |
| 11 | Admission orders, outpatient RX | Instructor hand outs |
| 12 | Discharge summary | Instructor hand outs |
| 13 | Pre-op note, Post-op note | Instructor hand outs |
| 14 | Open lab | Open lab |
| 15 | Finals | 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:

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/>).

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

Blacklow, S. O., Li, J., Freedman, B. R., Zeidi, M., Chen, C., & Mooney, D. J. (2019). Bioinspired mechanically active adhesive dressings to accelerate wound closure. *Science advances*, 5(7), eaaw3963. doi:10.1126/sciadv.aaw3963

Duke, J. M., Boyd, J. H., Rea, S., Randall, S. M., & Wood, F. M. (2015). Long-term mortality among older adults with burn injury: a population-based study in Australia. *Bulletin of the World Health Organization*, 93(6), 400–406. doi:10.2471/BLT.14.149146

Feigenberg, T., Maor-Sagie, E., Zivi, E., Abu-Dia, M., Ben-Meir, A., Sela, H. Y., & Ezra, Y. (2014). Using adhesive glue to repair first degree perineal tears: a prospective randomized controlled trial. *BioMed research international*, 2014, 526590. doi:10.1155/2014/526590

Muraca, G. M., Lisonkova, S., Skoll, A., Brant, R., Cundiff, G. W., Sabr, Y., & Joseph, K. S. (2018). Ecological association between operative vaginal delivery and obstetric and birth trauma. *CMAJ : Canadian Medical Association journal = journal de l'Association medicale canadienne*, 190(24), E734–E741. doi:10.1503/cmaj.171076

Pastar, I., Nusbaum, A. G., Gil, J., Patel, S. B., Chen, J., Valdes, J., ... Davis, S. C. (2013). Interactions of methicillin resistant *Staphylococcus aureus* USA300 and *Pseudomonas aeruginosa* in polymicrobial wound infection. *PloS one*, 8(2), e56846. doi:10.1371/journal.pone.0056846

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 625

☒ Graded ☐ CR/NC

Contact Person: Ginger Boles, MS PA-C

Phone: 304-629-1341

NEW COURSE DATA:

New Course Title: PA Professional Practice

Alpha Designator/Number:

| | | | | | | | | | |
|---|---|---|--|---|---|---|--|--|--|
| P | A | S | | 6 | 2 | 5 | | | |
|---|---|---|--|---|---|---|--|--|--|

Title Abbreviation:

| | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|---|---|---|---|---|---|---|---|---|---|---|---|--|---|---|---|---|---|---|---|---|--|
| P | A | | P | r | o | f | e | s | s | i | o | n | a | l | | P | r | a | c | t | i | c | e | |
|---|---|--|---|---|---|---|---|---|---|---|---|---|---|---|--|---|---|---|---|---|---|---|---|--|

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This course focuses on the economics of healthcare, risk reduction, billing and coding, preparing for clinical practice, and interprofessional collaboration.

Co-requisite(s): PAS 620,621,622,623,624,625 

First Term to be Offered: Spring 2022

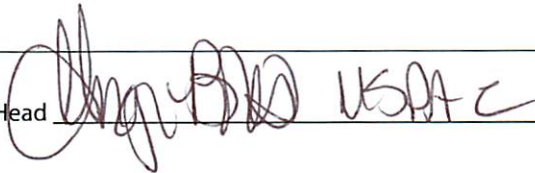
Prerequisite(s): Completion of 3rd Semester 

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



810912

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 625

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 625 PA Professional Practice

Catalog Description: This course focuses on the economics of healthcare, risk reduction, billing and coding, preparing for clinical practice, and interprofessional collaboration.

First Term Offered: Spring 2022

Credit Hours: Two



MUPA Program

PA Professional Practice – PAS 625

Course Syllabus

Course Description

This course focuses on the economics of health care, risk reduction, billing and coding, preparing for clinical practice, and interprofessional collaboration.

Credits

Two (2) credit hours

Prerequisites

Successful completion of the third semester of the PA program

Course Goals

- Work with individuals of other professions to maintain a climate of mutual respect
- Apply relationship building values and principles of team dynamics to perform effectively in different team roles to plan and deliver patient / population centered care that is safe, timely, effective and equitable.
- Understand the billing and coding process, medicolegal issues and professional issues in medical practices.

