

**Graduate Curriculum Committee  
Meeting Minutes  
September 13, 2017**  
Tomlinson Library, Meeting Room 331

**Members Present:** Scott Bevill, Cynthia Chovich, David Collins, Kris Dietrich, Paul Hampton, Kristin Heumann, Bridget Marshall, Jason Reddoch, Araan Schmidt, Michelle Sunkel, Richard Vail, and Jun Watabe.

**Members Absent:** Richard Ott

**Ex-officio members present:** Maggie Bodyfelt, Barbara Borst, Holly Teal, and Tim Pinnow.

**Guests:** Jeremy Hawkins (Kinesiology) and Carrie McVean-Waring (Biology).

**Recording Secretary:** Emily Dodson

Chair Heumann called the meeting to order at 4:00.

**I. Welcome**

Introductions were made. New members include Richard Vail, Scott Bevill, Bridget Marshall, Jason Reddoch, David Collins, and Michelle Sunkel.

**II. Announcements**

No announcements were made

**III. Unfinished Business**

There was no unfinished business.

**IV. New Business**

A. Committee Processes

Pinnow informed the committee that Dodson will now be serving as the Secretary. Chair Heumann noted that there will now be an Executive Committee to review proposals before distribution to the full committee. The Executive Committee is composed of Heumann, Dietrich, Pinnow, Bodyfelt, and Dodson.

B. Election of Vice-Chair

Chair Heumann opened the floor for position of vice-chair. **Motion: to nominate Dietrich to serve as vice-chair (Heumann).** There were no further nominations. **Dietrich was unanimously elected as chair.**

C. GCC Important Dates and Deadlines for Academic Year 2017-2018

Heumann presented the GCC Important Dates and Deadlines calendar for 2017-2018 and inquired about proposals to anticipate. Education, Nursing, and Business anticipate proposals. Heumann reminded the committee to keep these deadlines in mind for submission of proposals.

#### D. 17-18 Proposal Forms and Curriculum Policies and Procedures Manual

Dodson showed the committee where to find the Curriculum Policies and Procedures Manual and proposal forms for 2017-18. Dodson noted that 2017-18 proposal forms are almost complete and encouraged the committee to proceed with 2016-17 forms until new forms are made available.

#### V. Proposals

McVean-Waring provided the committee with additional information on the proposed Biology courses. Hawkins provided the committee with additional information on the proposed Kinesiology Master of Physician Assistant Science program and courses. They also clarified any questions from the committee.

For amendments proposed by Bodyfelt, Chair Heumann requested the committee vote to accept them. **Motion: to accept changes proposed by Bodyfelt (Dietrich/seconded by Reddoch).** There was no further discussion. **The committee unanimously approved the acceptance of Bodyfelt's amendments.**

**Summary of committee actions on proposals begins on page 3.**

**Further details of proposals begins on page 9.**

#### VI. Information Items

##### **Adjournment:**

With no objections from the committee, Chair Heumann adjourned the meeting at 4:49.

Respectfully submitted by Emily Dodson, September 14, 2017.

# Summary of GCC Actions on Curriculum Proposals

9/13/2017

Proposal	Committee Action	Members	Effective Date
1 Course Addition: BIOL 500 Advanced Human Anatomy	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
Shortened title needs to be corrected as indicated in the Short Title Revisions chart. Committee members expressed concern that any graduate student would be eligible to enroll in this course. Pinnow and Teal suggestion that the text "Prior coursework in Kinesiology and Anatomy are recommended" eventually be added to the course description. Also, on the proposal for BIOL 500, just "yes" is supposed to be checked for the question "Does this course require additional equipment?" as opposed to both "yes" and "no" being checked.			
2 Course Addition: BIOL 500L Advanced Human Anatomy Laboratory	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
Shortened title needs to be corrected as indicated in the Short Title Revisions chart.			
3 Program Addition: New Physician Assistant	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
See MPAS Program Proposal Discussion and Amendments for details.			
4 Course Addition: PHAS 501 Biomedical Science	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
Shortened title needs to be corrected as indicated in the Short Title Revisions chart. Student preparation minutes need changed to 12,000. PHAS 541 needs changed from prerequisite to co-requisite.			
5 Course Addition: PHAS 502 Clinical Pharmacology	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
Shortened title needs to be corrected as indicated in the Short Title Revisions chart. PHAS 541 needs changed from prerequisite to co-requisite.			
6 Course Addition: PHAS 503 Health Promotion and Disease Prevention	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
Shortened title needs to be corrected as indicated in the Short Title Revisions chart. Student preparation minutes need changed to 6,000.			
7 Course Addition: PHAS 510 Foundation to Clinical Medicine	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
Shortened title needs to be corrected as indicated in the Short Title Revisions chart. PHAS 541 needs changed from prerequisite to co-requisite. PHAS 520 needs added to the co-requisites.			

