

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 627

☒ Graded ☐ CR/NC

Contact Person: Ginger Boles, MS PA-C

Phone: 304-629-1341

NEW COURSE DATA:

New Course Title: Psychiatry for th PA

Alpha Designator/Number:

P A S 6 2 7

Title Abbreviation:

P s y c h i a t r y f o r t h e P A

(Limit of 25 characters and spaces)

Course Catalog Description:
(Limit of 30 words)

This course provides a basic knowledge of psychiatry, psychiatric medical conditions, and special approaches to care for patients with a variety of mental health conditions.

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

First Term to be Offered: Spring 2022

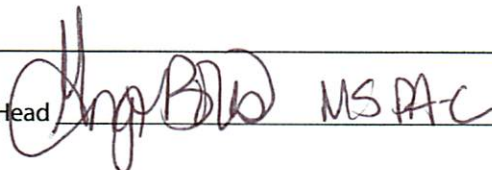
Prerequisite(s): Completion of 2nd semester

Credit Hours: Two

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

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

Dept. Chair/Division Head



Date

8-20-19

Registrar

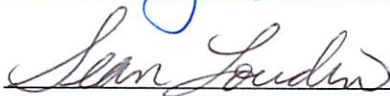


510912

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 627

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 627 Psychiatry for the PA

Catalog Description: This course provides a basic knowledge of psychiatry, psychiatric medical conditions, and special approaches for patients with a variety of mental health conditions.

First Term Offered: Spring 2022

Credit Hours: Two



MUPA Program Psychiatry for the PA – PAS 627 Course Syllabus

Course Description

This course provides a basic knowledge of psychiatry, psychiatric medical conditions, and special approaches to care for patients with a variety of mental health conditions.

Credits

Two (2) credit hours

Prerequisites

Successful completion of the third semester of the PA program

Course Goals

- Understand the pathophysiologic concepts underlying psychiatric disorders
- Become familiar with utilizing evidence-based medicine and the resources available for the use of such
- Develop a solid understanding of the evaluation and management of patients regarding psychiatry and an ability to apply critical thinking skills to the practice of psychiatry

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

Office Hours: TBA

Office Phone (304) 691-1979

Marshall Email: bolesg@marshall.edu

Course Instructors

TBA

Required Texts and Materials

Ebert, M.H., Leckman, J.F., & Petrakis, I.L. eds. *Current Diagnosis & Treatment: Psychiatry, 3e* New York, NY: McGraw-Hill

American Psychiatric Association, *The Diagnostic and Statistical Manual of Mental Disorders Fifth Edition*, 2013, Washington, DC

*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
Quizzes	10%
Midterm exam	30%
Assignments	15%
Final exam	40%
Professionalism Rubric	5%

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

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

Student Learning Outcomes, Competencies, and Instructional Objectives

Student Learning Outcomes	ARC-PA Standards/ Competencies	Instructional Objectives
Upon successful completion of this course, PA students will be able to:		Upon successful completion of this course, PA students will be able to:
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 (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 with patient education and counseling.
Identify pertinent historical data and physical examination findings in relation to psychiatric illness	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
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 psychiatric 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:
Develop a patient-centered and inclusive treatment plan for patients with psychiatric illness	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
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 sway decision-making when choosing the most likely diagnosis from a differential
Recommend and interpret appropriate diagnostic and/or laboratory studies given a patient history and physical examination findings for psychiatric illness across the lifespan	B1.02, B1.03, B1.04, B1.07, B2.03, B2.05, B2.06, (MK), (PC), (SBP)	<ul style="list-style-type: none"> • Discuss the indications for initial and subsequent diagnostic and laboratory studies • 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

Course Content and Assignments

Week	Topics	Activity/Assignment
1 01/03	Introduction to psychiatry; the psychiatric interview; DSM V and ICD 10	Current Diagnosis and Treatment Chapters 1, 2, 3, 4 Quiz 1
2 01/10	Psychological assessment; developmental psychology; psychopharmacologic interventions; preventive psychiatry	Current Diagnosis and Treatment Psychiatry Chapters 6, 8, 9, 13 Quiz 2
3 01/17	Neurocognitive disorders; schizophrenia; other psychotic disorder	Current Diagnosis and Treatment Psychiatry Chapters 14, 15, 16 Quiz 3; Exam 1
4 01/24	Mood disorders; major depressive disorders; dysthymic disorders; bipolar disorders; anxiety disorders; panic disorders; PTSD and acute stress disorder; obsessive compulsive disorder; premenstrual dysphoric disorder	Current Diagnosis and Treatment Psychiatry Chapters 17, 18, 19, 20 Quiz 4
5 01/31	(Continued) Mood disorders; major depressive disorders; dysthymic disorders; bipolar disorders; anxiety disorders; panic disorders; PTSD and acute stress disorder; obsessive compulsive disorder; premenstrual dysphoric disorder	Current Diagnosis and Treatment Psychiatry Chapters 17, 18, 19, 20 Quiz 5
6 02/07	Sexual dysfunctions and paraphilic disorders; feeding and eating disorders; sleep disorders; narcolepsy; parasomnias; impulse-control disorders	Current Diagnosis and Treatment Psychiatry Chapters 24, 25, 26, 27 Quiz 6
7 02/14	Adjustment disorders; personality disorders	Current Diagnosis and Treatment Psychiatry Chapters 28, 29 Quiz 7; Exam 2
8 02/21	Psychiatric disorders in children and adolescents; oppositional defiant disorder and conduct disorder; autism spectrum disorder; attention-deficit/hyperactivity disorder	Current Diagnosis and Treatment Psychiatry Chapters 31, 32, 33, 34, 35 Quiz 8
9 02/28	Psychiatric disorders in children and adolescents	Current Diagnosis and Treatment Psychiatry Chapters 36, 37, 39, 40 Quiz 9
10 03/07	Abuse and neglect: child abuse; domestic violence; elder abuse; sexual abuse	Current Diagnosis and Treatment Psychiatry Chapter 41
11 03/14	Human sexuality; suicidal/homicidal behaviors	Current Diagnosis and Treatment Psychiatry Chapter 56 Quiz 10; Exam 3
12 03/21	Somatic symptom and related disorders; factitious disorders and malingering; dissociative disorders; phobias	Current Diagnosis and Treatment Psychiatry Chapters 21, 22, 23 Quiz 11
13 03/28	Alcohol- and substance-related disorders	Current Diagnosis and Treatment Psychiatry Chapters 48, 49, 50, 51 Quiz 13
14 04/04	Alcohol- and substance-related disorders	Current Diagnosis and Treatment Psychiatry Chapters 52, 53, 54, 55 Quiz 13
15 04/11	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.
- B1.05 - 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.

MUPA Competencies Relevant to this Course

Medical Knowledge (MK)

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

Interpersonal & Communication Skills (ICS)

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

Patient Care (PC)

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

Professionalism (P)

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

Practice-Based Learning & Improvement (PBL)

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

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

- Amad, A., Radua, J., Vaica, G., Williams, S.C.R., & Fovet, T. (2019) Similarities between borderline personality disorder and post-traumatic stress disorder: evidence from resting state meta-analysis. *Neuroscience & Behavioral Reviews*. doi.org/10.1016/j.neubiorev.2019.07.018
- Bergman, H., Rathbone, J., Agarwal, V., & Soares-Weiser, K. (2018). Antipsychotic reduction and/or cessation and antipsychotics as specific treatments for tardive dyskinesia. *The Cochrane database of systematic reviews*, 2(2), CD000459. doi:10.1002/14651858.CD000459.pub3
- Haferman, D.M., Rooks, B., Merranko, J., Liao, F., Gill, M.K., Goldstein, T.R., & Birmaher, B. (2019) Lithium versus other mood stabilizing medications in a longitudinal study of bipolar youth. *Journal of the American Academy of Child and Adolescent Psychiatry*. doi.org/10.1016/j.jaac.2019.06.013
- Nowland, R., Steeg, S., Quinlivan, L. M., Cooper, J., Huxtable, R., Hawton, K., ... Kapur, N. (2019). Management of patients with an advance decision and suicidal behaviour: a systematic review. *BMJ open*, 9(3), e023978. doi:10.1136/bmjopen-2018-023978
- Zhang, R., & Volkow, N.D. (2019) Brain default mode network dysfunction in addiction. *NeuroImage*. 200 313-331. doi.org/10.1016/j.neuroimage.2019.06.036

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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 650

☒ Graded ☐ CR/NC

Contact Person: Ginger Boles, MS PA-C

Phone: 304-629-1341

NEW COURSE DATA:

New Course Title: Primary Care I

Alpha Designator/Number:

P A S 6 5 0

Title Abbreviation:

P r i m a r y C a r e I

(Limit of 25 characters and spaces)

PA Primary Care I

24
10/1/19Course Catalog Description:
(Limit of 30 words)

This rotation provides clinical instruction in primary care in an outpatient medical setting

Co-requisite(s): PAS 651,652,653,654,655,656

First Term to be Offered: Summer 2022

Prerequisite(s): Completion of 4th Semester

Credit Hours: Four

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

This course
was approved
with the
change of
title -
Needs PA
at start of
title

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

Dept. Chair/Division Head:

Ginger Boles MS PA-C

Date:

8-20-19

Registrar:

Sandra G

510912

Date:

8-21-19

College Curriculum Chair:

Lauri Linder

Date:

8/26/19

Graduate Council Chair:

Lauri Linder

Date:

10/1/19

Request for Graduate Course Addition - Page 2

College: School of Medicine

Department/Division: PA Program

Alpha Designator/Number: PAS 650

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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)

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

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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

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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 650 Primary Care I

Catalog Description: This rotation provides clinical instruction in primary care in an outpatient medical setting.

First Term Offered: Summer 2022

Credit Hours: Four



PHYSICIAN ASSISTANT PROGRAM

MUPA Program Primary Care I – PAS 650 Course Syllabus

Course Description

This rotation provides clinical instruction in primary care in an outpatient medical setting.

Credits

Four (4) credit hours

Prerequisites

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

Course Goals

- Cultivate competencies necessary for successful practice as a physician assistant in a primary care setting.
- Elevate skills in emotional intelligence, empathy, compassion, integrity, honesty, professionalism and cultural humility to be respectful and selfless in serving patient needs.
- Continue development of medical decision-making skills, through patient evaluation, diagnosis, and management.
- Mature interpersonal and communication skills in order to achieve effective patient counseling and education as well as effective interprofessional relationships.
- Expand practice based learning and improvement techniques including documentation and coding.

Term/Year

Clinical Year 2022-2023

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

Dean Wright, PA-C

Office TBA

Cell phone (304) 633 - 1366

Office hours TBA

Office phone (304) 691-6966

Email: wrightk@marshall.edu

Course Instructors

TBA

Required Texts and Materials

Crees, Z., Fritz, C., Heudebert, A., Noe, J., Rengarajan, A., & Wang, X. (Eds.). (2020). *The Washington manual of medical therapeutics, 36th ed.* Philadelphia, PA: Wolters Kluwer.

Fielding, A., & Lebowitz, H. (Eds.) (2019). *Current medical diagnosis & treatment, 58th ed.* New York, NY: McGraw-Hill.

Recommended/Optional Texts and Materials

Esherick JS, Slater ED, David J. (2018). *Current practice guidelines in primary care, 5th Ed.* New York, NY: McGraw-Hill.

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

Required Equipment

- Stethoscope
- White coat
- ID badge

Attire

Per the Marshall University Physician Assistant Program Policy.

Attendance/Participation Policy

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

Course Requirements

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

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

Methodologies of Teaching and Student Assessment

Student attainment of expected learning outcomes is developed through experiential patient care exposure under the supervision of a clinical preceptor and through self-directed learning by students. Formative assessment of progress toward attaining the course learning outcomes, learning objectives and required patient encounters/exposures is conducted mid-rotation. Summative evaluation of course learning outcomes, learning objectives and assurance of attainment of patient encounters/exposures is conducted upon conclusion of the course via the following components.

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

Component	% of Final Grade
Preceptor Evaluation	40%
End of Rotation Exam	30%
Patient Logs	15%
Assignment	10%
Professionalism Points	5%

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

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

End of Rotation Exam Grade Conversion

The Primary Care I rotation assessment utilizes the PAEA End of Rotation exam and this test is specific to the Primary Care I rotation. For more information about the exam composition please see the Family Medicine Blueprint available at: <https://paeaonline.org/assessment/end-of-rotation/content/>. The site also includes a sample exam to further familiarize yourself with test expectations.

For grading purposes within the Primary Care I rotation, the PAEA exam score will be converted using a student Z-score.

1. Calculating The Z-Score

- a. The following formula establishes the student Z-score for a particular test:
- b. $Z\text{-Score} = (\text{Student EOR Score} - \text{National average for that exam}) / \text{Exam SD}$
- c. Example: $Z\text{-score} = (87.9 - 75.9) / 8 = +1.5$
 - i. In the above example 87.9 is the student's EOR score; 75.9 is the national average on the same exam; and the exam standard deviation is 8.

2. Using the Z-Score to Convert the End Of Rotation Test Grade

- a. Since the program assigns 70% as the lowest grade eligible to earn a "C" on a test, the following formula was used to establish a grade via a student Z-score.

- b. Converted EOR Test Grade = $[85 + (z\text{-score} \times 10)]\%$ with a maximum allowed grade of 100%.
- c. For our example above the student would have a Converted EOR Test Grade = $[85 + (1.5 \times 10)] = 100$.