Term/Year

Spring Semester 2022

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

Cell phone (304) 629-1341

Office hours TBA

Office phone (304) 691-1979

Email: bolesg@marshall.edu

Course Instructors

TBA

Required Texts and Materials

Jameson, J., Fauci, A.S., Kasper, D.L., Hauser, S.L., Longo, D.L. & Loscalzo, J., eds. (2018) *Harrison's Principles of Internal Medicine*, 20e New York, NY: McGraw-Hill

Jonsen, A.R., Siegle, M., Winslade, W.J. eds. (2015) *Clinical Ethics: A Practical Approach to Ethical Decisions in Clinical Medicine*, 8e New York, NY: McGraw-Hill

Fortin, V.I.A.H., Dwanena, F.C., Frankel, R.M., Lepisto, B., & Smith, R.C. eds. (2019) *Smith's Patient-Centered Interviewing 4e* New York, NY: McGraw-Hill

McKean, S.C., Ross, J.J., Dressler, D.D., & Scheurer, D.B. eds. (2017) *Principles and Practice of Hospital Medicine*, 2e New York, NY: McGraw-Hill

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

Wachter, R.M., & Gupta, K. eds. (2018) *Understanding Patient Safety*, 3e 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

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/Project | 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 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: |
|---|-----------------------------------|--|
| Student will be able to discuss PA practice rules and the process to obtain a license | B2.14 (P), (SBP) | <ul style="list-style-type: none"> • Define the requirements for licensure as a PA • Explain the process to become credentialed as a PA • Discuss the importance of appropriate legislation as it relates to PA practice act • Discuss impaired providers and ethical issues involving impaired providers • Discuss the scope of practice of PA's |
| Student will be able to discuss the economics of health care and how it pertains to individualized practice | B2.15 (SBP) | <ul style="list-style-type: none"> • Discuss billing and coding and identify appropriate examples of each • Discuss importance of medical records completeness (appropriate documentation of care) for reimbursement and administrative purposes • Discuss reimbursement for PA's |
| Students will describe the importance of electronic medical records and appropriate documentation | B2.13 (PC), (P) | <ul style="list-style-type: none"> • Discuss the importance of remaining patient centered in the age of digital documentation. • Identify appropriate documentation methods. • Identify appropriate practices to use in the interview when documenting electronically. • Identify the importance of privacy, security and responsibility in regards to medical records management. |

| 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: |
| Student will discuss the legal aspects of medical care. | B2.08, B2.13, B2.09 (PC), (P), (SBP) | <ul style="list-style-type: none"> Describe the components of a medical malpractice case. Discuss living wills, organ donation, advance directives, code status, do not resuscitate, do not intubate, medical power of attorney, etc. Discuss COBRA, EMTALA, informed consent and the patients' rights to refuse advice/ care. Discuss mandated reporting in WV and provider responsibilities |
| Student will manage a patient with other health care professionals. | B2.09, B1.05, B1.07, B1.08, B2.04, B2.09 (ICS),(PC),(P) | <ul style="list-style-type: none"> Collect information and compose a treatment plan with other health care students for an assigned patient Communicate effectively with other health care students Identify other healthcare providers that may assist with patient care Discuss issues that impact all healthcare professions Employ basic counseling and patient education skills. Discuss appropriate professional conduct |

Course Content and Assignments

| Week | Topics | Activity/Assignment |
|-----------|---|---|
| 1 1/03 | PA's in West Virginia Obtain NPI number | WV PA practice act https://wvbom.wv.gov/PA_PracticeAct.asp |
| 2 1/10 | PA's in WV continued and impaired provider dilemmas | WV PA practice act https://wvbom.wv.gov/PA_PracticeAct.asp |
| 3 1/24 | Billing and Coding | Principles and Practice of Hospital Medicine Chapter 27 an Chapter 32 |
| 4 2/7 | EMR | Patient Centered Interviewing Chapter 10 Exam #1 |

| Week | Topics | Activity/Assignment |
|------------|--|---|
| 5 2/14 | Importance of teamwork and all health professionals when caring for patients | Understanding Teamwork in Health Care Chapters 1 through 5 |
| 6 2/21 | Interprofessional activity | Understanding Teamwork in Healthcare Chapters 6-11 Information to be handed out 1-2 weeks prior to activity regarding specific patient encounter |
| 7 2/28 | Interprofessional activity Project | Review above reading assignments Information to be handed out 1-2 weeks prior to activity regarding specific patient encounter Project |
| 8 3/07 | Risk reduction Medicolegal issues in Healthcare | Understanding Patient Safety Chapter 18 and Chapter 19 |
| 9 3/14 | Medicolegal issues in Healthcare | Understanding Patient Safety Chapter 14 and Chapter 15 |
| 10 3/21 | Medicolegal issues in Healthcare | Harrison's principles of Internal Medicine Chapter 8 |
| 11 3/28 | Privacy and security in Medical Records | Clinical Ethics: A Practical Approach to Ethical Decisions in Clinical Medicine Chapter 4.3 Exam 2 |
| 12 4/4 | Clinical Rotations 101 | Clinical Rotation handbook |
| 13 4/11 | OSHA Training | OSHA Training |
| 14 | HIPAA | HIPAA |
| 15 | Finals | 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:

