



Department of Physician Assistant Education  
Master of Science in Medicine

5 units

**MSM 6601 SERVICE ELECTIVE**

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<b>Email</b> AVu@pointloma.edu	<b>Meeting location:</b> varies

**PLNU MISSION**

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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**

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This 5-week outpatient-based clinical practicum will focus on clinical practice committed to service. Students will build on the fundamental skills of history taking, performing physical exams, developing differential diagnoses, and formulating diagnoses while developing strategies to creatively advocate for their patients and transcend socioeconomic barriers that prevent appropriate medical care. The students will use the knowledge gained from this rotation to demonstrate cultural sensitivity to healthcare. Clinical site hours will vary based on the assignment. Students may be assigned to any shift on any day of the week, including holidays.

**COURSE GOALS**

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The goal of the 5-week Service Elective clinical rotation is to:

1. Equip students to address the diverse factors contributing to healthcare disparities in underserved populations.
2. Foster critical thinking about the challenges faced by marginalized populations.

3. Empower students to actively contribute to identifying and addressing potential solutions to disparities faced by marginalized populations.

## PROGRAM LEARNING OUTCOMES

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

- PLO 1. Gather a history and perform a physical examination. <sup>PC, KP, ICS, P, PPD</sup>
- PLO 2. Prioritize a differential diagnosis following a clinical encounter. <sup>PC, KP, PBLI, ICS, PPD</sup>
- PLO 3. Recommend and interpret common diagnostic and screening tests. <sup>PC, KP, PBLI, SBP, PPD</sup>
- PLO 4. Enter and discuss orders and prescriptions. <sup>PC, PBLI, ICS, SBP, PPD</sup>
- PLO 5. Document a clinical encounter in the patient record. <sup>PC, ICS, P, SBP, PPD</sup>
- PLO 6. Provide an oral presentation of a clinical encounter. <sup>PC, PBLI, ICS, P, PPD</sup>
- PLO 7. Form clinical questions and retrieve evidence to advance patient care. <sup>KP, PBLI, ICS, P, PPD</sup>
- PLO 8. Give or receive a patient handover to transition care responsibilities. <sup>PC, PBLI, ICS, P, PPD</sup>
- PLO 9. Collaborate as a member of an inter-professional team. <sup>ICS, P, SBP, IPC, PPD</sup>
- PLO 11. Obtain informed consent for tests and/or procedures. <sup>PC, ICS, SBP, PPD</sup>
- PLO 13. Identify system failures and contribute to a culture of safety and improvement. <sup>PBLI, ICS, SBP, PPD</sup>

*Initials indicate PA core competency domains required to meet the PLO.*

*PA Core Competency Domains: Patient Care (PC), Knowledge for Practice (KP), Practice-based Learning and Improvement (PBLI), Interpersonal and Communication Skills (ICS), Professionalism (P), Systems-Based Practice (SBP), Interprofessional Collaboration (IC), Personal and Professional Development (PPD)*

## COURSE LEARNING OUTCOMES

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Students must meet or exceed the Competent level in all defined learning outcomes to pass this course.

CLO 1. Obtain a history and physical examination pertinent to the service elective discipline and purpose of the patient visit.
CLO 2. Prioritize a differential diagnosis that incorporates history, physical examination, and diagnostic data pertinent to the service elective discipline and purpose of the patient visit.
CLO 3. Recommend and interpret appropriate laboratory, diagnostic, and screening studies to support the differential diagnosis and management of common conditions seen service elective setting.
CLO 4. Develop management plans pertinent to the service elective discipline and purpose of the patient visit.
CLO 5. Presents a clinical encounter in the service elective setting, including discussion of the pathology, laboratory and/or imaging results, and justification of the proposed management plan.
CLO 6. Communicates clearly and respectfully with patients and families, regarding tests, diagnoses, treatment, and follow-up plans.
CLO 7. Document a clinical encounter pertinent to the service elective discipline.

CLO 8. Collaborate with the interprofessional healthcare team to enhance care coordination and improve patient outcomes in the service elective discipline.

CLO 9. Identify and analyze a healthcare gap that will be critically assessed using evidence-based approaches to pinpoint areas for improvement.

## **INSTRUCTIONAL OBJECTIVES**

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The following are the required learning objectives for the service elective rotation. Students are responsible for meeting these objectives, whether or not clinical examples are seen during the rotation experience. After 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 complete and accurate history for a patient pertinent to the service elective discipline and purpose of the patient visit.

IO 2. Perform a focused physical exam on a patient pertinent to the service elective discipline and purpose of the patient visit.

IO 3. Generate a differential diagnosis based on the patient's subjective and objective findings of their presenting concern.

IO 4. Order and interpret laboratory, diagnostic, and screening studies pertinent to the service elective discipline and purpose of the patient visit.

IO 5. Develop an appropriate management plan, pertinent to the service elective discipline and purpose of the patient visit.

IO 6. Select appropriate pharmacological agents, incorporating knowledge of side effects, risks, benefits, drug interactions, and patient safety parameters.

IO 7. Communicates effectively and respectfully with patients and families demonstrating sensitivity to social and cultural traditions.

IO 8. Written documentation is clear, accurate, organized and thorough.

IO 9. Presents cases accurately reflecting chronology, details of physical findings, differential diagnoses, lab or imaging results and proposed treatment plan.

IO 10. Educate patients and families regarding common conditions pertinent to the service elective discipline and purpose of the patient visit.

IO 11. Confirm the patient's understanding of the follow-up plan, including treatments, testing, referrals, and continuity of care.