Z-Score	Adjusted Grade	Letter Grade
+0.5 +	90% to 100%	A
-0.5 to +0.49	80% to 89.9%	B
-1.5 to -0.51	70% to 79.9%	C
-2.5 to -1.51	60% to 69.9%	D
< -2.5	<60%	F

Student Learning Outcomes, Competencies, and Instructional Objectives

Student Learning Outcomes Upon successful completion of this clinical rotation, PA students will be able to:	ARC-PA Standards/ Competencies	Instructional Objectives Upon successful completion of this clinical rotation, PA students will be able to:
Apply previously attained enabling competencies to the clinical setting, demonstrating competencies in medical knowledge, patient care, and systems-based practice necessary for successful transition to PA practice.	B1.02, B1.03, B1.04, B1.06, B1.07, B2.03, B2.05, B2.06, B2.07, B2.10, B2.15, B3.02, B3.03 (MK), (PC), (SBP)	<ul style="list-style-type: none"> Obtain an appropriate history and physical examination for each patient encounter and document/communicate the findings. Identify high-risk patient factors and behaviors, and provide appropriate patient education regarding disease prevention. Select and interpret diagnostic modalities based on clinical presentation and cost effectiveness. Apply current practice guidelines to patient-specific medical screening. Propose an appropriate treatment and follow up plan for patients from diverse populations applied across the life span.
Identify personal areas of potential growth in clinical knowledge, through self-assessment following patient encounters.	B1.07, B3.02 (PBL)	<ul style="list-style-type: none"> Formulate appropriate clinical questions Perform thorough and fruitful search of the medical literature pertaining to the clinical questions formulated. Evaluate the validity and usefulness of medical literature search results. Apply appropriate medical literature and evidence to the care of the patient.

Student Learning Outcomes Upon successful completion of this clinical rotation, PA students will be able to:	ARC-PA Standards/ Competencies	Student Learning Outcomes Upon successful completion of this clinical rotation, PA students will be able to:
Demonstrate competency in interpersonal and communication skills with professionalism to provide patient-centered care.	B1.05, B1.08, B2.04, B2.09, B3.02	<ul style="list-style-type: none"> Students will create and sustain therapeutic and ethically sound relationships with patients, their family members, and interprofessional team members. Identify situations where family dynamics, cultural background, and community environment may affect patient care. Receive satisfactory or above on evaluation from preceptor in area of professionalism.

Projection of Supervised Clinical Practice Encounters

The Marshall University Physician Assistant program understands that you will not encounter all conditions during your rotation. However, we believe it is plausible that you will encounter most of the conditions listed below. You should devote sufficient time to studying all conditions specific to Primary Care practice, in addition to discussing them with your preceptor.

Medical Condition	# of Encounters
Cardiovascular disorders	10
Other vascular disorders	2
Dermatologic disorders	5
Diabetes mellitus (type I & type II)	10
Thyroid disorders	2
Other endocrine disorders	1
Common ophthalmologic disorders	2
Common ENOT disorders	5
Upper gastrointestinal disorders	8
Disorders of biliary, hepatic, and pancreatic origin	1
Lower gastrointestinal disorders	2
Nutritional disorders	10
Infectious diseases	8
Orthopedics conditions	10
Autoimmune disorders	1
Neurological disorders	1
Psychiatric disorders	2
Pulmonary disorders	10
Disorders of renal and genitourinary systems	5

Technical Skills	# of Encounters
Ear lavage/cerumen impaction	1
Incision & Drainage	1
Wound Closure	1
Counseling/Giving sad or bad news	10
DRE/Pelvic exam	3
Visual acuity	5
SubQ, IM, IA, and bursal injections/aspirations	10
EKG – perform and interpret	3
Spirometry/PFT	3
Wound care	1
Prescription writing	10
Dermatologic procedures – punch/shave biopsy	1
Corneal abrasion	1

Outline of Topics Covered on the End of Rotation Exam

At the conclusion of the Primary Care I rotation, the PA student will be expected to have a strong understanding of the presentation, examination, management, and prognosis of the following conditions. The list is provided by the Physician Assistant Education Association and serves as a guide for the Primary Care I end-of-rotation examination. The Marshall University Physician Assistant Program understands that you will not encounter all of these conditions during your rotation. You should devote sufficient time studying the conditions as well as discussing them with your preceptor in order to gain an understanding as described above.

CARDIOVASCULAR

Angina	Hyperlipidemia
Arrhythmias	Hypertension
Chest pain	Hypertriglyceridemia
Congestive heart failure	Peripheral vascular disease
Coronary artery disease	Valvular disease
Endocarditis	

PULMONOGY

Asthma	Pneumonia
Bronchitis	Sleep disorders
Chronic obstructive pulmonary disease	Tobacco use/dependence
Lung cancer	Tuberculosis

GASTROINTESTINAL/NUTRITIONAL

Anal fissure	Gastrointestinal bleeding
Appendicitis	Giardiasis and other parasitic infections
Bowel obstruction	Hemorrhoids
Cholecystitis/cholelithiasis	Hiatal hernia
Cirrhosis	Inflammatory bowel disease
Colorectal cancer/colonic polyps	Irritable bowel syndrome
Diarrhea/constipation	Jaundice
Esophagitis	Pancreatitis
Gastritis	Peptic ulcer disease
Gastroenteritis	Viral hepatitis
Gastroesophageal reflux disease	

ENOT/OPHTHALMOLOGY

Acute/chronic sinusitis	Macular degeneration
Allergic rhinitis	Meniere disease
Aphthous ulcers	Nasal polyps
Blepharitis	Otitis externa
Cholesteatoma	Otitis media
Conjunctivitis	Papilledema
Corneal abrasion	Parotitis
Corneal ulcer	Peritonsillar abscess
Dacrocystitis	Pharyngitis/tonsillitis
Ectropion	Pterygium
Entropion	Retinal detachment
Epistaxis	Retinal vascular occlusion
Glaucoma	Retinopathy
Hordeolum	Sialadenitis
Hyphema	Tinnitus
Labyrinthitis	Tympanic membrane perforation
Laryngitis	

OBSTETRICS/GYNECOLOGY

Breast cancer	Intrauterine pregnancy
Breast mass	Menopause
Cervical cancer	Pelvic inflammatory disease
Contraception	Rectocele
Cystocele	Spontaneous abortion
Dysfunctional uterine bleeding	Vaginitis
Dysmenorrhea	

ORTHOPEDICS/RHEUMATOLOGY

Acute and chronic lower back pain	Osteoporosis
Bursitis/tendonitis	Overuse syndrome
Costochondritis	Plantar fasciitis
Fibromyalgia	Reactive arthritis
Ganglion cysts	Rheumatoid arthritis
Gout	Sprains/strains
Osteoarthritis	Systemic lupus erythematosus

NEUROLOGY

Alzheimer disease	Headaches (cluster, migraine, tension)
Bell palsy	Parkinson disease
Cerebral vascular accident	Seizure disorders
Delirium	Syncope
Dementia	Transient ischemic attack
Dizziness	Vertigo
Essential tremor	

INFECTIOUS DISEASES

Human immunodeficiency virus	Mononucleosis
Influenza	Salmonellosis
Lyme disease	Shigellosis
Meningitis	

DERMATOLOGY

Acanthosis nigricans	Melanoma
Acne vulgaris	Melasma
Actinic keratosis	Molluscum contagiosum
Alopecia	Nummular eczema
Basal cell carcinoma	Onychomycosis
Bullous pemphigoid	Paronychia
Cellulitis	Pilonidal disease
Condyloma acuminatum	Pityriasis rosea
Dermatitis (eczema, seborrhea)	Pressure ulcers
Drug eruptions	Psoriasis
Dyshidrosis	Rosacea
Erysipelas	Scabies
Erythema multiforme	Seborrheic keratosis
Exanthems	Spider bites
Folliculitis	Stevens-Johnson syndrome
Hidradenitis suppurativa	Tinea infections
Impetigo	Tinea versicolor
Kaposi sarcoma	Toxic epidermal necrolysis
Lice	Urticaria
Lichen planus	Verrucae
Lichen simplex chronicus	Vitiligo
Lipomas/epithelial inclusion cysts	

ENDOCRINOLOGY

Adrenal insufficiency	Hyperthyroidism
Cushing disease	Hypothyroidism
Diabetes mellitus	

HEMATOLOGY

Anemia	Lymphomas
Clotting disorders	Polycythemia
Leukemia	Thrombocytopenia

PSYCHIATRY/BEHAVIORAL MEDICINE

Anorexia nervosa
Anxiety disorders
Bipolar disorders
Bulimia nervosa
Insomnia disorder
Major depressive disorder

Panic disorder
Posttraumatic stress disorder
Specific phobia
Spouse or partner neglect/violence
Substance use disorder
Suicide

UROLOGY/RENAL

Balanitis
Benign prostatic hyperplasia
Chlamydia
Cystitis
Epididymitis
Glomerulonephritis
Gonorrhea

Hernias
Nephrolithiasis
Orchitis
Prostatitis
Pyelonephritis
Testicular cancer
Urethritis

URGENT CARE

Acute abdomen
Allergic reaction/anaphylaxis
Bites/stings
Burns
Cardiac failure/arrest
Deteriorating mental status/unconscious patient
Foreign body aspiration
Fractures/dislocations

Hypertensive crisis
Ingesting harmful substances (poisonings)
Myocardial infarction
Orbital cellulitis
Pneumothorax
Pulmonary embolus
Respiratory failure/arrest
Sprains/strains
Third trimester bleeding

ARC-PA Standards that Pertain to the Course

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

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

- B1.01 – The curriculum *must* be consistent with the mission and goals of the program.
- B1.02 – The curriculum must include core knowledge about the established and evolving biomedical and clinical sciences and the application of this knowledge to patient care.
- B1.03 – The curriculum must be of sufficient breadth and depth to prepare the student for the clinical practice of medicine.
- B1.04 – The curriculum design *must* reflect sequencing that enables students to develop the *competencies* necessary for current and evolving clinical practice.
- B1.05 – The curriculum *must* include instruction about intellectual honesty and appropriate academic and professional conduct.
- B1.06 – 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.
- B2.03 – The program curriculum *must* include instruction in clinical medicine covering all organ systems.
- B2.04 – The program curriculum *must* include instruction in interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families and other health professionals.
- B2.05 – The program curriculum *must* include instruction in the patient evaluation, diagnosis, and management.
- B2.06 – The program curriculum *must* include instruction in the provision of clinical medical care across the lifespan.
- B2.07 – The program curriculum *must* include instruction in technical skills and procedures based on current professional practice.
- 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.
- B2.15 – The program curriculum *must* include instruction regarding reimbursement, documentation of care, coding, and billing.
- B3.01 – PA students *must* be clearly identified in the clinical setting to distinguish them from physicians, medical students and other health profession students and graduates.
- B3.02 – *Supervised clinical practice experiences must* enable students to meet program expectations and acquire the *competencies* needed for entry into clinical PA practice.
- B3.03 – *Supervised clinical practice experiences must* enable all students to meet the program's *learning* outcomes expected of students for patients seeking:
 - a.) medical care across the life span to include; infants, children, adolescents, adults,

- and the elderly,
- b.) women's health (to include prenatal and gynecologic care),
- c.) care for conditions requiring surgical management, including pre-operative, intra-operative, post-operative care and
- d.) care for behavioral and mental health conditions.
- B3.04 – *Supervised clinical practice experiences must occur in the following settings:*
 - a.) outpatient,
 - b.) emergency department,
 - c.) inpatient, and
 - d.) operating room.

MUPA Program Competencies Relevant to this Course

Medical Knowledge (MK)

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

Interpersonal & Communication Skills (ICS)

Graduates will employ skills to work in 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.

Systems Based Practice (SBP)

Graduate 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: [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](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.

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PHYSICIAN ASSISTANT PROGRAM

**Affiliation Agreement for the Experiential Education of Students from
the Physician Assistant Program at Marshall University
Joan C Edwards School of Medicine**

This Affiliation Agreement is made and entered into by and between Marshall University on behalf of its Physician Assistant Program, a state of West Virginia institution of higher education hereinafter called the UNIVERSITY and **MARSHALL HEALTH**, hereinafter called the FACILITY.

WHEREAS, the UNIVERSITY is principally located at 1 John Marshall Drive, Huntington, West Virginia, 25755 and

WHEREAS, the FACILITY is principally located at 1600 Medical Center Drive, Huntington, West Virginia, 25702, has the facilities, equipment, personnel, and services to provide experiential experiences.

WHEREAS, the parties desire to advance physician assistant education, and improve the quality of health care to patients in the Appalachian region, the state, and the nation; and

WHEREAS, it is deemed advisable and in the best interest of the parties to establish an affiliation for the purpose of carrying out these objectives.

NOW THEREFORE, in consideration of the mutual benefits, the parties hereto agree as follows:

ARTICLE 1

TERM

The original term of this Agreement is from May 1, 2022 through April 30, 2023.

Thereafter, this Agreement shall automatically renew on an annual basis (unless this Agreement is terminated as set forth below) without need of a written amendment to extend the term.

Either party may terminate the this Agreement at any time with or without cause by giving the other party ninety (90) days written notice to terminate; however, students assigned at FACILITY when termination notice is given shall be permitted to complete their current rotation at UNIVERSITY's option.