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
- B1.07 - 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

- 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.
- B2.08 - 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.
- B2.11 - The program curriculum *must* include instruction in health care delivery systems and health policy
- B2.13 - The program curriculum *must* include instruction in patient safety, quality improvement, prevention of medical errors and risk management.
- B2.14 - The program curriculum *must* include instruction about PA licensure, credentialing, and laws and regulations regarding professional practice
- B2.15 - The program curriculum *must* include instruction regarding reimbursement, documentation of care, coding and billing

MUPA Competencies Relevant to this Course

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.

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. (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

Champagne-Langabeer, T., Revere, L., Tankimovich, M., Yu, E., Spears, R., & Swails, J. L. (2019). Integrating Diverse Disciplines to Enhance Interprofessional Competency in Healthcare Delivery. *Healthcare* (Basel, Switzerland), 7(2), 75. doi:10.3390/healthcare7020075

Colorafi, K., & Bailey, B. (2016). It's Time for Innovation in the Health Insurance Portability and Accountability Act (HIPAA). *JMIR medical informatics*, 4(4), e34. doi:10.2196/medinform.6372

Dow, A. W., DiazGranados, D., Mazmanian, P. E., & Retchin, S. M. (2014). An exploratory study of an assessment tool derived from the competencies of the interprofessional education collaborative. *Journal of interprofessional care*, 28(4), 299–304. doi:10.3109/13561820.2014.891573

Yu, H., Greenberg, M., & Haviland, A. (2017). The Impact of State Medical Malpractice Reform on Individual-Level Health Care Expenditures. *Health services research*, 52(6), 2018–2037. doi:10.1111/1475-6773.12789

Zuccotti, G., Maloney, F. L., Feblowitz, J., Samal, L., Sato, L., & Wright, A. (2014). Reducing risk with clinical decision support: a study of closed malpractice claims. *Applied clinical informatics*, 5(3), 746–756. doi:10.4338/ACI-2014-02-RA-0018

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 626

☒ Graded ☐ CR/NC

Contact Person: Ginger Boles, MS PA-C

Phone: 304-629-1341

NEW COURSE DATA:

New Course Title: Clinical Specialties II

Alpha Designator/Number:

P A S 6 2 6

Title Abbreviation:

C l i n i c a l S p e c i a l t i e s I I

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This course provides an intensive study in the evaluation, diagnosis and treatment of patients in the areas of surgery, emergency medicine, and rehabilitative medicine.

Co-requisite(s): PAS 620,621,622,623,624,625

First Term to be Offered: Spring 2022

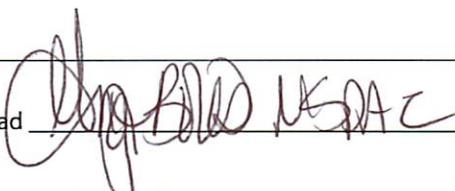
Prerequisite(s): Completion of 3rd Semester

Credit Hours: Three

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.

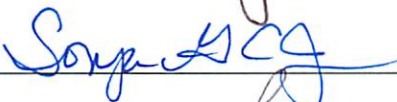
Dept. Chair/Division Head



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 626

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

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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 626 Clinical Specialties II

Catalog Description: This course provides an intensive study in the evaluation, diagnosis and treatment of patients in the areas of surgery, emergency medicine, and rehabilitative medicine.

First Term Offered: Spring 2022

Credit Hours: Three



MUPA Program Clinical Specialties II – PAS 626 Course Syllabus

Course Description

This course provides an intensive study in the evaluation, diagnosis and treatment of patients in the areas of surgery, emergency medicine, and rehabilitative medicine.

