PLNU forward

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

MSM 6601 Service Elective

Course Director: *Amy Vu*	Term: varies
Phone 619-849-7952	Meeting day & time: TBD
Email AVu@pointloma.edu	Meeting location: TBD

COURSE DESCRIPTION

This 5-week outpatient-based clinical practicum will focus on clinical practice in a primary care environment with an emphasis on service. Students will build on the fundamental skills of history taking, performing physical exams, developing differential diagnoses, formulating diagnoses while developing strategies to transcend socioeconomic barriers that prevent appropriate medical care. The students are to use their knowledge gained from this rotation to demonstrate cultural sensitivity as it relates 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

Within this five-week rotation, the supervised students will:

1. have the opportunity to expand upon their didactic knowledge of physical and psychological conditions that appear across the life span both acutely and chronically in a primary care setting;
2. have the opportunity to increase their differential diagnoses;
3. have the opportunity to interact with a diverse population of patients and a variety of disorders involving all organ systems commonly encountered in the out-patient primary care environment.
4. have the opportunity to analyze cultural and societal aspects as they affect providing medical care and overall health across the lifespan.
5. have the opportunity to analyze health issues related to the population served.
6. evaluate the health service needs of a community or specific population.
7. discuss principles of social justice to healthcare in the practice of medicine in clinical and community settings.

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

INSTRUCTIONAL OBJECTIVES

The following are the required learning objectives for the Selective 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

Core Competencies	Specific Learning Objectives	PLOs
Medical Knowledge	• Interpret the clinical features, differential diagnosis, and management of common acute or chronic conditions seen in the primary care setting. • Recognize the impact of disease on individuals and societal levels. • Compare preventive strategies for common acute or chronic medical conditions. • Incorporate knowledge of physiologic and anatomic abnormality into the identification of the patient requiring emergent intervention.	1,2,3,7,10
Patient Care	• Perform focused histories and physical exams relevant to common acute or chronic medical conditions.	1,2,3,4,5,6,8, 10, 12

	• Formulate treatment plans for common acute or chronic ambulatory medical problems. • Distinguish preventive screening tests for individual patients, acknowledging prevalence, risk factors, and outcomes. • Formulate answerable clinical questions from patient interactions. • Differentiate between the patient requiring urgent care and one presenting with an emergent medical condition and initiate management as appropriate	
Practice-Based Learning and Improvement	• Practice life-long learning skills, including the use of evidence-based medicine at point of care. • Differentiate and appraise preventive service guidelines and recommendations from various organizations. • Identify individual learning goals, and self-assess knowledge and behaviors	2,3,4,6,7,8
Interpersonal Communication Skills	• Present cases to preceptor in a patient-centered manner, integrating further testing • recommendations, diagnostic probabilities, and evidence-based treatment recommendations • Document clinical encounter in written SOAP note to the preceptor's satisfaction. • Establish effective relationships with patients and families. • Ascertain patient and family beliefs regarding common acute or chronic medical conditions • Educate patients and families regarding common acute and chronic medical conditions. • Management plans with patients, incorporating patient needs and preferences into care. • Check for patient's understanding of follow-up plan, including treatments, testing, referrals, and continuity of care.	1,4,5,6,8,9
Systems Based Practice	• Recognize and appropriately address system biases that contribute to health care disparities. • Apply concepts of population health to patient care.	13

Professionalism	• Collaborate as a professional team member when interacting with other medical care givers in the primary care setting and demonstrate professionalism.	9

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.

** 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

Students must maintain a grade of 70% or better throughout the clinical year. A final score below 70% is considered failing. Grades are calculated on a percentage basis. All final course grade percentages are rounded to the nearest number. Rotation assessment grades are based on the following standards:

Reflective Assignment	50%
Final Self-Reflection Paper	35%
Preceptor Evaluation	15%
Total	100%

A. Reflective Assignment: At the end of this clinical rotation, the student will be required to submit a reflection project demonstrating their contributions of service and understanding of cultural sensitivity as it relates to healthcare.

B. Final Self-reflection Paper: A self reflection paper aimed to identify the impact of the service rotation on the personal/professional goals of the student and to identify personal growth.

C. The Preceptor Evaluation of the Student is graded on a Pass/Fail basis and is worth 15% of the course grade. Overall rotation grade at "novice" in any of the main competency areas will result in a failing mark for the Preceptor Evaluation
   a. Medical Knowledge
   b. Patient Care
   c. Interpersonal and Communication Skills
   In addition, any student who receives a failing mark for the Preceptor Evaluation will be referred to the SPPC for review:

D. In addition, any of the following may be criteria for failing the rotation:

   ● Failure of course components with a grade < 70%
   ● Failure to log and submit electronic entries and patient encounters
   ● Failure to submit student evaluation of preceptor and clinical site
   ● Unacceptable evaluation for professionalism (*refer to Clinical Manual*)
   ● Excessive or unexcused absences from the rotation site *(refer to Clinical Manual)*

Grading 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

REMEDIATION

If a student's final grade falls below the required 70% needed to pass the rotation or the student receives a failing rotation evaluation, the student's case will be referred to the MSM PA Program Student Progress and Promotion (SPPC) Committee.   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 dialed exam must be retaken within 7 days of notification of the failed exam. Students have the opportunity to repeat only one (1) failed clerkship. The PA SPPC committee will consider requests for remediation plans and/or recycle options and make these recommendations to the full PA program faculty. For further details on this process, 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, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students' equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.
If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each

semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

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