ARTICLE 2
RESPONSIBILITIES OF THE PARTIES

FACILITY will:

- i. Allow the use of its facilities for the education and training of physician assistant students who will be under the supervision of preceptors who possess a valid physician assistant license or medical license for practice at the FACILITY.
- ii. Provide access for the students to patients and their medical records at FACILITY as part of their clinical training program, unless the patient requests to be excluded from the teaching programs.
- iii. Cooperate with the UNIVERSITY for the development of rotations and the components thereof.
- iv. Notify the UNIVERSITY immediately of any change in the status of accreditation or licensure.
- v. Acknowledge and agree that the students' education records and any personally identifiable information from such education records (collectively "Student Information") created by FACILITY and/or provided by the UNIVERSITY to FACILITY is subject to the confidentiality provisions of the federal Family Educational Rights and Privacy Act, 20 USC § 1232g, ("FERPA") and its implementing regulations (34 C.F.R. Part 99). Accordingly, FACILITY agrees not to disclose or re-disclose any Student Information to any other party without the prior written consent of the UNIVERSITY and the student(s) to whom the Student Information pertains unless the disclosure or re-disclosure falls under a FERPA exception allowing disclosure without the student(s)' consent. FACILITY also agrees to only use Student Information for the purpose(s) for which the Student Information was disclosed. For the purposes of this Agreement, pursuant to FERPA, UNIVERSITY hereby designates FACILITY as a UNIVERSITY official with a legitimate educational interest in the educational records of the Student(s) who participate in the Program to the extent that access to the records is required by FACILITY to carry out the Program.
If FACILITY receives a court order, subpoena, or similar request for Student Information, FACILITY shall, to the extent permitted by law, notify the UNIVERSITY within two (2) business days of its receipt thereof, and reasonably cooperate with the UNIVERSITY in meeting the UNIVERSITY'S and/or FACILITY'S FERPA obligations in complying with or responding to such request, subpoena, and/or court order.
- vi. Request the removal of any student whom the FACILITY determines is not performing in accordance with its applicable administrative and patient care policies, procedures, rules, and/or regulations. Such request must be in writing, and must include a statement of the reason or reasons why FACILITY desires to have the student removed. Provided that; the FACILITY may immediately remove from the premises any student who poses an immediate threat or danger to personnel or to the quality of services, or for unprofessional behavior. The FACILITY will notify the appropriate office of the UNIVERSITY, in writing, if such an action is required and include a

statement of the reason or reasons why FACILITY removed the student. The UNIVERSITY may terminate a student's participation when, in its sole discretion, further participation by the student would no longer be appropriate. The UNIVERSITY will notify the FACILITY if such action is required.

- vii. Maintain responsibility for the policies, procedures, and administrative guidelines to be used in the operation of FACILITY.
- viii. Maintain authority and responsibility for care given to FACILITY's patients.
- ix. Not be required to provide student with transportation.
- x. Not discriminate against any employee, applicant or student participating in this program on the basis of race, color, national origin, ancestry, age, physical or mental disability, marital or family status, pregnancy, veteran status, service in the uniformed services (as defined in state and federal law), religion, creed, sex, sexual orientation, genetic information, gender identity, or gender expression or any other basis protected by law. Further, each party will make reasonable accommodations to assure accessibility to the Program for persons with disabilities in accordance with UNIVERSITY policy.
- xi. Not compensate students for their time or activities while participating in any educational activities.
- xii. Appoint a member of FACILITY's staff as the primary contact person to work with the UNIVERSITY in performance of this Agreement.
- xiii. Encourage its staff to participate in the educational activities of the UNIVERSITY.
- xiv. Participate, if requested by either party, in any annual program review activities of the UNIVERSITY, which are directed toward continuing improvement of experiential education.
- xv. Provide orientation to the students of the UNIVERSITY, including FACILITIES relevant policies, procedures and local laws.
- xvi. Evaluate and assess the performance of the student using the objectives and tools provided by the UNIVERSITY.

The UNIVERSITY will:

- i. Identify students that have completed academics appropriate to the level of training prior to assignment to the supervised experience. The Clinical Coordinator/course instructor for the department shall oversee the assignment of its students with mutual agreement of and advance

notice to the FACILITY. Provided that, placement shall be limited to ten students from an individual program placed simultaneously at FACILITY not located in the state of West Virginia.

- ii. Inform the student and faculty of the requirement to comply with the FACILITY's policies and procedures while in attendance at the FACILITY.
- iii. Prepare the student through the faculty and curriculum in order that they are able to benefit from their placement in the FACILITY.
- iv. Prepare the student through the faculty and curriculum that they understand the importance of confidentiality and the importance of complying with the Health Insurance and Portability Accountability Act (HIPAA).
- v. Maintain for students during the term of this Agreement and any extensions thereof:
 - a. General Liability Coverage, for personal or bodily injury and property damage, including Broad Form Endorsement, in combined single limit of not less than One Million Dollars (\$1,000,000) per occurrence.
 - b. Professional liability insurance in the amount of One Million Dollars (\$1,000,000) per claim on an occurrence basis.
- vi. UNIVERSITY will be responsible for planning and execution of educational program and curriculum.
- vii. No student, faculty or instructor is to be an agent, employee or servant of the FACILITY but shall be considered an invitee.
- viii. Each student will be responsible for his/her room and board fees, travel expenses; transportation costs; and all other necessary living expenses.
- ix. Each student will be responsible for drug screen and background check as required by the FACILITY.

ARTICLE 3

ANNUAL ADDENDUM

Prior to the beginning of the Academic Year, the parties will complete the Addendum to Affiliation form, as attached hereto as Exhibit A. Which will identify the academic year, physical location of the practice, the number of students to be placed for the academic year and the relevant contact information. The signed and completed addenda will become part of this Agreement as if fully set-forth herein.

ARTICLE 4
CONFIDENTIALITY

In the course of educating students in an experiential environment, both the UNIVERSITY and FACILITY may receive information, data, and materials relating to each other's personnel, methods and techniques, financial condition, customers, pricing, and marketing, which parties agree is confidential information. The UNIVERSITY and FACILITY agree not to disclose confidential information to any third party.

ARTICLE 5
VENUE

This Agreement shall be governed by and construed in accordance with the laws of the State of West Virginia without regard to choice of law principles. The exclusive venue for disputes between the parties arising from or related to this Agreement shall be those courts of the State of West Virginia located in Cabell County, West Virginia.

ARTICLE 6
ASSIGNMENT

This Agreement and the rights and obligations hereunder may not be assigned by either party without the written consent of the other.

ARTICLE 7
SEVERABILITY

The provisions of this Agreement shall be considered severable such that if any provision hereof is determined to be invalid or unenforceable, the remaining provisions shall continue in full force and effect.

This Agreement is intended to supercede all prior agreements.

IN WITNESS WHEREOF, the undersigned parties do hereby bind themselves to the faithful performance of this Agreement.

Marshall University School of Medicine

(Facility) Marshall Health

Bob Miller
Signature

Bob Miller
Printed Name

Vice Dean
Title

7.23.19
Date

Beth L. Hammers
Signature

BETH L. HAMMERS
Printed Name

CEO
Title

7/22/2019
Date

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 651

☒ Graded ☐ CR/NC

Contact Person: Ginger Boles, MS PA-C

Phone: 304-629-1341

NEW COURSE DATA:

New Course Title: Primary Care II

Alpha Designator/Number:

P A S 6 5 1

Title Abbreviation:

P r i m a r y C a r e I I

(Limit of 25 characters and spaces)

PA Primary Care II

LH
10-1-19Course Catalog Description:
(Limit of 30 words)

This rotation provides clinical instruction in primary care in a rural, outpatient setting.

Co-requisite(s): PAS 650,652,653,654,655,656

First Term to be Offered: Summer 2022

Prerequisite(s): Completion 4th semester

Credit Hours: Four

Course(s) being deleted in place of this addition (must submit course deletion form): n/a

This course
was approved
with the title
change

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

Dept. Chair/Division Head

Date

8-20-19

Registrar

Date

8-21-19

College Curriculum Chair

Date

8/26/19

Graduate Council Chair

Date

10/1/19

Request for Graduate Course Addition - Page 2

College: School of Medicine

Department/Division: PA Program

Alpha Designator/Number: PAS 652

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 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 PA 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: PA program

Course Number and Title: PAS 652 Primary Care II

Catalog Description: This rotation provides clinical instruction in primary care in a rural, outpatient setting.

First Term Offered: Spring 2022

Credit Hours: Four

→ title change



MUPA Program Primary Care II – PAS 651 Course Syllabus

Course Description

This rotation provides clinical instruction in primary care in a rural, outpatient setting.

Credits

Four (4) credit hours

Prerequisites

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

Course Goals

- Cultivate competencies necessary for successful practice as a physician assistant in a primary care setting.
- Elevate skills in emotional intelligence, empathy, compassion, integrity, honesty, professionalism and cultural humility to be respectful and selfless in serving patient needs.
- Continue development of medical decision-making skills, through patient evaluation, diagnosis, and management.
- Mature interpersonal and communication skills in order to achieve effective patient counseling and education as well as effective interprofessional relationships.
- Expand practice based learning and improvement techniques including documentation and coding skills.
- Demonstrate cultural competency, recognizing the challenges and barriers to healthcare faced by patients from rural areas.

Term/Year

Clinical Year 2022-2023

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

Dean Wright, PA-C

Office TBA

Cell phone (304) 633 - 1366

Office hours TBA

Office phone (304) 691-6966

Email: wrightk@marshall.edu

Course Instructors

TBA

Required Texts and Materials

Crees, Z., Fritz, C., Heudebert, A., Noe, J., Rengarajan, A., & Wang, X. (Eds.). (2020). *The Washington manual of medical therapeutics, 36th ed.* Philadelphia, PA: Wolters Kluwer.

Fielding, A., & Lebowitz, H. (Eds.). (2019). *Current medical diagnosis & treatment, 58th ed.* New York, NY: McGraw-Hill.

Recommended/Optional Texts and Materials

Esherick JS, Slater ED, David J. (2018). *Current practice guidelines in primary care, 5th Ed.* New York, NY: McGraw-Hill.

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

Required Equipment

- Stethoscope
- White coat
- ID badge

Attire

Per the Marshall University Physician Assistant Program Policy.

Attendance/Participation Policy

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

Course Requirements

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

assignments prior to the scheduled lecture/activity.

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

Methodologies of Teaching and Student Assessment

Student attainment of expected learning outcomes is developed through experiential patient care exposure under the supervision of a clinical preceptor and through self-directed learning by students. Formative assessment of progress toward attaining the course learning outcomes, learning objectives and required patient encounters/exposures is conducted mid-rotation. Summative evaluation of course learning outcomes, learning objectives and assurance of attainment of patient encounters/exposures is conducted upon conclusion of the course via the following components.

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

Component	% of Final Grade
Preceptor Evaluation	40%
End of Rotation Exam	30%
Patient Logs	15%
Assignment	10%
Professionalism Points	5%

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

A – 89.5 – 100%

B – 79.5 – 89.4%

C – 69.5 – 79.4%

F - < 69.4%

End of Rotation Exam Grade Conversion

The Primary Care II rotation assessment utilizes the PAEA End of Rotation exam and this test is specific to the Primary Care II rotation. For more information about the exam composition please see the Family Medicine Blueprint available at: <https://paeaonline.org/assessment/end-of-rotation/content/>. The site also includes a sample exam to further familiarize yourself with test expectations.

For grading purposes within the Primary Care II rotation, the PAEA exam score will be converted using a student Z-score.

1. Calculating The Z-Score

- a. The following formula establishes the student Z-score for a particular test:
- b. $Z\text{-Score} = (\text{Student EOR Score} - \text{National average for that exam}) / \text{Exam SD}$
- c. Example: $Z\text{-score} = (87.9 - 75.9) / 8 = +1.5$
 - i. In the above example 87.9 is the student's EOR score; 75.9 is the national average on the same exam; and the exam standard deviation is 8.

2. Using the Z-Score to Convert the End Of Rotation Test Grade

- a. Since the program assigns 70% as the lowest grade eligible to earn a "C" on a test, the following formula was used to establish a grade via a student Z-score.

- b. Converted EOR Test Grade = $[85 + (z\text{-score} \times 10)]\%$ with a maximum allowed grade of 100%.
- c. For our example above the student would have a Converted EOR Test Grade = $[85 + (1.5 \times 10)] = 100$.

Z-Score	Adjusted Grade	Letter Grade
+0.5 +	90% to 100%	A
-0.5 to +0.49	80% to 89.9%	B
-1.5 to -0.51	70% to 79.9%	C
-2.5 to -1.51	60% to 69.9%	D
< -2.5	<60%	F

Student Learning Outcomes, Competencies, and Instructional Objectives

Student Learning Outcomes Upon successful completion of this clinical rotation, PA students will be able to:	ARC-PA Standards/ Competencies	Instructional Objectives Upon successful completion of this clinical rotation, PA students will be able to:
Apply previously attained enabling competencies to the clinical setting, demonstrating competencies in medical knowledge, patient care, and systems-based practice necessary for successful transition to PA practice.	B1.02, B1.03, B1.04, B1.06, B1.07, B2.03, B2.05, B2.06, B2.07, B2.10, B2.15, B3.02, B3.03 (MK), (PC), (SBP)	<ul style="list-style-type: none"> Obtain an appropriate history and physical examination for each patient encounter and document/communicate the findings. Identify high-risk patient factors and behaviors, and provide appropriate patient education regarding disease prevention. Select and interpret diagnostic modalities based on clinical presentation and cost effectiveness. Apply current practice guidelines to patient-specific medical screening. Propose an appropriate treatment and follow up plan for patients from diverse populations applied across the life span.
Identify personal areas of potential growth in clinical knowledge, through self-assessment following patient encounters.	B1.07, B3.02 (PBLI)	<ul style="list-style-type: none"> Formulate appropriate clinical questions Perform thorough and fruitful search of the medical literature pertaining to the clinical questions formulated. Evaluate the validity and usefulness of medical literature search results. Apply appropriate medical literature and evidence to the care of the patient.

Student Learning Outcomes Upon successful completion of this clinical rotation, PA students will be able to:	ARC-PA Standards/ Competencies	Student Learning Outcomes Upon successful completion of this clinical rotation, PA students will be able to:
Demonstrate competency in interpersonal and communication skills with professionalism to provide patient-centered care.	B1.05, B1.06, B1.08, B2.04, B2.09 (ICS), (PC), (P)	<ul style="list-style-type: none"> Students will create and sustain therapeutic and ethically sound relationships with patients, their family members, and interprofessional team members. Identify situations where family dynamics, cultural background, and community environment affect patient care. Receive satisfactory or above on evaluation from preceptor in area of professionalism.
Utilize a patient-centered, culturally sensitive approach to providing care to patients from a rural setting.	B1.06, B1.07, B2.09 (ICS), (PC), (P)	<ul style="list-style-type: none"> Explain the barriers to healthcare for patients from rural areas. Use effective communication to help improve patient health literacy. Describe ways to increase access to medical care for patients from rural areas. Discuss cultural competency and its importance in providing rural health care.

