Department of Physician Assistant Education
Master of Science in Medicine
5 units

MSM 6501 FAMILY MEDICINE

Course director: *Amy Vu*	**Term: varies**
Phone 619-742-7952	**Meeting day & time: varies**
Email AVu@pointloma.edu	**Meeting location: varies**

PLNU MISSION

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

This is a 5-week, full-time outpatient-based clinical practicum that focuses on the clinical aspects of family medicine. Students will build on the fundamental skills of history taking, performing physical exams, developing differential diagnoses, formulating diagnoses, designing prevention and treatment plans and documenting common medical conditions observed in the family practice setting. Students will participate in a variety of primary care procedures. Students will be expected to mirror the Preceptor's schedule and may be assigned to any shift on any day of the week, including holidays.

COURSE GOALS

The goal of the 5-week family medicine clinical rotation is to:

1. Utilize innovative systems within the family medicine rotation that prepare students for clinical practice while enhancing their performance on standardized national exams, meeting or exceeding NCCPA PANCE expectations for conditions in the subdiscipline of family medicine.
2. Place students at clinical sites that will equip them to use preventative medicine to delay the onset of disease progression in patients, and give them tools to address the diverse factors contributing to healthcare disparities and advocate for their patients within the healthcare system.
3. Promote interdisciplinary collaboration in the family medicine setting, fostering critical thinking and advanced medical problem-solving skills.

PROGRAM LEARNING OUTCOMES

The content in this course will contribute to the student's proficiency in this/these area(s):

1. Gather a history and perform a physical examination. MK, IC, PC, PR, PB, SB
2. Prioritize a differential diagnosis following a clinical encounter. MK, IC, PC, PB
3. Recommend and interpret common diagnostic and screening tests. MK, IC, PC, PR, PB, SB
4. Enter and discuss orders and prescriptions. MK, IC, PC, PR, PB, SB
5. Document a clinical encounter in the patient record. MK, IC, PC, PR
6. Provide an oral presentation of a clinical encounter. MK, IC, PC, PR
7. Form clinical questions and retrieve evidence to advance patient care. MK, IC, PC, PR, PB, SB
8. Give or receive a patient handover to transition care responsibilities. MK, IC, PC, PR, PB, SB
9. Collaborate as a member of an inter-professional team. MK, IC, PC, PR, PB, SB
10. Recognize a patient requiring urgent or emergent care and initiate evaluation and management. MK, IC, PC, PR
11. Obtain informed consent for tests and/or procedures. MK, IC, PC, PR, PB
12. Perform the general procedures of a physician assistant. MK, IC, PC, PR, PB, SB
13. Identify system failures and contribute to a culture of safety and improvement. MK, IC, PR, PB, SB

Initials indicate PA core competency required to meet the PLO.

PA Core Competencies:

MK = Medical Knowledge	IC = Interpersonal Skills & Communication	PC = Patient Care
PR = Professionalism	PB = Practice-based Learning	SB = Systems-based Practice

COURSE LEARNING OUTCOMES

Successful completion of this course requires demonstration of the skills and knowledge outlined here at, minimally, the COMPETENT level:

CLO 1. Obtain a history and perform a physical examination relevant to an adult patient condition
CLO 2. Prioritize a differential diagnosis based on the history and physical findings in an adult patient
CLO 3. Recommend and enter common diagnostic and screening tests, pharmacotherapeutics, and management based on their applicability to the differential diagnosis of a condition in an adult patient.

CLO 4. Document a clinical encounter including history, physical examination, lab and/or imaging results, and a differential diagnosis of an adult patient.
CLO 5. Provide a presentation of a clinical encounter for an adult patient including discussion of the pathology, laboratory and/or imaging results, and justification of the proposed management plan.
CLO 6. Form clinical questions and retrieve evidence to advance patient care in adult patient encounters.
CLO 7. Recognize an adult patient requiring preventative, acute, chronic, or emergent care and initiate evaluation and management

INSTRUCTIONAL OBJECTIVES

The following are the required learning objectives for the Family Medicine rotation. Students are responsible for meeting these objectives whether or not clinical examples are seen during the rotation experience. At the conclusion of the rotation, it is expected that the student will be able to do the following:

Alignment to Core Competencies and Program Learning Outcomes

IO 1. Gather a comprehensive and accurate history for an adult patient.
IO 2. Perform a comprehensive physical exam on an adult patient relevant to the patient's presentation.
IO 3. Generate a differential diagnosis based on the history, the physical examination, results of any diagnostic studies performed, and clinical knowledge of common disorders in the adult patient.
IO 4. Order and interpret laboratory, diagnostic, and screening studies commonly used in adult medicine.
IO 5a. Develop an appropriate management plan for an adult patient requiring preventative care in an outpatient setting.
IO 5b. Develop an appropriate management plan for an adult patient requiring acute care in an outpatient setting.
IO 5c. Develop an appropriate management plan for an adult patient requiring chronic care in an outpatient setting.
IO 6. Select appropriate pharmacological agents, incorporating knowledge of side effects, risks, benefits, drug interactions, and patient safety parameters.
IO 7. Differentiate between the adult patient requiring urgent and emergent care and initiate management as appropriate.

