

## COURSE SYLLABUS & SCHEDULE

**COURSE:** PAS646 Clinical Elective Experience

**ACADEMIC CREDIT:** 5 semester hours

**COURSE DESCRIPTION:** Elective rotation of student's choice (with PA faculty guidance and approval). A 10-week rotation that will provide the student with either a repeat rotation or new clinical experience. Students can choose either one 10-week rotation or a combination of experiences totaling 10 weeks.

**COURSE GOAL:** The goal of this course is to provide a foundation for the physician assistant student to prepare to enter into their choice of elective medical field or any other field following graduation. The knowledge and skills developed during this clinical rotation will prepare the student to enter into clinical practice by exposing the student to a wide diversity of patient populations in the setting of their elective choice.

**PREREQUISITES:** Successful completion of the PA program didactic year.

**COURSE COORDINATOR:**

Faculty Name and Title: Kelli Huesman, MPAS, PA-C, Associate Professor, Director of Clinical Education

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Office Hours: Variable, please contact directly for an appointment

Contact policies: Available during office hours, or through email

Faculty Name and Title: Sean Haig, MPAS, PA-C, Clinical Faculty

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Contact policies: Available during office hours, or through email

**CLINICAL PRECEPTOR:** As assigned by clinical faculty

**TIME/LOCATION:** Offsite at clinical facility, location TBD, see schedule for definitive information

**RECOMMENDED TEXTS:**

**Anatomy and Physiology:**

Moini, Jahangir (2020). *Anatomy & Physiology for Health Professionals* (3<sup>rd</sup> ed). Burlington, MA: Jones & Bartlett Learning. ISBN: 978-1284151978.

**Clinical Medicine:**

Papadakis, M.A., McPhee, S.J., & Rabow M.W. (2020) *Current Medical Diagnosis and Treatment 2020*. New York, NY: Lange Medical Books/McGraw Hill. ISBN: 978-1260455281.

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### **History and Physical Exam:**

Bickley, L (2016). *Bates' Guide to Physical Examination and History Taking* (12<sup>th</sup> ed). Wolters Kluwer Health/Lippincott Williams & Wilkins. ISBN: 978-1469893419

### **Labs:**

Desai, S., Katta, R. (2020). *Clinician's Guide to Laboratory Medicine* (4<sup>th</sup> ed. Pocket). Houston, TX: MD2B. ISBN: 978-1937978105.

### **Pharmacology:**

Brenner, G.M. & Stevens, C. (2017). *Brenner and Stevens' Pharmacology* (5<sup>th</sup> ed). Philadelphia, PA: Elsevier. ISBN: 978-0323391665.

### **Procedures:**

Clinical Procedures for Health Professionals (2017). *Clinical Procedures for Health Professionals* (1<sup>st</sup> ed). Philadelphia, PA: Jones & Bartlett. ISBN: 978-1284032413

### **Radiology:**

Herring, W. (2020). *Learning Radiology: Recognizing the Basics* (4<sup>th</sup> ed). Philadelphia, PA: Mosby/Elsevier. ISBN: 978-0323567299.

### **Study System:**

Sedrak, M, & Massey, S. (2011). *Classroom to Clinic Study System: Personal Professor for Clinical Rotations and PANCE/PANRE Review*. Philadelphia, PA: F.A. Davis Company. ISBN 978-0803623538.

Brown, P.C., Roediger, H.L., & McDaniel, M.A. (2014). *Make it Stick: The Science of Successful Learning*. United States of America: Library of Congress Cataloging-in-Publication. ISBN: 978-0674729018.

### **Research:**

Blessing, J.D. & Forister, J.G. (2020). *Introduction to Research and Medical Literature for Health Professionals* (5<sup>th</sup> ed.). Burlington, MA: Jones and Bartlett Learning. ISBN: 9781284153774.

### **Dermatology:**

Habif, M.D., *et al.* (2013). *Skin Disease Diagnosis and Treatment* (4<sup>th</sup> ed.). Philadelphia, PA: Elsevier, Inc. ISBN: 978-0323442220.

### **Orthopedics:**

Armstrong A.D. & Hubbard M.C. (2015). *Essentials of Musculoskeletal Care* (5<sup>th</sup> ed.). Rosemont, IL: AAOS. ISBN: 978-1625524157.

Hoppenfeld, S. (1976). *Physical Examination of the Spine & Extremities*. Norwalk, CT: Appleton & Lange. ISBN: 978-0838578537.