Projection of Supervised Clinical Practice Encounters

The Marshall University Physician Assistant program understands that you will not encounter all conditions during your rotation. However, we believe it is plausible that you will encounter most of the conditions listed below. You should devote sufficient time to studying all conditions specific to Primary Care practice, in addition to discussing them with your preceptor.

Medical Condition	# of Encounters
Cardiovascular disorders	10
Other vascular disorders	2
Dermatologic disorders	5
Diabetes mellitus (type I & type II)	10
Thyroid disorders	2
Other endocrine disorders	1
Common ophthalmologic disorders	2
Common ENOT disorders	5

Medical Condition	# of Encounter
Upper gastrointestinal disorders	8
Disorders of biliary, hepatic, and pancreatic origin	1
Lower gastrointestinal disorders	2
Nutritional disorders	10
Infectious diseases	8
Orthopedics conditions	10
Autoimmune disorders	1
Neurological disorders	1
Pain syndromes	5
Psychiatric disorders	5
Pulmonary disorders	10
Disorders of renal and genitourinary systems	2

Technical Skills	# of Encounters
Ear lavage/cerumen impaction	1
Incision & Drainage	1
Wound Closure	1
Counseling/Giving sad or bad news	10
DRE/Pelvic exam	3
Visual acuity	5
SubQ, IM, IA, and bursal injections/aspirations	10
EKG – perform and interpret	3
Spirometry/PFT	3
Wound care	1
Prescription writing	10
Dermatologic procedures – punch/shave biopsy	1
Corneal abrasion	1

Outline of Topics to Be Covered on the End of Rotation Exam

At the conclusion of the Primary Care II rotation, the PA student will be expected to have a strong understanding of the presentation, examination, management, and prognosis of the following conditions. The list is provided by the Physician Assistant Education Association and serves as a guide for the Primary Care II end-of-rotation examination. The Marshall University Physician Assistant Program understands that you will not encounter all of these conditions during your rotation. You should devote sufficient time to studying all conditions as well as discussing them with your preceptor in order to gain an understanding as described above.

CARDIOVASCULAR

Angina
Arrhythmias
Chest pain
Congestive heart failure
Coronary artery disease
Endocarditis

Hyperlipidemia
Hypertension
Hypertriglyceridemia
Peripheral vascular disease
Valvular disease

PULMONOLOGY

Asthma
Bronchitis
Chronic obstructive pulmonary disease
Lung cancer

Pneumonia
Sleep disorders
Tobacco use/dependence
Tuberculosis

GASTROINTESTINAL/NUTRITIONAL

Anal fissure
Appendicitis
Bowel obstruction
Cholecystitis/cholelithiasis
Cirrhosis
Colorectal cancer/colonic polyps
Diarrhea/constipation
Esophagitis
Gastritis
Gastroenteritis
Gastroesophageal reflux disease

Gastrointestinal bleeding
Giardiasis and other parasitic infections
Hemorrhoids
Hiatal hernia
Inflammatory bowel disease
Irritable bowel syndrome
Jaundice
Pancreatitis
Peptic ulcer disease
Viral hepatitis

INFECTIOUS DISEASES

Human immunodeficiency virus
Influenza
Lyme disease
Meningitis

Mononucleosis
Salmonellosis
Shigellosis

ENOT/OPHTHALMOLOGY

Acute/chronic sinusitis	Macular degeneration
Allergic rhinitis	Meniere disease
Aphthous ulcers	Nasal polyps
Blepharitis	Otitis externa
Cholesteatoma	Otitis media
Conjunctivitis	Papilledema
Corneal abrasion	Parotitis
Corneal ulcer	Peritonsillar abscess
Dacryocystitis	Pharyngitis/tonsillitis
Ectropion	Pterygium
Entropion	Retinal detachment
Epistaxis	Retinal vascular occlusion
Glaucoma	Retinopathy
Hordeolum	Sialadenitis
Hyphema	Tinnitus
Labyrinthitis	Tympanic membrane perforation
Laryngitis	

OBSTETRICS/GYNECOLOGY

Breast cancer	Intrauterine pregnancy
Breast mass	Menopause
Cervical cancer	Pelvic inflammatory disease
Contraception	Rectocele
Cystocele	Spontaneous abortion
Dysfunctional uterine bleeding	Spontaneous abortion
Dysmenorrhea	Vaginitis

ORTHOPEDICS/RHEUMATOLOGY

Acute and chronic lower back pain	Osteoporosis
Bursitis/tendonitis	Overuse syndrome
Costochondritis	Plantar fasciitis
Fibromyalgia	Reactive arthritis
Ganglion cysts	Rheumatoid arthritis
Gout	Sprains/strains
Osteoarthritis	Systemic lupus erythematosus

NEUROLOGY

Alzheimer disease	Headaches (cluster, migraine, tension)
Bell palsy	Parkinson disease
Cerebral vascular accident	Seizure disorders
Delirium	Syncope
Dementia	Transient ischemic attack
Dizziness	Vertigo
Essential tremor	

URGENT CARE

Acute abdomen	Hypertensive crisis
Allergic reaction/anaphylaxis	Ingesting harmful substances (poisonings)
Bites/stings	Myocardial infarction
Burns	Orbital cellulitis
Cardiac failure/arrest	Pneumothorax
Deteriorating mental status/unconscious patient	Pulmonary embolus
Foreign body aspiration	Respiratory failure/arrest
Fractures/dislocations	Sprains/strains
	Third trimester bleeding

HEMATOLOGY

Anemia	Lymphomas
Clotting disorders	Polycythemia
Leukemia	Thrombocytopenia

ENDOCRINOLOGY

Adrenal insufficiency	Hyperthyroidism
Cushing disease	Hypothyroidism
Diabetes mellitus	

DERMATOLOGY

Acanthosis nigricans	Melanoma
Acne vulgaris	Melasma
Actinic keratosis	Molluscum contagiosum
Alopecia	Nummular eczema
Basal cell carcinoma	Onychomycosis
Bullous pemphigoid	Paronychia
Cellulitis	Pilonidal disease
Condyloma acuminatum	Pityriasis rosea
Dermatitis (eczema, seborrhea)	Pressure ulcers
Drug eruptions	Psoriasis
Dyshidrosis	Rosacea
Erysipelas	Scabies
Erythema multiforme	Seborrheic keratosis
Exanthems	Spider bites
Folliculitis	Stevens-Johnson syndrome
Hidradenitis suppurativa	Tinea infections
Impetigo	Tinea versicolor
Kaposi sarcoma	Toxic epidermal necrolysis
Lice	Urticaria
Lichen planus	Verrucae
Lichen simplex chronicus	Vitiligo
Lipomas/epithelial inclusion cysts	

PSYCHIATRY/BEHAVIORAL MEDICINE

Anorexia nervosa	Panic disorder
Anxiety disorders	Posttraumatic stress disorder
Bipolar disorders	Specific phobia
Bulimia nervosa	Spouse or partner neglect/violence
Insomnia disorder	Substance use disorders
Major depressive disorder	Suicide

UROLOGY/RENAL

Balanitis	Hernias
Benign prostatic hyperplasia	Nephrolithiasis
Chlamydia	Orchitis
Cystitis	Prostatitis
Epididymitis	Pyelonephritis
Glomerulonephritis	Testicular cancer
Gonorrhea	Urethritis

ARC-PA Standards that Pertain to the Course

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

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

- B1.01 – The curriculum *must* be consistent with the mission and *goals* of the program.
- B1.02 – The curriculum must include core knowledge about the established and evolving biomedical and clinical sciences and the application of this knowledge to patient care.
- B1.03 – The curriculum must be of sufficient breadth and depth to prepare the student for the clinical practice of medicine.
- B1.04 – The curriculum design *must* reflect sequencing that enables students to develop the *competencies* necessary for current and evolving clinical practice.
- B1.05 – The curriculum *must* include instruction about intellectual honesty and appropriate academic and professional conduct.
- B1.06 – 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.
- B2.03 – The program curriculum *must* include instruction in clinical medicine covering all organ systems.
- B2.04 – The program curriculum *must* include instruction in interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families and other health professionals.
- B2.05 – The program curriculum *must* include instruction in the patient evaluation, diagnosis, and management.
- B2.06 – The program curriculum *must* include instruction in the provision of clinical medical care across the lifespan.
- B2.07 – The program curriculum *must* include instruction in technical skills and procedures based on current professional practice.
- 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.
- B2.15 – The program curriculum *must* include instruction regarding reimbursement, documentation of care, coding, and billing.
- B3.01 – PA students *must* be clearly identified in the clinical setting to distinguish them from physicians, medical students and other health profession students and graduates.
- B3.02 – *Supervised clinical practice experiences must* enable students to meet program expectations and acquire the *competencies* needed for entry into clinical PA practice.
- B3.03 – *Supervised clinical practice experiences must* enable all students to meet the program's *learning outcomes* expected of students for patients seeking:
 - a.) medical care across the life span to include; infants, children, adolescents, adults, and the elderly,
 - b.) women's health (to include prenatal and gynecologic care),
 - c.) care for conditions requiring surgical management, including pre-operative, intra-operative, post-operative care and
 - d.) care for behavioral and mental health conditions.
- B3.04 – *Supervised clinical practice experiences must* occur in the following settings:
 - a.) outpatient,
 - b.) emergency department,
 - c.) inpatient and
 - d.) operating room.

MUPA Program Competencies Relevant to this Course

Medical Knowledge (MK)

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

Interpersonal & Communication Skills (ICS)

Graduates will employ skills to work in 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.

Systems Based Practice (SBP)

Graduate 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](#) 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

Chevannes, M. (2002). Issues in educating health professionals to meet the diverse needs of patients and other service users from ethnic minority groups. *Journal of advanced nursing*, 39(3), 290-298. Indexed for Medline, PMID:12121530

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Ventres, W.B. (2012). How I think: Perspectives on process, people, politics, and presence. *The journal of the American board of family medicine*, 25(6), 930-936. doi:10.3122/jabfm.2012.06.120093



PHYSICIAN ASSISTANT PROGRAM

**Affiliation Agreement for the Experiential Education of Students from
the Physician Assistant Program at Marshall University
Joan C Edwards School of Medicine**

This Affiliation Agreement is made and entered into by and between Marshall University on behalf of its Physician Assistant Program, a state of West Virginia institution of higher education hereinafter called the UNIVERSITY and Lincoln Primary Care Center, Inc. hereinafter called the FACILITY.

WHEREAS, the UNIVERSITY is principally located at 1 John Marshall Drive, Huntington, West Virginia, 25755 and

WHEREAS, the FACILITY is principally located at 7400 Lynn Ave, Hamlin, WV 25523, has the facilities, equipment, personnel, and services to provide experiential experiences.

WHEREAS, the parties desire to advance physician assistant education, and improve the quality of health care to patients in the Appalachian region, the state, and the nation; and

WHEREAS, it is deemed advisable and in the best interest of the parties to establish an affiliation for the purpose of carrying out these objectives.

NOW THEREFORE, in consideration of the mutual benefits, the parties hereto agree as follows:

ARTICLE 1

TERM

The original term of this Agreement is from May 1, 2022 through April 30, 2023.

Thereafter, this Agreement shall automatically renew on an annual basis (unless this Agreement is terminated as set forth below) without need of a written amendment to extend the term.

Either party may terminate the this Agreement at any time with or without cause by giving the other party ninety (90) days written notice to terminate; however, students assigned at FACILITY when termination notice is given shall be permitted to complete their current rotation at UNIVERSITY's option.

ARTICLE 2
RESPONSIBILITIES OF THE PARTIES

FACILITY will:

- i. Allow the use of its facilities for the education and training of physician assistant students who will be under the supervision of preceptors who possess a valid physician assistant license or medical license for practice at the FACILITY.
- ii. Provide access for the students to patients and their medical records at FACILITY as part of their clinical training program, unless the patient requests to be excluded from the teaching programs.
- iii. Cooperate with the UNIVERSITY for the development of rotations and the components thereof.
- iv. Notify the UNIVERSITY immediately of any change in the status of accreditation or licensure.
- v. Acknowledge and agree that the students' education records and any personally identifiable information from such education records (collectively "Student Information") created by FACILITY and/or provided by the UNIVERSITY to FACILITY is subject to the confidentiality provisions of the federal Family Educational Rights and Privacy Act, 20 USC § 1232g, ("FERPA") and its implementing regulations (34 C.F.R. Part 99). Accordingly, FACILITY agrees not to disclose or re-disclose any Student Information to any other party without the prior written consent of the UNIVERSITY and the student(s) to whom the Student Information pertains unless the disclosure or re-disclosure falls under a FERPA exception allowing disclosure without the student(s)' consent. FACILITY also agrees to only use Student Information for the purpose(s) for which the Student Information was disclosed. For the purposes of this Agreement, pursuant to FERPA, UNIVERSITY hereby designates FACILITY as a UNIVERSITY official with a legitimate educational interest in the educational records of the Student(s) who participate in the Program to the extent that access to the records is required by FACILITY to carry out the Program.
If FACILITY receives a court order, subpoena, or similar request for Student Information, FACILITY shall, to the extent permitted by law, notify the UNIVERSITY within two (2) business days of its receipt thereof, and reasonably cooperate with the UNIVERSITY in meeting the UNIVERSITY'S and/or FACILITY'S FERPA obligations in complying with or responding to such request, subpoena, and/or court order.
- vi. Request the removal of any student whom the FACILITY determines is not performing in accordance with its applicable administrative and patient care policies, procedures, rules, and/or regulations. Such request must be in writing, and must include a statement of the reason or reasons why FACILITY desires to have the student removed. Provided that; the FACILITY may immediately remove from the premises any student who poses an immediate threat or danger to personnel or to the quality of services, or for unprofessional behavior. The FACILITY will notify the appropriate office of the UNIVERSITY, in writing, if such an action is required and include a

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- vii. Maintain responsibility for the policies, procedures, and administrative guidelines to be used in the operation of FACILITY.
- viii. Maintain authority and responsibility for care given to FACILITY's patients.
- ix. Not be required to provide student with transportation.
- x. Not discriminate against any employee, applicant or student participating in this program on the basis of race, color, national origin, ancestry, age, physical or mental disability, marital or family status, pregnancy, veteran status, service in the uniformed services (as defined in state and federal law), religion, creed, sex, sexual orientation, genetic information, gender identity, or gender expression or any other basis protected by law. Further, each party will make reasonable accommodations to assure accessibility to the Program for persons with disabilities in accordance with UNIVERSITY policy.
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- xv. Provide orientation to the students of the UNIVERSITY, including FACILITIES relevant policies, procedures and local laws.
- xvi. Evaluate and assess the performance of the student using the objectives and tools provided by the UNIVERSITY.