IO 8. Demonstrate procedural skills as appropriate for the family medicine clinical setting.
IO 9. Demonstrate broad fundamental medical knowledge regarding common medical problems sufficient for adult patient care
IO 10. Communicates effectively and respectfully with patients and their families demonstrating sensitivity to social and cultural traditions.
IO 11. Written documentation is clear, accurate, organized, and thorough.
IO 12. Presents cases accurately reflecting chronology, details of physical findings, differential diagnoses, lab or imaging results, and proposed treatment plan.
IO 13. Educate patients and families regarding common adult medical conditions.
IO 14. Confirm the patient's understanding of the follow-up plan, including treatments, testing, referrals, and continuity of care.
IO 15. Demonstrate effective collaboration with other members of the healthcare team.
IO 16. Obtain, analyze, and use the medical literature and other information resources to address medical questions and to sustain professional growth.
IO 17. Identifies strengths and weaknesses in knowledge, and skills based on self-evaluation; seeks opportunities to increase knowledge and skills.
IO 18. Solicits, accepts, and acts on feedback to make effective improvements.
IO 19. Demonstrates appropriate respect, honesty, integrity, and adherence to ethical standards of behaviors and legal standards.
IO 20. Demonstrates accountability through timeliness and attends events as scheduled; meets all deadlines; dependable; punctual; communicates promptly when delayed
IO 21. Readily assumes responsibility. Works well with the team; is self-motivated.
IO 22. Recommend prevention strategies for common acute medical conditions.
IO 23. Identify proper referral strategies for patients to other services for clinical interventions as appropriate.
IO 24. Identify patients at risk for common adult disorders and discuss appropriate screening methods.

ALIGNMENT OF ORGAN SYSTEM-BASED CONDITIONS

For the conditions linked below, the student must define the etiology, identify the signs and symptoms, generate appropriate differential diagnoses, recommend a diagnostic workup, recognize risk factors, recommend prevention strategies and treatment, and provide patient education as appropriate. Students are responsible for this knowledge whether or not clinical examples are seen during the rotation experience.

- PAEA END OF ROTATION TOPIC LIST: FAMILY MEDICINE
- PANCE MEDICAL CONTENT LIST
- PAEA END OF CURRICULUM CONTENT LIST

RECOMMENDED STUDY RESOURCES

Note: Although there are no required textbooks for these rotations, students are encouraged to use textbooks and resources that are pertinent to the discipline of their study. The titles below are recommendations provided through Access Medicine.

**Title: Current Medical Diagnosis & Treatment 2020, Fifty-Ninth Edition
Author: Maxine A. Papadakis, Stephen J. McPhee, Eds. & Michael Rabow, Associate Editor.
Publisher: McGraw – Hill
ISBN: 978--126455281

**Title: Clinician's Pocket Reference
Author: Leonard Gomella MD, FACS
Publisher: McGraw-Hill
ISBN: 978-00711602822

Recommended downloads for handheld devices:

- Epocrates
- Medscape
- PubSearch
- Medical Calc

NOTE: Individual preceptors may include other resources. You will be notified of these resources by each preceptor. *If your preceptor does not offer additional resources, ask them what resources they like to use.*

ROTATION EVALUATION PROCESS

All grades are determined using a competency-based rubric. Rotation assessment grades are based on the Clinical Competency Modules listed below. Completing all clinical competency modules at a pre-defined level of competency or above is required to pass the course. Students may repeat one failed rotation. More than one failed rotation will result in the student being referred to SPPC and a potentially delayed graduation. See the clinical manual for remediation guidelines. In addition, all assessments in the "low pass" range, defined by the program, will require remedial activities.

A. Rotation and Callback activities	25%
B. End of Rotation OSCE Exam	25%
C. End of Rotation PAEA Examination	25%
D. Clinical Performance Evaluation	25%

A. Rotation and Callback Activities: Rotation activities will include

a. Both Instructional and assessment components are required for rotation completion.
(Refer to Canvas for further details of the specific rotation activities)

b. Callback activities include the **Transition to Practice (TTP)** curriculum. TTP is integrated into each clinical course and must be successfully completed and attended to pass the corresponding rotations.
(Refer to Canvas for specific details, schedules, and requirements)

B. End of Rotation OSCE: This performance-based test is used to objectively measure the student's clinical competence. During the OSCE, students will be observed and evaluated as they address a clinical issue or skill relevant to the student's completed rotation.

C. End of Rotation Examination: A comprehensive written assessment to determine if the student has obtained the medical knowledge consistent with the instructional objectives.

D. Clinical Performance

The assessment is pass/fail and reflects and integrates the student's performance at the clinical site through multiple forms of communication and data gathering, including, but not limited to:

- **Preceptor Evaluation Form**: A structured assessment completed by the preceptor, evaluating the student's clinical skills, professionalism, and overall performance.