**Pediatrics:**

Marcdante, K.J. & Kliegman, R.M. (2019). *Nelson Essentials of Pediatrics*. Philadelphia, PA: Elsevier, Inc. ISBN: 978-0323511452.

**Emergency Medicine:**

Cline, D.M., et al. (2013). *Tintinalli's Emergency Medicine Just the Facts*. China: McGraw Hill. ISBN: 978-0071744416.

**Women's Health:**

Casanova R, Chuang A, Goepfert AR, Hueppchen NA, Weiss PM. (2019) *Beckmann and Ling's Obstetrics and Gynecology, (8th ed)*. Philadelphia: Wolters Kluwer. ISBN: 978-1496353092.

**Mental Health:**

Black, D.W., & Andreasen, N.C. (2014). *Introductory Textbook of Psychiatry*. 6th ed. Arlington, VA: American Psychiatric Publishing. ISBN 978-1-58562-470-6.

**OVERALL KNOWLEDGE, SKILLS AND ATTRIBUTES FOR ALL CLINICAL ROTATIONS**

- **Knowledge**
  - Understand and explain the etiologies, risk factors, underlying pathologic processes and epidemiology for the conditions encountered in clinical experience
  - Demonstrates the appropriate history and physical exam skills, identifying normal and abnormal findings, and is able to counsel patients who present for acute, chronic and preventative conditions
  - Adequately formulates a differential diagnosis based on H&P findings and is able to develop and carry out management plan based on the differential
  - Select and interpret appropriate diagnostic or laboratory studies
  - Manage presenting conditions to include understanding the indications, contraindications, side effects, interactions, and adverse reactions of pharmacological and non-pharmacologic agents
- **Skills Interpersonal and Communication**
  - Appropriately adapts communication style to the context of the individual patient interaction, displaying respect, compassion and integrity, with the ability to show sensitivity and responsiveness to patients' culture, age, gender and disabilities
  - Accurately and adequately document information regarding care process for medical, legal, quality and financial purposes
- **Clinical reasoning and problem solving**
  - Identifies the appropriate site of care for presenting conditions, including the identification of emergent cases and those requiring referral and admission
- **Professionalism**
  - Work effectively with preceptor and other health care professionals to provide patient centered care

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- Promptly completes assigned tasks
- Consistently arrives at appointed time
- Recognizes personal learning needs and limitations, seeks to rectify them
- Accepts and uses constructive criticism from preceptor and staff

### **LEARNING OUTCOMES FOR ELECTIVE:**

1. Elicit a patient-centered history, perform a physical examination, and document findings for a medical/surgical condition specific to the elective discipline.
2. In a patient with a medical/surgical condition, order and interpret labs/diagnostic tests and formulate a differential diagnosis for a medical/surgical condition specific to the elective discipline.
3. Formulate a management plan for a patient presenting with a medical/surgical condition specific to the elective discipline to include pharmacological management and lifestyle modifications.
4. Counsel a patient regarding a medical/surgical condition, management and follow-up care specific to the discipline of the elective.
5. Perform patient education for medication used specifically in the elective discipline to include potential side effects, drug interaction and adherence.
6. Accurately document a progress note that is specific to the discipline of the elective rotation.

**Teaching Methods:**

Teaching methods may include any or all of the following:

1. Direct teaching from preceptors
2. Hospital Grand Rounds
3. Reading assignments

**ASSESSMENT CRITERIA**

Student competency in the Elective Clinical Experience of choice : Instructional objectives are determined based on the following criteria:

- |  |             |
|--|-------------|
| • <b>Written evaluation from preceptor</b>   | <b>40%</b>  |
| The preceptor will monitor the student's clinical skills and knowledge progression with a formative Mid-Rotation Evaluation, and will conduct a formal review of the student's performance to determine the student's competence with a summative End of Rotation Evaluation (EOR)                                     |             |
| • <b>Research EBM Case/Ethical Case Dilemma</b>  | <b>20%</b>  |
| The student will select one of the following to write up and submit to the DCE for review.   |             |
| • Research EBM Case- student may select an interesting or complex medical diagnosis case, which they encountered during their Clinical Elective SCPE. The write up, must utilize EBM to support the documentation and case.  |             |
| • Ethical Case Dilemma- student may select an ethical case or dilemma that they encountered during the Clinical Elective SCPE. The write up must follow one of the ethics case presentation styles that were utilized during PAS 503 (ethics course during didactic) to document and work through the ethical dilemma. |             |
| • <b>Aquifer Assignment</b>  | <b>20%</b>  |
| • Students will complete 2 cases during the elective SCPE. One case must be from the Aquifer High Value Care category and one case must be from Aquifer Diagnostic Excellence category (not to include the mini cases).  |             |
| • <b>Participation in clinical call back week at End of Rotation</b>   | <b>10%</b>  |
| • <b>Mandatory Electronic Entries</b>  | <b>10%</b>  |
| Includes weekly reports, students evaluation of preceptor, and patient encounters<br>EOR Evaluations and Student Evaluations of Preceptor/Site are due no later than 5 pm on the Wednesday following the completion of the rotation.   |             |
| <b>TOTAL</b>   | <b>100%</b> |