Credits

Three (3) credit hours

Prerequisites

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

Course Goals

- Apply previously attained fundamental knowledge in biomedical and clinical sciences to the evaluation, management, and treatment of conditions in Emergency Medical settings, surgical settings and rehabilitation settings
- Understand pathophysiologic concepts underlying common diseases and disorders affecting patients in the above settings.
- Understand the unique complications and conditions affecting emergency medicine and surgical patients, and utilize critical thinking skills to provide safe and effective care to these patients
- Be culturally sensitive and patient centered in approaching these special populations and their families, and in recommending preventive and therapeutic treatment options.

Term/Year

Spring Semester 2022

Class Meeting Days/Times

TBA

Location

TBA

Academic Calendar

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

Course Director

TBA

Course Instructors

TBA

Required Texts and Materials

Blackbourne, L. (2017) *Surgical Recall Eighth Edition*. LWW

Cameron, J.L., & Cameron, A.M. m eds. (2017) *Current Surgical Therapy*. Canada. Elsevier, Inc.

Cydulka, R.K., & Fitch, M.T., Joing, S.A., Wang, V.J., Cline, D.M., Ma, O.J. (2018).
Tintinalli's emergency medicine manual. New York, NY. McGraw- Hill

Maitin, I.B., & Cruz, E. (Eds.). (2014). *Current diagnosis and treatment: physical medicine and rehabilitation*. 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.

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- Students are expected to participate in all activities.
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*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 | 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: |
| Apply previously attained fundamentals in biomedical sciences to new foundational concepts of clinical medicine related to the specialties of emergency medicine, surgery and rehabilitative medicine. | B1.02, B2.02(c,e) (MK) | <ul style="list-style-type: none">• Relate pathophysiologic processes underlying clinical manifestations of common diseases of all organ systems for the patient populations typically seen in the specialties of emergency medicine, surgery and rehabilitative medicine.• Explain the pathogenesis of those common diseases and disorders encountered. |
| Correlate etiologic and epidemiologic data to various diseases and disorders affecting patient populations within emergency medicine, surgery and rehabilitative medicine. . | B1.02, B1.06, B2.06 (MK) | <ul style="list-style-type: none">• Identify risk factors of disease processes and disorder of these patient populations.• Relate determinants of health and disease to how they influence health outcomes in commonly encountered diseases in these patient populations.• Discuss social conditions and behaviors that predispose patients to specific |

| 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: |
|---|--|---|
| | | diseases and decreased functional capacities. |
| Identify pertinent historical data and physical examination findings in relation to disease processes and disorders commonly encountered in emergency medicine, surgery and rehabilitative medicine. | B1.06, B2.04, B2.05, B2.06 (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 their history. • Relate the patient's presenting symptoms to the most likely physical examination findings. • Associate pertinent historical data and physical examination findings to the most likely underlying disease process. |
| Recommend and interpret appropriate diagnostic and/or laboratory studies given history and physical examination findings for diseases and/or disorders commonly encountered in emergency medicine, surgery and rehabilitative medicine. | B1.02, B1.07, 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. |
| Distinguish common emergent conditions from non-emergent conditions. | B 1.02, B1.03, B1.06, B2.03, B2.05, (MK), (PC), (SBP) | <ul style="list-style-type: none"> • Identify acute findings for common emergency conditions • Apply appropriate triage techniques for treating patients in emergency settings |
| Apply fundamentals of physical medicine and rehabilitation to patients in conditions that warrant such treatment | B1.02, B1.03, B1.06, B2.03, B2.05, (MK), (PC), (SBP) | <ul style="list-style-type: none"> • Discuss approaches to patients with needs for rehabilitation • Define therapeutic modalities, exercises and pharmacology |
| Discuss the history of surgery, its evolution, and the development of surgical specialties. | B1.02, B1.03, B1.08 (MK) | <ul style="list-style-type: none"> • Outline the history of the surgical discipline. • Describe how it has evolved and progressed over time. |

| 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: |
| | | <ul style="list-style-type: none"> List the current surgical specialties. Describe sterile technique and universal precautions. |
| Recommend appropriate work up for surgical conditions. | B1.02, B1.07, B2.04, B2.05, B2.06, B2.10, B2.13 (MK), (PC), (SBP) | <ul style="list-style-type: none"> Recognize pertinent history and physical examination findings that suggest a surgical problem. Relate cost effectiveness, current guidelines, and patient preferences regarding testing and procedure recommendations. |
| Choose the appropriate surgical specialty to refer a patient to when given a clinical vignette of a patient with a surgical problem. | B1.02, B1.03, B1.07, B1.08, B2.05, | <ul style="list-style-type: none"> Identify surgical pathology from a patient history and physical examination. Choose appropriate work up for the problem. Choose correct surgical specialty to refer the patient to for consultation. Recognize elective versus emergent surgical pathology. |