  The clinical year is divided into three grading blocks: Block A (Rotations 1-3), Block B (Rotations 4-6), and Block C (Rotations 7-9). Student performance will be assessed using a competency-based rubric specific to each block.

i. Grading Progression: The expectations for clinical performance on the **preceptor evaluation** will increase across the blocks to reflect the student's growth in knowledge, skills, and professionalism.

ii. Pass/Fail Requirements: As defined below, each block progressively increases student performance expectations as reflected on the **preceptor evaluation**. Students must achieve a passing score for each individual block (A, B, and C) to successfully complete the clinical year. A "Novice" level in any category in any block will result in failure of the clinical evaluation. Passing scores for each block are reflected below:

Block A (Rotation 1-3)	70% of all preceptor evaluation components must be at the Competent level or higher.
Block B (Rotation 4-6)	85% of all preceptor evaluation components must be at the Competent level or higher.
Block C (Rotation 7-9)	100% of all preceptor evaluation components must be at the Competent or higher level.

- **Faculty Communication with Clinical Site**: Faculty engage in ongoing dialogue with the clinical site, including the preceptor, to gather qualitative and contextual insights about the student's performance.
- **Student Progress and Feedback**: Discussions with the student about their clinical experiences and any relevant documentation provided to the faculty.
- **Mid Rotation Evaluation**: Students are required to review their performance with the preceptor most familiar with their work during clinic downtime and upload the completed evaluation to Canvas by the assigned deadline. The mid-rotation evaluation provides students with constructive, actionable feedback from their preceptor halfway through the clinical rotation. This collaborative process allows students to identify areas for improvement and make adjustments before the final evaluation. The assignment promotes self-reflection, professional growth, and proactive communication, ensuring students have the opportunity to address any shortcomings and demonstrate progress. Faculty retain the authority to issue a failing grade for the rotation if this task is marked incomplete or is submitted late. Exceptions or extensions will only be granted under documented extenuating circumstances and at the sole discretion of the faculty.

This approach ensures a balanced and holistic assessment, aligning with program standards and clinical site expectations.

The following Student Evaluation tasks are mandatory and will be graded on a complete/incomplete basis

- Electronic entries of timesheets and patient encounters
- Course surveys: (including but not limited to: safety check-in, mid-rotation evaluation, student evaluation of site and preceptor. *Refer to the Canvas Course for specific details*.)

Faculty retain the authority to issue a failing grade for the rotation if any task is marked incomplete or is submitted late. Exceptions or extensions will only be granted under documented extenuating circumstances and at the sole discretion of the faculty. For further details, schedules, and specific requirements, refer to the Canvas course materials.

In addition, faculty retain the authority to issue a failing grade for the rotation if the student:

- Demonstrates unacceptable evaluation for professionalism
- Has excessive or unexcused absences from the rotation site
- Is absent from the Transitions To Practice lectures

Exceptions or extensions will only be granted under documented extenuating circumstances and at the sole discretion of the faculty. *Refer to the Clinical Manual for specific details.*

The Final Course Grade will be in keeping with Point Loma Nazarene University policy for graduate programs and grading will be as follows:

A = 93-100	C =73-76
A-= 92-90	C-=70-72
B+= 87-89	D+=67-69
B = 83-86	D= 63-66
B-= 80-82	D-=60-62
C+=77-79	F= 0-59

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. No partial credit will be given for late assignments. Incompletes will only be assigned under highly unusual circumstances. Late assignments receiving no credit must still be submitted.

REMEDIATION

If a student's final grade falls below the level of competency or the student receives more than one failed rotation, the student's case will be referred to the MSM PA Program Student Progress and Promotion Committee (SPPC). During the Clinical Phase, students have the opportunity to retake a maximum of one (1) failed EOR exam. Due to the unique nature of the clinical year, the exam must

be retaken within 7 days of notification of the failed exam. For further details on course remediation, please refer to the *PLNU PA Program Student Handbook.*

END OF ROTATION STUDENT EVALUATIONS

All students are expected to complete the evaluations of their preceptor and clinical site the week preceding the completion of their rotations. Failure to submit the evaluation will result in a failing grade for the rotation. These evaluations, which are delivered online, are an important part of rotation assessment and improvement efforts, so your cooperation in completing them is greatly appreciated.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See Graduate Academic and General Policies for definitions of kinds of academic dishonesty and for further policy information.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use the following sources to guide your citations when using AI.

MLA Style Center: Citing Generative AI

APA Style: How To Cite ChatGPT

Chicago Manual of Style: Citing Content Developed or Generated by AI

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request. PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes. Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

SPIRITUAL CARE AND CHAPLAIN SERVICES

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our graduate students to encounter God and grow in their Christian faith. At the Balboa campus, we have an onsite chaplain, Rev. Kevin Portillo, who is available during class break times across the week. If you have questions, a desire to meet or share any prayer requests with Rev. Portillo, you may contact him directly at KevinPortillo@pointloma.edu. Rev. Portillo's cell number is 760.594.4957 if you need a more immediate response.

This syllabus is subject to change. Students are encouraged to check course messages and emails in order to remain current.

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