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- iv. Prepare the student through the faculty and curriculum that they understand the importance of confidentiality and the importance of complying with the Health Insurance and Portability Accountability Act (HIPAA).
- v. Maintain for students during the term of this Agreement and any extensions thereof:
 - a. General Liability Coverage, for personal or bodily injury and property damage, including Broad Form Endorsement, in combined single limit of not less than One Million Dollars (\$1,000,000) per occurrence.
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SEVERABILITY

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This Agreement is intended to supercede all prior agreements.

IN WITNESS WHEREOF, the undersigned parties do hereby bind themselves to the faithful performance of this Agreement.

Marshall University School of Medicine

Lincoln Primary Care Center, Inc

Bob Miller MD
Signature

Bob Miller MD
Printed Name

Vice Dean
Title

7-23-19
Date

Lisa Leach
Signature

Lisa Leach
Printed Name

CEO
Title

7.30.2019
Date



PHYSICIAN ASSISTANT PROGRAM

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the Physician Assistant Program at Marshall University
Joan C Edwards School of Medicine**

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WHEREAS, the UNIVERSITY is principally located at 1 John Marshall Drive, Huntington, West Virginia, 25755 and

WHEREAS, the FACILITY is principally located at 1600 Medical Center Drive, Huntington, West Virginia, 25702, has the facilities, equipment, personnel, and services to provide experiential experiences.

WHEREAS, the parties desire to advance physician assistant education, and improve the quality of health care to patients in the Appalachian region, the state, and the nation; and

WHEREAS, it is deemed advisable and in the best interest of the parties to establish an affiliation for the purpose of carrying out these objectives.

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Marshall University School of Medicine

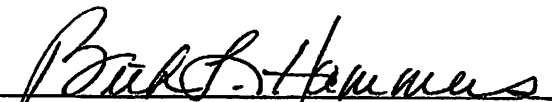
(Facility) Marshall Health


Signature

Bob Miller
Printed Name

Vice Dean
Title

7-23-19
Date


Signature

BETH L. HAMMERS
Printed Name

CEO
Title

7/22/2019
Date



PHYSICIAN ASSISTANT PROGRAM

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the Physician Assistant Program at Marshall University
Joan C Edwards School of Medicine**

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WHEREAS, the UNIVERSITY is principally located at 1 John Marshall Drive, Huntington, West Virginia, 25755 and

WHEREAS, the FACILITY is principally located at 5170 U.S. Route 60 East, Huntington, West Virginia, 25705, has the facilities, equipment, personnel, and services to provide experiential experiences.

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Marshall University School of Medicine

Huntington Internal Medicine Group

Bob Miller MD
Signature

Bob Miller MD
Printed Name

Vice Dean
Title

7.23.19
Date

Kathleen Beach
Signature

Kathleen Beach
Printed Name

Human Resources Manager
Title

7/25/2019
Date

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 652

☒ Graded ☐ CR/NC

Contact Person: Ginger Boles, MS PA-C

Phone: 304-629-1341

NEW COURSE DATA:

New Course Title: Psychiatry

Alpha Designator/Number:

P A S 6 5 2

Title Abbreviation:

P s y c h i a t r y

(Limit of 25 characters and spaces)

PA Psychiatry I 101119

Course Catalog Description:
(Limit of 30 words)

This rotation provides clinical instruction in the care with patients with psychiatric illness and behavioral health disorders. Differing aspects of psychiatric care and medication management are introduced.

Co-requisite(s): PAS 650,651,653,654,655,656

First Term to be Offered: Summer 2022

Prerequisite(s): completion 4th Semester

Credit Hours: Four

Course(s) being deleted in place of this addition (must submit course deletion form): n/a

This course
was approved
with a title
change
PA must be
in the title.

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

Dept. Chair/Division Head

Date

8/20/19

Registrar

Date

8-21-19

College Curriculum Chair

Date

8/26/19

Graduate Council Chair

Date

10/1/19

Request for Graduate Course Addition - Page 2

College: School of Medicine

Department/Division: PA Program

Alpha Designator/Number: PAS 652

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 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 PA faculty in the PA program and/or School of Medicine

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

see attached

Request for Graduate Course Addition - Page 3

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

See attached

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

see attached

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

see attached

Request for Graduate Course Addition - Page 4

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

see attached

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

n/a

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

See attached

Request for Graduate Course Addition - Page 5

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

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

*title
change*

Department: PA program

Course Number and Title: PAS 652 Psychiatry I

Catalog Description: This rotation provides clinical instruction in the care with patients with psychiatric illness and behavioral health disorders. Differing aspects of psychiatric care and medication management are introduced.

First Term Offered: Summer 2022

Credit Hours: Four



MUPA Program Psychiatry – PAS 652 Course Syllabus

Course Description

This rotation provides a basic knowledge of psychiatry, psychiatric medical conditions, and special approaches to care for patients with a variety of mental health conditions.

Credits

Four (4) credit hours

Prerequisites

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

Course Goals

- Become familiar with the clinical manifestations of the most commonly encountered psychiatric conditions in the setting of a primary care physician assistant practice.
- Refine interpersonal and communication skills leading to the effective exchange of information with the patient, their family, and other interprofessional team members.
- Be sensitive to diversity and cultural differences of the psychiatric patient, recognizing any personal biases which could lead to poor patient rapport or outcomes.
- Continue practice based learning and improvement with each patient encounter, striving to continuously improve skills and knowledge.

Term/Year

Clinical Year 2022-2023

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

Dean Wright, PA-C

Office TBA

Cell phone (304) 633 – 1366

Office hours TBA

Office phone (304) 691-6966

Email: wrightk@marshall.edu

Course Instructors

TBA

Required Texts and Materials

Crees, Z., Fritz, C., Heudebert, A., Noe, J., Rengarajan, A., & Wang, X. (Eds.). (2020). *The Washington manual of medical therapeutics, 36th ed.* Philadelphia, PA: Wolters Kluwer.

Nurcombe, B., Tramontana, M. (2019) . *Current Diagnosis & Treatment: Psychiatry, 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.

Required Equipment

- Stethoscope
- White coat
- Name badge

Attire

In addition to 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 is developed through experiential patient care exposure under the supervision of a clinical preceptor and through self-directed learning by the student. Formative assessment of progress toward attaining the course learning outcomes, learning objectives and required patient encounters/exposures is conducted mid-rotation. Summative evaluation of course learning outcomes, learning objectives and assurance of attainment of patient encounters/exposures is conducted upon conclusion of the course via the following components:

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

Component	% of Final Grade
Preceptor Evaluation	40%
End of Rotation Exam	30%
Patient Logs	15%
Assignment	10%
Professionalism Points	5%

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

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

End of Rotation Exam Grade Conversion

The Psychiatry rotation assessment includes use of the PAEA End of Rotation exam and this test is specific to the Psychiatry rotation. For more information about the exam composition please see the Psychiatry & Behavioral Health Blueprint available at: <https://paeaonline.org/assessment/end-of-rotation/content/>. The site also includes a sample exam to further familiarize yourself with test expectations.

For grading purposes within the Psychiatry rotation, the PAEA exam score will be converted using a student Z-score.

1. *Calculating The Z-Score*
 - a. The following formula establishes the student Z-score for a particular test:
 - b. $Z\text{-Score} = (\text{Student EOR Score} - \text{National average for that exam}) / \text{Exam SD}$
 - c. Example: $Z\text{-score} = (87.9 - 75.9) / 8 = +1.5$
 - i. In the above example 87.9 is the student's EOR score; 75.9 is the national average on the same exam; and the exam standard deviation is 8.
2. *Using the Z-Score to Convert the End Of Rotation Test Grade*
 - a. Since the program assigns 70% as the lowest grade eligible to earn a "C" on a test, the following formula was used to establish a grade via a student Z-score.
 - b. $\text{Converted EOR Test Grade} = [85 + (z\text{-score} \times 10)]\%$ with a maximum allowed grade of 100%.
 - c. For our example above the student would have a $\text{Converted EOR Test Grade} = [85 + (1.5 \times 10) = 100$.

Z-Score	Adjusted Grade	Letter Grade
+0.5 +	90% to 100%	A
-0.5 to +0.49	80% to 89.9%	B
-1.5 to -0.51	70% to 79.9%	C
-2.5 to -1.51	60% to 69.9%	D
< -2.5	<60%	F

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 knowledge and apply that knowledge in the clinical setting, demonstrating breadth and depth of acquired competencies in medical knowledge and patient care necessary for the successful transition to PA practice.	B1.01, B1.02, B1.03, B1.04 B2.03, B2.05, B2.06, B2.09, B2.08 (MK), (PC)	<ul style="list-style-type: none"> Obtain appropriate history and physical exam for each patient encounter. Select and interpret diagnostic tests to devise differential and working diagnosis. Formulate and advise plan for treatment including patient education and pharmaceutical therapeutics. Apply current practice guidelines to patient-specific medical screenings. Perform screenings to identify normal and abnormal pediatric development. Implement vaccination schedule as recommended by the CDC.
Identify personal areas of growth in clinical knowledge, through self-assessment following patient encounters.	B2.10 (MK), (PC)	<ul style="list-style-type: none"> Formulate appropriate clinical questions. Perform thorough research of medical literature concerning clinical questions. Apply appropriate medical knowledge from the literature to care of patients.
Demonstrate competency in interpersonal and communication skills with professionalism to provide patient-centered care.	B1.05, B2.04, B1.07 (ICS), (PC), (P)	<ul style="list-style-type: none"> Create and sustain therapeutic and ethically sound relationships with patients, their family and inter-professional team. Receive satisfactory evaluations from preceptors in all areas of professionalism.

Demonstrate an awareness of and responsiveness to the larger system of health care. Provide patient healthcare that balances quality of cost, while maintaining the primacy of the individual patient.	B2.11, B2.15 (SBP)	<ul style="list-style-type: none"> Understand the funding sources and payment systems that provide coverage for patient care and use the system effectively Apply medical information and clinical data systems to provide effective, efficient patient care.
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Projection of Supervised Clinical Practice Encounters

The Marshall University Physician Assistant program understands that you will not encounter all conditions during your rotation. However, we believe it is plausible that you will encounter most of the conditions listed below. You should devote sufficient time to studying all conditions specific to Primary Care practice, in addition to discussing them with your preceptor.

Medical Condition	# of Encounters
Depressive disorders	20
Bipolar disorders	10
Anxiety disorders	20
Substance-related disorders	10
Schizophrenia spectrum/Psychotic disorders	5
Disruptive, impulse-control and conduct disorders	10
Neurodevelopmental disorders	10
Personality disorders	5
Obsessive-compulsive and related disorders	5
Somatic symptom and related disorders	2
Feeding or eating disorders	2
Paraphilic disorders; sexual dysfunctions	1

Technical Skills	# of Encounters
Counseling; patient education	15
Counseling; giving sad, bad, or difficult news	5
Preparing prescriptions	10
Substance use screening	10

Outline of Topics Covered on the End of Rotation Exam

At the conclusion of the Primary Care I rotation, the PA student will be expected to have a strong understanding of the presentation, examination, management, and prognosis of the following conditions. The list is provided by the Physician Assistant Education Association and serves as a guide for the Primary Care I end-of-rotation examination. The Marshall University Physician Assistant Program understands that you will not encounter all of these conditions during your rotation. You should devote sufficient time studying the conditions as well as discussing them with your preceptor in order to gain an understanding as described above.

DEPRESSIVE DISORDERS; BIPOLAR AND RELATED DISORDERS

Bipolar I disorder
Bipolar II disorder
Cyclothymic disorder

Major depressive disorder
Persistent depressive disorder (dysthymia)

ANXIETY DISORDERS; TRAUMA-AND STRESS-RELATE DISORDERS

Generalized anxiety disorder
Panic disorder
Phobic disorders

Post-traumatic stress disorder
Specific phobias

SUBSTANCE-RELATED DISORDERS

Alcohol-related disorders
Cannabis-related disorders
Hallucinogen-related disorders
Inhalant-related disorders
Opioid-related disorders

Sedative-, hypnotic-, or anxiolytic related disorders
Stimulant-related disorders
Tobacco-related disorders

SCHIZOPHRENIA SPECTRUM AND OTHER PSYCHOTIC DISORDERS

Delusional disorder
Schizoaffective disorder

Schizophrenia
Schizophreniform disorder

DISRUPTIVE, IMPULSE-CONTROL AND CONDUCT DISORDERS; NEURODEVELOPMENTAL DISORDERS

Attention-deficit/hyperactivity disorder
Autism spectrum disorder

Conduct disorder
Oppositional defiant disorder

PERSONALITY DISORDERS; OBSESSIVE-COMPULSIVE AND RELATED DISORDERS

Antisocial personality disorder
Avoidant personality disorder
Body dysmorphic disorder
Borderline personality disorder
Dependent personality disorder
Histrionic personality disorder

Narcissistic personality disorder
Obsessive-compulsive disorder
Obsessive-compulsive personality disorder
Paranoid personality disorder
Schizoid personality disorder
Shizotypal personality disorder

SOMATIC SYMPTOM AND RELATED DISORDERS; NONADHERENCE TO MEDICAL TREATMENT

Factitious disorder
Illness anxiety disorder

Somatic symptom disorder

FEEDING OR EATING DISORDERS

Anorexia nervosa

Bulimia nervosa

PARAPHILIC DISORDERS; SEXUAL DYSFUNCTIONS

Exhibitionistic disorder

Pedophilic disorder

Female sexual interest/arousal disorder

Sexual masochism disorder

Fetishistic disorder

Voyeuristic disorder

Male hypoactive sexual desire disorder

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.
- B1.07 - The curriculum *must* include instruction to prepare students to work collaboratively in inter-professional 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.
- B2.10 - The program curriculum *must* include instruction to prepare students to search, interpret and evaluate the medical literature, including its application to individualized patient care.
- B2.15 - The program curriculum *must* include instruction regarding reimbursement, documentation of care, coding and billing.
- B2.16 - The program curriculum *must* include instruction in the principles of practice of medical ethics.
- B3.02 - *Supervised clinical practice experiences must* enable all students to meet the program's *learning outcomes* expected of students to include preventative, emergent, acute, and chronic patient encounters.