**This final course grade is a Pass/Fail based on the above and below criteria.**

In order to successfully pass this course the student must:

- Score a minimum of 3 or higher for each competency on the preceptor evaluation. Any students receiving 1's or 2's in the categories of medical knowledge, interpersonal/communication skills, technical and clinical skills, medical decision-making, or professionalism may fail the rotation. The final decision will be based on an in-depth conversation with the preceptor, the Director of Clinical Education and the student.
- **Successful completion of Research/Ethical Case and Aquifer Assignments, participate in CBWs and complete the required electronic entries.**
- **\*\*The final grade/decision in regards to the passing of each Clinical Rotation will be made by the Director of Clinical Education (DCE) based on the mid-rotation and end of rotation evaluations, the results of the EOR exams and the communication held between the DCE and the preceptors working with each student.**

**EXPECTED CLINICAL PATIENT & PROCEDURAL LOGGING:**

There are multiple required areas of clinical requirements that will be documented longitudinally throughout the entire clinical year experience. Students are expected to encounter patients across the life span, as well as patient encounters regarding preventive health care, prenatal visits, emergent, acute, and chronic visits. Additionally, specific medical procedures (foley placement, pap smears, pelvic examination, suture, and IV placement) are required to be performed at a level necessary for clinical practice.

1. Students will perform appropriate history and physical examination of patients in the following age groups across the life span:
  - birth-18; 19-64, and over 65
2. Students will evaluate and recommend appropriate treatment for:
  - preventive health care encounters
  - prenatal encounters
  - emergent encounters
  - acute encounters
  - chronic encounters
  - pre-, intra-, post- operative encounters
  - well child encounters
3. Students will efficiently perform the following procedures:
  - foley placement
  - pap smears/pelvic examination
  - suture
  - IV placement/venipunctures

Students will track their progress in meeting these requirements by completing the “Clinical Encounter Booklet”. The Clinical Encounter Booklet contains the forms for preceptors to complete rating the student on his/her performance. Due to the large number of expected encounters for evaluating patients throughout the life span a portion of each target number will be used to evaluate completeness. Students’ progress will be reviewed during call back weeks, and if it is determined the student is at risk to not meet the competencies, he/she will meet with the Director of Clinical Education to address these deficiencies in order to meet the requirements prior to anticipated graduation. Please refer to the table below for details regarding the clinical patient and procedural tracking:

A passing score of a 3 or above on a Likert scale of (1-5) is required for each evaluated encounter to be considered passing.

<b>Clinical patient and procedural tracking</b>	<b>Target Number of Encounters</b>	<b>Minimum Number required</b>
<b>Life Span</b>		
Birth – age 20	25	5
Age 21-64	150	15
Age 65 and above	50	5
<b>Health Care Settings</b>		
Preventive Health	150	15
Prenatal	5	5
Well Child Exams	5	5
Emergent	150	15
Acute	150	15
Chronic	150	15

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Pre, intra, post-operative	50	15 (5 apiece)
Well child	5	5
Foley placement	5	5
Pap smears	5	5
Pelvic examinations	5	5
Suturing	15	15
IV placement	5	5

### DISCLAIMER

This syllabus is intended to give the student guidance regarding what will be covered during the clinical rotation and will be followed as closely as possible. However, the instructor reserves the right to modify, supplement, and make changes in the course as necessary to meet course objectives. Every effort will be made to adhere to the clinical schedule but alternations may be necessary due to unforeseen circumstances. Any changes will be announced via email communication.