Course Content and Assignments

| Week | Topics | Activity/Assignment |
|-------------|---|--|
| 1 | Emergency Medicine Approach to the patient in an emergency setting Prehospital care and Disaster Medical Services Emergency Wound Management | Handouts from instructor Tintinalli's Chapter 9-16 |
| 2 | Cardiac Emergencies Chest pain, ACS, Cardiogenic Shock, Syncope, Acute Heart Failure, Systemic and Pulmonary HTN, Aortic Aneurysms and Dissection, Arterial Occlusion | Tintinalli's Chapter 17, 18, 19, 21, 22,23,24,25,26,27,28 Quiz #1 |
| 3 | Pulmonary Emergencies Respiratory Distress, Pneumonia, Tuberculosis, Pneumothorax, Hemoptysis, Asthma, COPD | Tintinalli's Chapter 29, 30, 31, 32, 33,34 Quiz #2 |

| Week | Topics | Activity/Assignment |
|------|---|---|
| 4 | Renal emergencies Acute kidney injury, UTI's and urologic stones Gynecologic Emergencies Ectopic pregnancy Vaginal bleeding and pelvic pain in the Non pregnant patient Ovarian Torsion Endocrine Emergencies DKA, Thyroid and adrenal emergencies | Exam # 1 Tintinalli's Chapter 50, 53, 56 Chapter 58, 59 Chapter 129, 130, 131, 132 |
| 5 | Trauma Adults, Children, Elderly, pregnancy, head, spine, facial, neck, cardiothoracic, abdominal, GU, extremities | Quiz #3 Tintinalli's Chapters 156-168 |
| 6 | GI Emergencies Abdominal pain, gi bleeding, peptic ulcer disease and gastritis, acute appendicitis Diverticulitis Hernia, hepatic failure | Quiz #4 Tintinalli's Chapter 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48 Exam #2 |
| 7 | Surgery Sterile technique, universal precautions History of the surgical discipline, evolution of surgery, and current surgical specialties. | Handouts, video, discussion |
| 8 | Surgical H&P, pre-operative evaluation Breast Disease Endocrine Disease | Handouts Surgical Recall Current Pages 657-743 Pages 749-806 Quiz #5 |
| 9 | Hernias/Pancreatitis Gastrointestinal I | Surgical Recall Current 489-598 Quiz #6 |
| 10 | Gastrointestinal II Vascular Bariatrics | Surgical Recall 899-1100. Quiz #7 |
| 11 | Trauma Critical Care Integumentary | Surgical Recall Current Pages 1121-1459 Quiz #8 |

| Week | Topics | Activity/Assignment |
|------|--|--|
| 12 | Review and case studies | Quiz #9 |
| 13 | Rehabilitative medicine Approach to the physical Medicine and Rehabilitative patient Review of functional anatomy Superficial heat therapy, cryotherapy, deep heating therapy, electrotherapy, phonophoresis, low-level laser therapy, | Exam #3 Current Diagnosis and Treatment: Physical Medicine and Rehabilitation Chapter 1,2,8,9,12,13,14,21 |
| 14 | Rehabilitative medicine Traction, massage, Principles of aerobic conditioning, aerobic training, strength training, flexibility and stretching Rehab from spinal cord injury, stroke, TBI Interventional Pain Management | Current Diagnosis and Treatment: Physical Medicine and Rehabilitation Chapter 1,2,8,9,12,13,14,21 |
| 15 | Finals | 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:

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.
- B1.06 – 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 patient centered teams.
- 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.
- B2.06 – The program curriculum *must* include instruction in the provision of clinical medical care across the life span.
- B2.07 – The program curriculum *must* include instruction in technical skills and procedures based on current professional practice.
- B2.08 – The program curriculum *must* include instruction in the social and behavioral sciences as well as the 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 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.

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.

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

- Academic Dishonesty Policy Nielsen, O. H., Soendergaard, C., Vikner, M. E., & Weiss, G. (2018). Rational Management of Iron-Deficiency Anaemia in Inflammatory Bowel Disease. *Nutrients*, 10(1), 82. doi:10.3390/nu10010082
- 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 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

Asif, S., Qureini, A., & Bennett, J. (2019). A Rare Case of Spontaneous Isolated Dissection of the Superior Mesenteric Artery. *Cureus*, 11(5), e4725. doi:10.7759/cureus.4725

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