- B3.03 - *Supervised clinical practice experiences must enable all students to meet the program's learning outcomes expected of students for patients seeking:*
 - a.) medical care across the life span to include, infants, children, adolescents, adults, and the elderly,
 - b.) women's health (to include prenatal and gynecological care),
 - c.) care for conditions requiring surgical management, including pre-operative, intra-operative, post-operative care and
 - d.) care for behavioral and mental health conditions.
- B3.04 - *Supervised clinical practice experiences must occur in the following settings:*
 - a.) outpatient,
 - b.) emergency department,
 - c.) inpatient and
 - d.) operating room.
- B3.05 - *Instructional faculty for the supervised clinical portion of the educational program must consist primarily of practicing physicians and PAs.*
- B3.07 (f) - *Supervised clinical practice experiences should occur with preceptors practicing in the following discipline:*
 - a.) family medicine,
 - b.) internal medicine,
 - c.) general surgery,
 - d.) pediatrics,
 - e.) ob/gyn and
 - f.) behavioral and mental health care.

MUPA Program Competencies Relevant to this Course

Medical Knowledge (MK)

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

Interpersonal & Communication Skills (ICS)

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

Patient Care (PC)

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

Professionalism (P)

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

Practice-based learning & Improvement (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](http://www.marshall.edu/it/office365/) (URL: <http://www.marshall.edu/it/office365/>).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

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

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

Technology and Technical Skill Requirement

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

Course and Faculty Evaluations

Policy Statement Regarding Student Compliance with Course Evaluations: The Physician Assistant Program at Marshall University has a process to assess all aspects of the program. It is important to gain information from our PA students. By implementing a systematic method of collecting student feedback, appropriate PA program faculty, the Program Director, the Curriculum Committee and the Self-Assessment Committee are able to carefully review and respond to student course ratings to identify strengths and weaknesses and promote positive curricular change. Therefore, students are required to complete evaluations of all courses and rotations and their associated faculty/preceptors. Students who do not 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

Akambadiyar, R., Bhat, P. S., & Prakash, J. (2018). Study of memory changes after electroconvulsive therapy. *Industrial psychiatry journal*, 27(2), 201–205. doi:10.4103/ipj.ipj_42_18

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Perera, T., George, M. S., Grammer, G., Janicak, P. G., Pascual-Leone, A., & Wirecki, T. S. (2016). The Clinical TMS Society Consensus Review and Treatment Recommendations for TMS Therapy for Major Depressive Disorder. *Brain stimulation*, 9(3), 336–346. doi:10.1016/j.brs.2016.03.010



PHYSICIAN ASSISTANT PROGRAM

**Affiliation Agreement for the Experiential Education of Students from
the Physician Assistant Program at Marshall University
Joan C Edwards School of Medicine**

This Affiliation Agreement is made and entered into by and between Marshall University on behalf of its Physician Assistant Program, a state of West Virginia institution of higher education hereinafter called the UNIVERSITY and **MARSHALL HEALTH**, hereinafter called the FACILITY.

WHEREAS, the UNIVERSITY is principally located at 1 John Marshall Drive, Huntington, West Virginia, 25755 and

WHEREAS, the FACILITY is principally located at **1600 Medical Center Drive, Huntington, West Virginia, 25702**, has the facilities, equipment, personnel, and services to provide experiential experiences.

WHEREAS, the parties desire to advance physician assistant education, and improve the quality of health care to patients in the Appalachian region, the state, and the nation; and

WHEREAS, it is deemed advisable and in the best interest of the parties to establish an affiliation for the purpose of carrying out these objectives.

NOW THEREFORE, in consideration of the mutual benefits, the parties hereto agree as follows:

ARTICLE 1

TERM

The original term of this Agreement is from **May 1, 2022** through **April 30, 2023**.

Thereafter, this Agreement shall automatically renew on an annual basis (unless this Agreement is terminated as set forth below) without need of a written amendment to extend the term.

Either party may terminate the this Agreement at any time with or without cause by giving the other party ninety (90) days written notice to terminate; however, students assigned at FACILITY when termination notice is given shall be permitted to complete their current rotation at UNIVERSITY's option.

ARTICLE 2
RESPONSIBILITIES OF THE PARTIES

FACILITY will:

- i. Allow the use of its facilities for the education and training of physician assistant students who will be under the supervision of preceptors who possess a valid physician assistant license or medical license for practice at the FACILITY.
- ii. Provide access for the students to patients and their medical records at FACILITY as part of their clinical training program, unless the patient requests to be excluded from the teaching programs.
- iii. Cooperate with the UNIVERSITY for the development of rotations and the components thereof.
- iv. Notify the UNIVERSITY immediately of any change in the status of accreditation or licensure.
- v. Acknowledge and agree that the students' education records and any personally identifiable information from such education records (collectively "Student Information") created by FACILITY and/or provided by the UNIVERSITY to FACILITY is subject to the confidentiality provisions of the federal Family Educational Rights and Privacy Act, 20 USC § 1232g, ("FERPA") and its implementing regulations (34 C.F.R. Part 99). Accordingly, FACILITY agrees not to disclose or re-disclose any Student Information to any other party without the prior written consent of the UNIVERSITY and the student(s) to whom the Student Information pertains unless the disclosure or re-disclosure falls under a FERPA exception allowing disclosure without the student(s)' consent. FACILITY also agrees to only use Student Information for the purpose(s) for which the Student Information was disclosed. For the purposes of this Agreement, pursuant to FERPA, UNIVERSITY hereby designates FACILITY as a UNIVERSITY official with a legitimate educational interest in the educational records of the Student(s) who participate in the Program to the extent that access to the records is required by FACILITY to carry out the Program.

If FACILITY receives a court order, subpoena, or similar request for Student Information, FACILITY shall, to the extent permitted by law, notify the UNIVERSITY within two (2) business days of its receipt thereof, and reasonably cooperate with the UNIVERSITY in meeting the UNIVERSITY'S and/or FACILITY'S FERPA obligations in complying with or responding to such request, subpoena, and/or court order.
- vi. Request the removal of any student whom the FACILITY determines is not performing in accordance with its applicable administrative and patient care policies, procedures, rules, and/or regulations. Such request must be in writing, and must include a statement of the reason or reasons why FACILITY desires to have the student removed. Provided that; the FACILITY may immediately remove from the premises any student who poses an immediate threat or danger to personnel or to the quality of services, or for unprofessional behavior. The FACILITY will notify the appropriate office of the UNIVERSITY, in writing, if such an action is required and include a

statement of the reason or reasons why FACILITY removed the student. The UNIVERSITY may terminate a student's participation when, in its sole discretion, further participation by the student would no longer be appropriate. The UNIVERSITY will notify the FACILITY if such action is required.

- vii. Maintain responsibility for the policies, procedures, and administrative guidelines to be used in the operation of FACILITY.
- viii. Maintain authority and responsibility for care given to FACILITY's patients.
- ix. Not be required to provide student with transportation.
- x. Not discriminate against any employee, applicant or student participating in this program on the basis of race, color, national origin, ancestry, age, physical or mental disability, marital or family status, pregnancy, veteran status, service in the uniformed services (as defined in state and federal law), religion, creed, sex, sexual orientation, genetic information, gender identity, or gender expression or any other basis protected by law. Further, each party will make reasonable accommodations to assure accessibility to the Program for persons with disabilities in accordance with UNIVERSITY policy.
- xi. Not compensate students for their time or activities while participating in any educational activities.
- xii. Appoint a member of FACILITY's staff as the primary contact person to work with the UNIVERSITY in performance of this Agreement.
- xiii. Encourage its staff to participate in the educational activities of the UNIVERSITY.
- xiv. Participate, if requested by either party, in any annual program review activities of the UNIVERSITY, which are directed toward continuing improvement of experiential education.
- xv. Provide orientation to the students of the UNIVERSITY, including FACILITIES relevant policies, procedures and local laws.
- xvi. Evaluate and assess the performance of the student using the objectives and tools provided by the UNIVERSITY.

The UNIVERSITY will:

- i. Identify students that have completed academics appropriate to the level of training prior to assignment to the supervised experience. The Clinical Coordinator/course instructor for the department shall oversee the assignment of its students with mutual agreement of and advance

notice to the FACILITY. Provided that, placement shall be limited to ten students from an individual program placed simultaneously at FACILITY not located in the state of West Virginia.

- ii. Inform the student and faculty of the requirement to comply with the FACILITY's policies and procedures while in attendance at the FACILITY.
- iii. Prepare the student through the faculty and curriculum in order that they are able to benefit from their placement in the FACILITY.
- iv. Prepare the student through the faculty and curriculum that they understand the importance of confidentiality and the importance of complying with the Health Insurance and Portability Accountability Act (HIPAA).
- v. Maintain for students during the term of this Agreement and any extensions thereof:
 - a. General Liability Coverage, for personal or bodily injury and property damage, including Broad Form Endorsement, in combined single limit of not less than One Million Dollars (\$1,000,000) per occurrence.
 - b. Professional liability insurance in the amount of One Million Dollars (\$1,000,000) per claim on an occurrence basis.
- vi. UNIVERSITY will be responsible for planning and execution of educational program and curriculum.
- vii. No student, faculty or instructor is to be an agent, employee or servant of the FACILITY but shall be considered an invitee.
- viii. Each student will be responsible for his/her room and board fees, travel expenses; transportation costs; and all other necessary living expenses.
- ix. Each student will be responsible for drug screen and background check as required by the FACILITY.

ARTICLE 3

ANNUAL ADDENDUM

Prior to the beginning of the Academic Year, the parties will complete the Addendum to Affiliation form, as attached hereto as Exhibit A. Which will identify the academic year, physical location of the practice, the number of students to be placed for the academic year and the relevant contact information. The signed and completed addenda will become part of this Agreement as if fully set-forth herein.

ARTICLE 4
CONFIDENTIALITY

In the course of educating students in an experiential environment, both the UNIVERSITY and FACILITY may receive information, data, and materials relating to each other's personnel, methods and techniques, financial condition, customers, pricing, and marketing, which parties agree is confidential information. The UNIVERSITY and FACILITY agree not to disclose confidential information to any third party.

ARTICLE 5
VENUE

This Agreement shall be governed by and construed in accordance with the laws of the State of West Virginia without regard to choice of law principles. The exclusive venue for disputes between the parties arising from or related to this Agreement shall be those courts of the State of West Virginia located in Cabell County, West Virginia.

ARTICLE 6
ASSIGNMENT

This Agreement and the rights and obligations hereunder may not be assigned by either party without the written consent of the other.

ARTICLE 7
SEVERABILITY


The provisions of this Agreement shall be considered severable such that if any provision hereof is determined to be invalid or unenforceable, the remaining provisions shall continue in full force and effect.

This Agreement is intended to supercede all prior agreements.


IN WITNESS WHEREOF, the undersigned parties do hereby bind themselves to the faithful performance of this Agreement.

Marshall University School of Medicine

(Facility) Marshall Health


Signature
Bob Miller
Printed Name
Vice Dean
Title

7.23.19
Date


Signature
BETH L. HAMMERS
Printed Name
CEO
Title

7/22/2019
Date

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 653

☒ Graded ☐ CR/NC

Contact Person: Ginger Boles, MS PA-C

Phone: 304-629-1341

NEW COURSE DATA:

New Course Title: Internal Medicine I

Alpha Designator/Number: P A S 6 5 3

Title Abbreviation: I n t e r n a l M e d i c i n e I

(Limit of 25 characters and spaces)

PA Internal Medicine I

CH 10/1/19

Course Catalog Description:
(Limit of 30 words)

This rotation provides clinical instruction in internal medicine in an inpatient setting. The student will develop an awareness of the complexity of disease processes and different diagnosis.

Co-requisite(s): PAS 650,651,652,654,655,656 ☒ First Term to be Offered: Summer 2022

Prerequisite(s): completion 4th Semester Credit Hours: Four

Course(s) being deleted in place of this addition (must submit course deletion form): n/a

This course
was approved
with the title
change -
Must have
PA in title

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

Dept. Chair/Division Head

Date

Registrar

Date

College Curriculum Chair

Date

Graduate Council Chair

Date

Request for Graduate Course Addition - Page 2

College: School of Medicine

Department/Division: PA Program

Alpha Designator/Number: PAS 653

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 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 PA faculty in the PA program and/or School of Medicine

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

see attached

Request for Graduate Course Addition - Page 3

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

See attached

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

see attached

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

see attached

Request for Graduate Course Addition - Page 4

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

see attached

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

n/a

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

See attached

Request for Graduate Course Addition - Page 5

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

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

title Change

Department: PA program

PA

Course Number and Title: PAS 653 Internal Medicine I

Catalog Description: This rotation provides clinical instruction in internal medicine in an inpatient setting. The student will develop an awareness of the complexity of disease processes and differential diagnosis.