### ACADEMIC INTEGRITY

#### From **The University of Dayton Academic Honor Code: A Commitment to Academic Integrity:**

Regardless of motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the intellectual rights and privileges of others is prohibited. Cheating on examinations or other graded evaluations consists of willfully copying or attempting to consult a notebook, textbook, or any other source of information not authorized by the instructor; willfully aiding, receiving aid or attempting to aid or receive aid from another student during an examination or other evaluation; obtaining or attempting to obtain copies of any part of an examination or other evaluation (without permission on the instructor) before it is given; having another person take the exam; or any act which violates or attempts to violate the stated conditions of an examination or other evaluation. Cheating on an assignment consists of willfully copying or attempting to copy all or part of another student's assignment or having someone else complete the assignment when class assignments are such that students are expected to complete the assignment on their own. It is the responsibility of the student to consult with the instructor concerning what constitutes permissible collaboration and what materials are allowed to be consulted.

### PLAGIARISM STATEMENT

**Plagiarism is defined in the University of Dayton Student Handbook.**

Plagiarism involves:

- Quoting directly from any source of material including other students' work and materials from research consultants without appropriately citing the source and identifying the quote
- Knowingly citing an incorrect source
- Using ideas (other than information that is common knowledge) from any course of material including other students' work and materials from research consultants without citing the source and identifying the borrowed material/ideas
- Faculty may establish additional guidelines for plagiarism – ignorance is no excuse for plagiarism. Students should be aware of their own responsibilities in appropriately quoting and citing sources used.

Additional information on plagiarism is available through the UD Roesch Library website (<http://library.udayton.edu/faqs/howto/plagiarism.php>).

**Students should be aware that the University has access to software designed to detect plagiarized passages and work. This software will be applied randomly or at the instructor’s discretion. Detection of plagiarized passages or work can result in disciplinary action.**

## **STUDENTS WITH DISABILITIES**

If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the LTC's Office of Learning Resources (OLR) to discuss reasonable accommodations. Please contact OLR at 937-229-2066 (TTY 937-229-2059 for deaf/hard of hearing), by email at [disabilityservices@udayton.edu](mailto:disabilityservices@udayton.edu) or stop by OLR in the LTC, room 023 Roesch Library. If you have an Accommodation Letter provided by OLR, please contact me to discuss. If you need assistance accessing print material including textbooks and electronic material such as PDF documents, please review the OLR website information about alternative formats under Disability Resources.

## **ON CAMPUS LEARNING SUPPORT**

The University of Dayton's Office of Learning Resources (OLR) is a free service for all students seeking to perform their best academically. OLR offers a variety of personalized and structured resources that help students achieve academic excellence, such as tutoring, academic coaching (test taking strategies, time management counseling, and study techniques), Supplemental Instruction (SI), services for international students, and writing support. OLR is located on the ground floor of Roesch Library. If you wish to request a tutor, you must go to [go.udayton.edu/tutoring](http://go.udayton.edu/tutoring) and follow the given instructions. Please contact OLR at 937-229-2066 or [learningresources@udayton.edu](mailto:learningresources@udayton.edu) if you have any questions.

## **Topic List**

The lists below are topics not previously covered in PAEA end-of-rotation exams, but still appear on the NCCPA blueprint topic lists.

<b>Gastrointestinal System/Nutrition</b>	<b>Dermatologic System</b>
Motility disorders of the esophagus	Fungal Infections
Lactose Intolerance	Candidiasis
Fecal impaction	Dermatophyte infections
Phenylketonuria	
	<b>Psychiatry/Behavioral Science</b>
<b>Genitourinary System</b>	Acute reaction to stress
Congenital abnormalities	Adjustment disorder
	Elder abuse
<b>Endocrine System</b>	Grief reaction
Thyroiditis	
Adrenal gland neoplasm	<b>Neurologic System</b>

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Pituitary Gland	Cerebral palsy
Diseases of Pituitary gland	Postconcussion syndrome
Acromegaly/gigantism	Tourette disorder
Dwarfism	
Neoplastic disease	
Lipid Disorders	
<b>Infectious Diseases</b>	
Malaria	
Viral Disease	
Human papillomavirus infections	
<b>Eyes, Ears, Nose and Throat</b>	
Eye Disorders	
Cataract	
Chalazion	
Nystagmus	
Optic Neuritis	
Ear Disorders	
Acoustic neuroma	
Dysfunction of Eustachian tube	
Mouth/Throat Disorders	
Diseases of the teeth/gums	
Oral herpes simplex	
Oral leukoplakia	
Benign and malignant neoplasms	

Updated 11/11/2021/DCE