IO 12. Demonstrates appropriate respect, honesty, integrity, adherence to ethical standards of behaviors and legal standards
IO 13. Demonstrates commitment to service and health equity.
IO 14. Demonstrates accountability through timeliness. Attends events as scheduled; meets all deadlines; dependable; punctual; communicates promptly when delayed
IO 15. Readily assumes responsibility. Works well with the team; is self-motivated.
IO 16. Demonstrates commitment to patient safety through identification of possible oversight or error; is professional in all communication when addressing a team member for safety issues.
IO 17. Recognize the impact of disease on an individual and societal level.
IO 18. Apply clinical knowledge and current research to understand the root causes of the healthcare gap and its effects on patient outcomes, healthcare delivery, or access to care.

## RECOMMENDED STUDY RESOURCES

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**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.**

\*\* Medical Management of Vulnerable and Underserved Patients:  
Principles, Practice, and Populations: Edition 2  
Talmadge E. King, Margaret B. Wheeler. McGraw-Hill Education  
ISBN-13: 978-0071834445  
ISBN-10: 9780071834445

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

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Rotation assessment grades are based on the Clinical Competency Modules listed below.

Rotation and Callback activities	<b>75%</b>
Part I: Perform a Literature Review	30%
Part II: Proposal	30%
Part III: Reflection	15%
Clinical Performance Evaluation	<b>25%</b>

Each Clinical Competency Module is evaluated on a pass/fail basis.

All grades are determined using a competency-based rubric with defined levels of performance: Novice, Advanced Beginner, Competent, and Proficient. Refer to Canvas for detailed rubric criteria.

A pass is defined as completing all module components at a level of Competent or above.

Failure to meet the level of Competent or above in any content area will result in Primary Remediation. If the Primary Remediation outcome meets the Competent level or higher as specified in the rubric, the student will receive a pass.

An unsuccessful Primary Remediation will result in a secondary remediation. While the secondary remediation must demonstrate competency, no credit (0%) will be awarded for the module.

If a student is unable to demonstrate competency after the secondary remediation, the student will be subject to SPPC referral, which may result in course failure or dismissal.

Faculty will define and document remediation outcomes within Canvas.

Given the unique structure of the clinical year, remediation for the identified deficiency may take place **within 24 hours**.

For further details on course remediation, please refer to the [PLNU PA Program Student Handbook](#) and the [24/25 Clinical Manual](#).

**A. Rotation and Callback Activities:**

- a. For Part I, II and III, refer to Canvas for specific details for each component of the student assignments.

- b. Callback activities include the **Transition to Practice (TTP)/Capstone** curriculum and **Grand Rounds**.  
(Refer to Canvas for specific details, schedules, and requirements)

**Professionalism Expectation:**

Incomplete or missed assignments and/or failure to attend Callback activities are considered a professionalism concern and will trigger a Professionalism Violation as outlined in the PLNU PA Student Handbook (2024–2025).

Failure to meet professionalism standards initiates the following 4-step process (Handbook, p. 24):

1. Verbal warning (documented)
2. Written warning (referred to SPPC and documented)
3. Final written warning and SPPC appearance
4. Dismissal from the program

**B. Clinical Performance:**

This pass/fail assessment reflects and integrates the students’ performance at the clinical site through multiple forms of communication and data gathering, including but not limited to the Preceptor Evaluation Form, Faculty Communication with the Clinical Site, Student Progress and Feedback, and the Mid Rotation Preceptor Evaluation Form:

- 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 with defined levels of performance: Novice, Advanced Beginner, Competent, and Proficient.

**Grading Progression:**

The expectations for clinical performance on the **preceptor evaluation** will increase across Blocks A, B and C to reflect the student's growth in knowledge, skills, and professionalism.

Pass/Fail Requirements: As defined below, students must achieve a >70% Competent for each rotation in Block A, >85% Competent in each rotation for Block B, and 100% Competent in each rotation for Block C to successfully complete the clinical year.

A "Novice" level in any category, in any rotation, will result in failure of the clinical evaluation and referral to SPPC. The grading progression for each block is 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 Preceptor Evaluation Form:** Students must complete a Mid-Rotation Preceptor Evaluation with the preceptor most familiar with their performance to receive constructive, actionable feedback, identify areas for improvement, and make necessary adjustments before the End-of-Rotation Evaluation. *Refer to the Canvas Course for specific details.*

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

- Electronic entries of timesheets
- Electronic entries of patient encounters
- Course surveys, including but not limited to:
  - Safety check-in
  - Mid rotation Reflection
  - Mid-rotation Preceptor Evaluation
  - Student evaluation of site and preceptor.

*Please refer to the Canvas Course for specific task 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

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 C+=77-79	D-=60-62 F= 0-59
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## **PLNU COPYRIGHT POLICY**

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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**

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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**

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You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, Grammarly, 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**

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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 619-849-2533). 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. Professors are able to view a student's approved accommodations through Accommodate.

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 accommodations.

## **PLNU ATTENDANCE AND PARTICIPATION POLICY**

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Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional detail.

Please note that PA Department attendance policy supercedes the University attendance policy.

## **LANGUAGE AND BELONGING**

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Point Loma Nazarene University faculty are committed to helping create a safe and hospitable environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or

that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside the religious and lifestyle commitments of those in the PLNU community. By working toward and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at [www.pointloma.edu/nondiscrimination](http://www.pointloma.edu/nondiscrimination).

## **SPIRITUAL CARE AND CHAPLAIN SERVICES**

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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](mailto: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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