First Term Offered: Summer 2022

Credit Hours: Four



MUPA Program Internal Medicine I – PAS 653 Course Syllabus

Course Description

This rotation provides clinical instruction in internal medicine in an inpatient setting. The student will develop an awareness of the complexity of disease processes and differential diagnosis.

Credits

Four (4) credit hours

Prerequisites

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

Course Goals

- Cultivate competencies necessary for successful practice as a physician assistant in an internal medicine setting.
- Elevate skills in emotional intelligence, empathy, compassion, integrity, honesty, professionalism and cultural humility to be respectful and selfless in serving patient needs.
- Continue development of medical decision-making skills, through patient evaluation, diagnosis, and management.
- Mature interpersonal and communication skills in order to achieve effective patient counseling and education as well as effective interprofessional relationships.
- Expand practice based learning and improvement techniques including documentation and coding.

Term/Year

Clinical Year 2022-2023

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

Dean Wright, PA-C

Office TBA

Cell phone (304) 633 - 1366

Office hours TBA

Office phone (304) 691-6966

Email: wrightk@marshall.edu

Course Instructors

TBA

Required Texts and Materials

Crees, Z., Fritz, C., Heudebert, A., Noe, J., Rengarajan, A., & Wang, X. (Eds.). (2020). *The Washington manual of medical therapeutics, 36th ed.* Philadelphia, PA: Wolters Kluwer.

Fielding, A., & Lebowitz, H. (Eds.). (2019). *Current medical diagnosis & treatment, 58th ed.* New York, NY: McGraw-Hill.

Kasper, D.L., Fauci, A.S., Hauser, S.L., Longo, D.L., Jameson, J.L., & Loscalzo, J. (Eds.). (2016). *Harrison's manual of medicine, 19th ed.* New York, NY: McGraw-Hill.

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

Required Equipment

- Stethoscope
- White coat
- ID badge

Attire

Per the Marshall University Physician Assistant Program Policy.

Attendance/Participation Policy

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

Course Requirements

- Students are expected to attend and be on time for all scheduled lectures and learning activities.
- Students are expected to participate in all activities.
- Students are expected to be prepared for each lecture/learning activity by reading all assignments prior to the scheduled lecture/activity.
- Students are expected to clean up work area prior to leaving the classroom or laboratory.

- Completion of course & faculty evaluations. (See policy statement at the end of this syllabus).

Methodologies of Teaching and Student Assessment

Student attainment of expected learning outcomes is developed through experiential patient care exposure under the supervision of a clinical preceptor and through self-directed learning by students. Formative assessment of progress toward attaining the course learning outcomes, learning objectives and required patient encounters/exposures is conducted mid-rotation. Summative evaluation of course learning outcomes, learning objectives and assurance of attainment of patient encounters/exposures is conducted upon conclusion of the course via the following components.

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

Component	% of Final Grade
Preceptor Evaluation	40%
End of Rotation Exam	30%
Patient Logs	15%
Assignment	10%
Professionalism Points	5%

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

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

End of Rotation Exam Grade Conversion

The Internal Medicine I rotation assessment utilizes the PAEA End of Rotation exam and this test is specific to the Internal Medicine I rotation. For more information about the exam composition please see the Internal Medicine Blueprint available at: <https://paeaonline.org/assessment/end-of-rotation/content/>. The site also includes a sample exam to further familiarize yourself with test expectations.

For grading purposes within the Internal Medicine I rotation, the PAEA exam score will be converted using a student Z-score.

1. Calculating The Z-Score

- a. The following formula establishes the student Z-score for a particular test:
- b. $Z\text{-Score} = (\text{Student EOR Score} - \text{National average for that exam}) / \text{Exam SD}$
- c. Example: $Z\text{-score} = (87.9 - 75.9) / 8 = +1.5$
 - i. In the above example 87.9 is the student's EOR score; 75.9 is the national average on the same exam; and the exam standard deviation is 8.

2. Using the Z-Score to Convert the End Of Rotation Test Grade

- a. Since the program assigns 70% as the lowest grade eligible to earn a "C" on a test, the following formula was used to establish a grade via a student Z-score.

- b. Converted EOR Test Grade = $[85 + (z\text{-score} \times 10)]\%$ with a maximum allowed grade of 100%.
- c. For our example above the student would have a Converted EOR Test Grade = $[85 + (1.5 \times 10)] = 100$.

Z-Score	Adjusted Grade	Letter Grade
+0.5 +	90% to 100%	A
-0.5 to +0.49	80% to 89.9%	B
-1.5 to -0.51	70% to 79.9%	C
-2.5 to -1.51	60% to 69.9%	D
< -2.5	<60%	F

Student Learning Outcomes, Competencies, and Instructional Objectives

Student Learning Outcomes Upon successful completion of this clinical rotation, PA students will be able to:	ARC-PA Standards/ Competencies	Student Learning Outcomes Upon successful completion of this clinical rotation, PA students will be able to:
Apply previously attained enabling competencies to the clinical setting, demonstrating competency in medical knowledge, patient care, and systems-based practice necessary for successful transition to PA practice.	B1.02, B1.03, B1.04, B1.06, B1.07, B2.03, B2.05, B2.06, B2.07, B2.10, B2.15, B3.02, B3.03 (MK), (PC), (SBP)	<ul style="list-style-type: none"> Obtain an appropriate history and physical examination for each patient encounter and document/communicate the findings. Identify admission criteria for each medical condition encountered. Select and interpret diagnostic modalities based on clinical presentation and cost effectiveness. Synthesize the scientific, socioeconomic, and behavioral knowledge required to provide care for common medical conditions requiring hospitalization. Propose an appropriate treatment plan. Recognize disease presentations that deviate from common patterns and require complex decision-making. Seek additional guidance and/or consultation as appropriate. <p>Demonstrate basic technical skill for the completion of common procedures.</p>

Student Learning Outcomes Upon successful completion of this clinical rotation, PA students will be able to:	ARC-PA Standards/ Competencies	Instructional Objectives Upon successful completion of this clinical rotation, PA students will be able to:
Demonstrate professional and respectful interactions with patients, caregivers and members of the interprofessional team.	B1.08, B2.04, B3.02, B3.09 (PC), (ICS), (P)	<ul style="list-style-type: none"> • Show empathy, compassion, and respect to all patients and caregivers in all situations. • Demonstrate responsiveness to patient needs that supersedes self-interest. • Appropriately modify care plan to account for a patient's unique characteristics and needs. • Incorporate patient-specific preferences into plan of care.
Identify personal areas of potential growth in clinical knowledge, through self-assessment following patient encounters.	B1.07, B3.02 (PBL)	<ul style="list-style-type: none"> • Formulate appropriate clinical questions • Perform thorough and fruitful search of the medical literature pertaining to the clinical questions formulated. • Evaluate the validity and usefulness of medical literature search results. • Identify quality improvement techniques. • Request and utilize feedback from all members of the interprofessional team and from patients.
Demonstrate competency in interpersonal and communication skills with professionalism to provide patient-centered care.	B1.05, B1.08, B2.04, B2.09 (ICS), (PC), (P)	<ul style="list-style-type: none"> • Utilizes effective communication and development of therapeutic relationships in routine and challenging situations. • Demonstrates ability to quickly establish cross-cultural communications and therapeutic relationships with persons of diverse socioeconomic and cultural backgrounds. • Engage in collaborative communication with all members of the patient care team. • Documents succinct, relevant, and patient specific health records which are organized, accurate, and comprehensive.

Projection of Supervised Clinical Practice Encounters

The Marshall University Physician Assistant program understands that you will not encounter all conditions during your rotation. However, we believe it is plausible that you will encounter most of the conditions listed below. You should devote sufficient time to studying all conditions specific to Internal Medicine practice, in addition to discussing them with your preceptor.

Medical Condition	# of Encounters
Cardiovascular disorders	4
Conduction disorders	8
Heart failure	8
Cerebrovascular disorders	8
Other vascular disorders	2
Endocrine disorders	10
Upper gastrointestinal disorders	2
Disorders of biliary, hepatic, and pancreatic origin	3
Lower gastrointestinal disorders	5
Coagulation disorders	4
Anemias	5
Neoplastic hematologic diseases	2
Sepsis/SIRS	10
Infections of bone/soft tissues	1
Fractures/dislocations	1
Autoimmune disorders	1
Pain syndromes	2
Traumatic injuries	2
Neurologic disorders	5
Psychiatric disorders	2
Pulmonary disorders	8
Renal disorders	5
Fluid and electrolyte conditions	2

Technical Skills	# of Encounters
Admission orders	5
EKG –perform and interpret	5
Point of care ultrasound	2
Counseling/Giving sad or bad news	2
Spirometry	2
Comprehensive neurological assessment	2
Wound care	2
Prescription writing	5
US guided paracentesis	2
NG tube	2
Oxygen deliver via nasal cannula	5
Lumbar puncture	1
Peripheral line	5
Standard precautions	4
Surgical clearance	1
Discharge orders	5

Outline of Topics Covered on the End of Rotation Exam

At the conclusion of the Internal Medicine I rotation, the PA student will be expected to have a strong understanding of the presentation, examination, management, and prognosis of the following internal medicine conditions. The list is provided by the Physician Assistant Education Association and serves as a guide for the Internal Medicine I end-of-rotation examination. The Marshall University Physician Assistant Program understands that you will not encounter all of these conditions during your rotation. You should devote sufficient time studying all conditions as well as discussing them with your preceptor in order to gain an understanding as described above.

CARDIOVASCULAR

Angina pectoris	Myocardial infarction
Cardiac arrhythmias/conduction disorders	Myocarditis
Cardiomyopathy	Pericarditis
Congestive heart failure	Peripheral vascular disease
Coronary vascular disease	Rheumatic fever
Endocarditis	Rheumatic heart disease
Heart murmurs	Valvular heart disease
Hyperlipidemia	Vascular disease
Hypertension	

PULMONOLOGY

Acute/chronic bronchitis	Pneumoconiosis
Asthma	Pneumonia (viral, bacterial, fungal, human immunodeficiency virus-related)
Bronchiectasis	Pulmonary hypertension
Carcinoid tumor	Pulmonary neoplasm
Chronic obstructive pulmonary disease	Sarcoidosis
Cor pulmonale	Solitary pulmonary nodule
Hypoventilation syndrome	
Idiopathic pulmonary fibrosis	

HEMATOLOGY

Acute/chronic leukemia	Lymphoma
Anemia of chronic disease	Multiple myeloma
Clotting factor disorders	Sickle cell anemia
G6PD deficiency anemia	Thalassemia
Hypercoagulable state	Thrombotic thrombocytopenic purpura
Idiopathic thrombocytopenic purpura	Vitamin B12 and folic acid deficiency anemia
Iron deficiency anemia	

GASTROINTESTINAL/NUTRITIONAL

Acute and chronic hepatitis	Esophageal varices
Acute/chronic pancreatitis	Esophagitis
Anal fissure/fistula	Gastritis
Cancer of rectum colon, esophagus, stomach	Gastroenteritis
Celiac disease	Hemorrhoid
Cholangitis	Hepatic cancer
Cholecystitis	Hiatal hernia
Cholelithiasis	Irritable bowel syndrome
Cirrhosis	Mallory-Weiss tear
Crohn disease	Peptic ulcer disease
Diverticular disease	Ulcerative colitis
Esophageal strictures	

NEUROLOGY

Bell palsy	Huntington disease
Cerebral aneurysm	Intracranial tumors
Cerebral vascular accident	Meningitis
Cluster headaches	Migraine headaches
Coma	Multiple sclerosis
Complex regional pain syndrome	Myasthenia gravis
Concussion	Parkinson disease
Delirium	Peripheral neuropathies
Dementia	Seizure disorders
Encephalitis	Syncope
Essential tremor	Tension headaches
Giant cell arteritis	Transient ischemic attacks
Guillain-Barre syndrome	

ORTHOPEDICS/RHEUMATOLOGY

Fibromyalgia	Reactive arthritis
Gout/pseudogout	Rheumatoid arthritis
Polyarteritis nodosa	Sjogren syndrome
Polymyalgia rheumatic	Systemic lupus erythematosus
Polymyositis	Systemic sclerosis (scleroderma)

UROLOGY/RENAL

Acid base disturbances	Nephritic syndrome
Acute and chronic renal failure	Nephritis
Acute interstitial nephritis	Polycystic kidney disease
Benign prostatic hyperplasia	Prostate cancer
Bladder cancer	Prostatitis
Epididymitis	Pyelonephritis
Erectile dysfunction	Renal calculi
Glomerulonephritis	Renal cell carcinoma
Hydrocele	Renal vascular disease
Hydronephrosis	Testicular torsion
Hypervolemia	Urinary tract infection
Hypovolemia	Varicocele

CRITICAL CARE

Acute abdomen	Diabetic ketoacidosis/acute hypoglycemia
Acute adrenal insufficiency	Hypertensive crisis
Acute gastrointestinal bleed	Myocardial infarction
Acute glaucoma	Pericardial effusion
Acute respiratory distress/failure	Pneumothorax
Angina pectoris	Pulmonary embolism
Cardiac arrest	Seizures
Cardiac arrhythmias and blocks	Shock
Cardiac failure	Status epilepticus
Cardiac tamponade	Thyroid storm
Coma	

ENDOCRINOLOGY

Acromegaly	Hypocalcemia
Addison's disease	Hyponatremia
Cushing disease	Hypoparathyroidism
Diabetes insipidus	Hypothyroidism
Diabetes mellitus (type I & type II)	Paget disease of the bone
Hypercalcemia	Pheochromocytoma
Hypernatremia	Pituitary adenoma
Hyperparathyroidism	Thyroid cancer
Hyperthyroidism/thyroiditis	

INFECTIOUS DISEASE

Botulism	Lyme disease
Candidiasis	Parasitic infections
Chlamydia	Pertussis
Cholera	Pneumocystis
Cryptococcus	Rabies
Cytomegalovirus	Rocky Mountain spotted fever
Diphtheria	Salmonellosis
Epstein-Barr infection	Shigellosis
Gonococcal infections	Syphilis
Herpes simplex infection	Tetanus
Histoplasmosis	Toxoplasmosis
Human immunodeficiency virus infection	Tuberculosis
Influenza	Varicella zoster

ARC-PA Standards that Pertain to the Course

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

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

- B1.01 – The curriculum *must* be consistent with the mission and goals of the program.
- B1.02 – The curriculum *must* include core knowledge about the established and evolving biomedical and clinical sciences and the application of this knowledge to patient care.
- B1.03 – The curriculum must be of sufficient breadth and depth to prepare the student for the clinical practice of medicine.
- B1.04 – The curriculum design *must* reflect sequencing that enables students to develop the *competencies* necessary for current and evolving clinical practice.
- B1.05 – The curriculum *must* include instruction about intellectual honesty and appropriate academic and professional conduct.
- B1.07 – The curriculum *must* include instruction related to the development of problem solving and medical decision-making skills.
- B1.08 – The curriculum *must* include instruction to prepare students to work collaboratively in interprofessional patient centered teams.
- B2.03 – The program curriculum *must* include instruction in clinical medicine covering all organ systems.
- B2.04 – The program curriculum *must* include instruction in interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families and other health professionals.
- B2.05 – The program curriculum *must* include instruction in the patient evaluation, diagnosis, and management.
- B2.06 – The program curriculum *must* include instruction in the provision of clinical medical care across the lifespan.
- B2.07 – The program curriculum *must* include instruction in technical skills and procedures based on current professional practice.
- 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.
- B3.01 – PA students *must* be clearly identified in the clinical setting to distinguish them from physicians, medical students and other health profession students and graduates.
- B3.02 – *Supervised clinical practice experiences must* enable students to meet program expectations and acquire the *competencies* needed for entry into clinical PA practice.
- B3.03 – *Supervised clinical practice experiences must* enable all students to meet the program's *learning outcomes* expected of students for patients seeking:
 - a.) medical care across the life span to include, infants, children, adolescents, adults, and the elderly,
 - b.) women's health (to include prenatal and gynecological care).
 - c.) care for conditions requiring surgical management, including pre-operative, intra-

- operative, post-operative care and
- d.) care for behavioral and mental health conditions.
- B3.04 – *Supervised clinical practice experiences must occur in the following settings:*
 - a.) outpatient,
 - b.) emergency department,
 - c.) inpatient and
 - d.) operating room.
- B3.05 – *Instructional faculty* for the supervised clinical practice portion of the educational program *must* consist primarily of practicing physicians and PAs.
- B3.06 – *Supervised clinical practice experiences should occur with:*
 - a.) physicians who are specialty board certified in their area of instruction,
 - b.) PAs teamed with physicians who are specialty board certified in their area of instruction or
 - c.) other licensed health care providers experienced in their area of instruction.
- B3.07 – *Supervised clinical practice experiences should occur with preceptors practicing in the following disciplines:*
 - a.) family medicine,
 - b.) internal medicine,
 - c.) general surgery,
 - d.) pediatrics,
 - e.) ob/gyn and
 - f.) behavioral and mental health care.

MUPA Program Competencies Relevant to this Course

Medical Knowledge (MK)

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

Interpersonal & Communication Skills (ICS)

Graduates will employ skills to work in 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.

Systems Based Practice (SBP)

Graduate 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](#) 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.

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PHYSICIAN ASSISTANT PROGRAM

**Affiliation Agreement for the Experiential Education of Students from
the Physician Assistant Program at Marshall University
Joan C Edwards School of Medicine**

This Affiliation Agreement is made and entered into by and between Marshall University on behalf of its Physician Assistant Program, a state of West Virginia institution of higher education hereinafter called the UNIVERSITY and Cabell Huntington Hospital, Inc., hereinafter called the FACILITY.

WHEREAS, the UNIVERSITY is principally located at 1 John Marshall Drive, Huntington, West Virginia, 25755 and

WHEREAS, the FACILITY is principally located at 1340 Hal Greer Blvd, Huntington, WV 25701 has the facilities, equipment, personnel, and services to provide experiential experiences.

WHEREAS, the parties desire to advance physician assistant education, and improve the quality of health care to patients in the Appalachian region, the state, and the nation; and

WHEREAS, it is deemed advisable and in the best interest of the parties to establish an affiliation for the purpose of carrying out these objectives.

NOW THEREFORE, in consideration of the mutual benefits, the parties hereto agree as follows:

ARTICLE 1

TERM

The original term of this Agreement is from May 1, 2022 through April 30, 2023.

Thereafter, this Agreement shall automatically renew on an annual basis (unless this Agreement is terminated as set forth below) without need of a written amendment to extend the term.

Either party may terminate the this Agreement at any time with or without cause by giving the other party ninety (90) days written notice to terminate; however, students assigned at FACILITY when termination notice is given shall be permitted to complete their current rotation at UNIVERSITY's option.

ARTICLE 2
RESPONSIBILITIES OF THE PARTIES

FACILITY will:

- i. Allow the use of its facilities for the education and training of physician assistant students who will be under the supervision of preceptors engaged by the UNIVERSITY who possess a valid physician assistant license or medical license and are credentialed to practice at the FACILITY.
- ii. Provide access for the students to patients and their medical records at FACILITY as part of their clinical training program, unless the patient requests to be excluded from the teaching programs.
- iii. Cooperate with the UNIVERSITY for the development of rotations and the components thereof.
- iv. Notify the UNIVERSITY immediately of any change in the status of accreditation or licensure.
- v. Acknowledge and agree that the students' education records and any personally identifiable information from such education records (collectively "Student Information") created by FACILITY and/or provided by the UNIVERSITY to FACILITY is subject to the confidentiality provisions of the federal Family Educational Rights and Privacy Act, 20 USC § 1232g, ("FERPA") and its implementing regulations (34 C.F.R. Part 99). Accordingly, FACILITY agrees not to disclose or re-disclose any Student Information to any other party without the prior written consent of the UNIVERSITY and the student(s) to whom the Student Information pertains unless the disclosure or re-disclosure falls under a FERPA exception allowing disclosure without the student(s)' consent. FACILITY also agrees to only use Student Information for the purpose(s) for which the Student Information was disclosed. For the purposes of this Agreement, pursuant to FERPA, UNIVERSITY hereby designates FACILITY as a UNIVERSITY official with a legitimate educational interest in the educational records of the Student(s) who participate in the Program to the extent that access to the records is required by FACILITY to carry out the Program. If FACILITY receives a court order, subpoena, or similar request for Student Information, FACILITY shall, to the extent permitted by law, notify the UNIVERSITY within two (2) business days of its receipt thereof, and reasonably cooperate with the UNIVERSITY in meeting the UNIVERSITY'S and/or FACILITY'S FERPA obligations in complying with or responding to such request, subpoena, and/or court order.
- vi. Request the removal of any student whom the FACILITY determines is not performing in accordance with its applicable administrative and patient care policies, procedures, rules, and/or regulations or who violates the confidentiality of patient information. Such request must be in writing, and must include a statement of the reason or reasons why FACILITY desires to have the student removed. Provided that; the FACILITY may immediately remove from the premises any student who poses an immediate threat or danger to personnel or to the quality of

- services, or for unprofessional behavior. The FACILITY will notify the appropriate office of the UNIVERSITY, in writing, if such an action is required and include a statement of the reason or reasons why FACILITY removed the student. The UNIVERSITY may terminate a student's participation when, in its sole discretion, further participation by the student would no longer be appropriate. The UNIVERSITY will notify the FACILITY if such action is required.
- vii. Maintain responsibility for the policies, procedures, and administrative guidelines to be used in the operation of FACILITY.
 - viii. Maintain authority and responsibility for care given to FACILITY's patients.
 - ix. Not be required to provide student with transportation.
 - x. Not discriminate against any employee, applicant or student participating in this program on the basis of race, color, national origin, ancestry, age, physical or mental disability, marital or family status, pregnancy, veteran status, service in the uniformed services (as defined in state and federal law), religion, creed, sex, sexual orientation, genetic information, gender identity, or gender expression or any other basis protected by law. Further, each party will make reasonable accommodations to assure accessibility to the Program for persons with disabilities in accordance with UNIVERSITY policy.
 - xi. Not compensate students for their time or activities while participating in any educational activities.
 - xii. Appoint a member of FACILITY's staff as the primary contact person to work with the UNIVERSITY in performance of this Agreement.
 - xiii. Encourage its staff to participate in the educational activities of the UNIVERSITY.
 - xiv. Participate, if requested by either party, in any annual program review activities of the UNIVERSITY, which are directed toward continuing improvement of experiential education.
 - xv. Provide orientation to the students of the UNIVERSITY, including FACILITIES relevant policies, procedures and local laws.
 - xvi. Evaluate and assess the performance of the student using the objectives and tools provided by the UNIVERSITY.

The UNIVERSITY will:

- i. Identify students that have completed academics appropriate to the level of training prior to assignment to the supervised experience. The Clinical Coordinator/course instructor for the department shall oversee the assignment of its students with mutual agreement of and advance

notice to the FACILITY. Provided that, placement shall be limited to ten students from an individual program placed simultaneously at FACILITY not located in the state of West Virginia.

- ii. Inform the student and faculty of the requirement to comply with the FACILITY's policies and procedures while in attendance at the FACILITY.
- iii. Prepare the student through the faculty and curriculum in order that they are able to benefit from their placement in the FACILITY.
- iv. Prepare the student through the faculty and curriculum that they understand the importance of confidentiality and the importance of complying with the Health Insurance and Portability Accountability Act (HIPAA).
- v. Maintain for students during the term of this Agreement and any extensions thereof:
 - a. General Liability Coverage, for personal or bodily injury and property damage, including Broad Form Endorsement, in combined single limit of not less than One Million Dollars (\$1,000,000) per occurrence.
 - b. Professional liability insurance in the amount of One Million Dollars (\$1,000,000) per claim on an occurrence basis.
- vi. UNIVERSITY will be responsible for planning and execution of educational program and curriculum.
- vii. No student, faculty or instructor is to be an agent, employee or servant of the FACILITY but shall be considered an invitee.
- viii. Each student will be responsible for his/her room and board fees, travel expenses; transportation costs; and all other necessary living expenses.
- ix. Each student will be responsible for drug screen and background check as required by the FACILITY. The current requirements of the FACILITY are set forth in Attachment 1, which is attached hereto and incorporated by reference.

ARTICLE 3

ANNUAL ADDENDUM

Prior to the beginning of the Academic Year, the parties will complete the Addendum to Affiliation form, as attached hereto as Exhibit A, which will identify the academic year, physical location of the practice, the number of students to be placed for the academic year and the relevant contact information. The signed and completed addenda will become part of this Agreement as if fully set-forth herein.

ARTICLE 4
CONFIDENTIALITY

In the course of educating students in an experiential environment, both the UNIVERSITY and FACILITY may receive information, data, and materials relating to each other's personnel, methods and techniques, financial condition, customers, pricing, and marketing, which parties agree is confidential information. The UNIVERSITY and FACILITY agree not to disclose confidential information to any third party.

ARTICLE 5
VENUE

This Agreement shall be governed by and construed in accordance with the laws of the State of West Virginia without regard to choice of law principles. The exclusive venue for disputes between the parties arising from or related to this Agreement shall be those courts of the State of West Virginia located in Cabell County, West Virginia.

ARTICLE 6
ASSIGNMENT

This Agreement and the rights and obligations hereunder may not be assigned by either party without the written consent of the other.

ARTICLE 7
SEVERABILITY

The provisions of this Agreement shall be considered severable such that if any provision hereof is determined to be invalid or unenforceable, the remaining provisions shall continue in full force and effect.

This Agreement is intended to supercede all prior agreements.

IN WITNESS WHEREOF, the undersigned parties do hereby bind themselves to the faithful performance of this Agreement.

Marshall University School of Medicine

Bob Miller MD
Signature

Bob Miller MD
Printed Name

Vice Dean
Title

7-26-19
Date

Cabell Huntington Hospital, Inc.

[Signature]
Signature

Kevin N. Fowler
Printed Name

President & CEO
Title

8/16/19
Date

ATTACHMENT 1

1. All students and faculty members shall meet the following requirements before beginning their clinical training experiences at Cabell Huntington Hospital. If such information is provided in the form of a written statement from the educational institution or an attestation signed by students or faculty, Cabell Huntington Hospital reserves the right to request supporting evidence on either an individual basis or as part of a random audit to ensure compliance with these requirements:
 - a. A negative 10 panel urine drug screen dated within twelve (12) months prior to the commencement of the clinical training experience. For the purposes of these requirements, a negative drug screen would include positive results which have been validated for prescription medications.
 - b. A clear criminal background check (with no unresolved discrepancies) consisting of social security verification, Medicare integrity (OIG sanctions), state and county checks with check results dated within twelve (12) months prior to the commencement of the clinical training experience;
 - c. A statement that the student or faculty member is free of communicable disease;
 - d. Verification of immunization or antibody to rubella;
 - e. Verification of PPD testing documented within the last year. If positive, documentation of appropriate follow-up;
 - f. Verification of Varicella history;
 - g. Verification of immunization to measles (rubeola) if born in 1957 or later;
 - h. Verification of TdAP vaccination within the recommended time frame; and
 - i. Receipt of Hepatitis B vaccination or declination.
2. During flu season, Cabell Huntington Hospital requires that all employees, staff members, students and faculty either attest that they have received the flu vaccine or wear a mask at all times during their clinical experience at the Hospital.
3. Cabell Huntington Hospital reserves the right to modify these requirements at any time upon thirty (30) days prior written notice to the educational institution.

Effective June 1, 2017; revised October 9, 2017; revised February 14, 2018; revised July 8, 2019.