Proposal	Committee Action	Members (motion/second)	Effective Date
8 Course Addition: PHAS 511 Clinical Medicine I  Shortened title needs to be corrected as indicated in the Short Title Revisions chart.	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
9 Course Addition: PHAS 512 Clinical Medicine II  Shortened title needs to be corrected as indicated in the Short Title Revisions chart.	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
10 Course Addition: PHAS 513 Clinical Medicine III  Shortened title needs to be corrected as indicated in the Short Title Revisions chart.	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
11 Course Addition: PHAS 520 History and Physical Exam  Shortened title needs to be corrected as indicated in the Short Title Revisions chart. PHAS 541 needs changed from prerequisite to co-requisite.	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
12 Course Addition: PHAS 520L History and Physical Exam Lab  Shortened title needs to be corrected as indicated in the Short Title Revisions chart. PHAS 541 needs changed from prerequisite to co-requisite.	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
13 Course Addition: PHAS 521 Patient Assessment, Diagnostics and Clinical Skill Lab I  Shortened title needs to be corrected as indicated in the Short Title Revisions chart.	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
14 Course Addition: PHAS 522 Patient Assessment, Diagnostics and Clinical Skills Lab II  Shortened title needs to be corrected as indicated in the Short Title Revisions chart.	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
15 Course Addition: PHAS 523 Patient Assessment, Diagnostics and Clinical Skills Lab III  Shortened title needs to be corrected as indicated in the Short Title Revisions chart.	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
16 Course Addition: PHAS 530 Introduction to Research and Evidence-Based Medicine  Shortened title needs to be corrected as indicated in the Short Title Revisions chart. PHAS 541 needs changed from prerequisite to co-requisite.	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018

Proposal	Committee Action	Members (motion/second)	Effective Date
17 Course Addition: PHAS 531 Clinical Reasoning I  Shortened title needs to be corrected as indicated in the Short Title Revisions chart.	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
18 Course Addition: PHAS 532 Clinical Reasoning II  Shortened title needs to be corrected as indicated in the Short Title Revisions chart.	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
19 Course Addition: PHAS 533 Clinical Reasoning III  Shortened title needs to be corrected as indicated in the Short Title Revisions chart.	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
20 Course Addition: PHAS 541 PA Professionalism I  Shortened title needs to be corrected as indicated in the Short Title Revisions chart. Needs added prerequisite of admission to the MPAS program.	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
21 Course Addition: PHAS 542 PA Professionalism II  Shortened title needs to be corrected as indicated in the Short Title Revisions chart. PHAS 570 needs added to the prerequisites.	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
22 Course Addition: PHAS 543 PA Professional Capstone  Shortened title needs to be corrected as indicated in the Short Title Revisions chart.	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
23 Course Addition: PHAS 570 Clinical Year Seminar  Shortened title needs to be corrected as indicated in the Short Title Revisions chart.	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
24 Course Addition: PHAS 571 Family Medicine Rotation  Shortened title needs to be corrected as indicated in the Short Title Revisions chart.	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
25 Course Addition: PHAS 572 Behavioral Medicine and Mental Health Rotation  Shortened title needs to be corrected as indicated in the Short Title Revisions chart.	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018

Proposal	Committee Action	Members (motion/second)	Effective Date
26 Course Addition: PHAS 573 Internal Medicine Rotation	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
Shortened title needs to be corrected as indicated in the Short Title Revisions chart.			
27 Course Addition: PHAS 574 Women's Health Rotation	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
Shortened title needs to be corrected as indicated in the Short Title Revisions chart.			
28 Course Addition: PHAS 575 Pediatric Medicine Rotation	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
Shortened title needs to be corrected as indicated in the Short Title Revisions chart.			
29 Course Addition: PHAS 576 Surgery Rotation	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
Shortened title needs to be corrected as indicated in the Short Title Revisions chart.			
30 Course Addition: PHAS 577 Emergency Medicine Rotation	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
Shortened title needs to be corrected as indicated in the Short Title Revisions chart.			
31 Course Addition: PHAS 578 Inpatient Medicine Rotation	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
Shortened title needs to be corrected as indicated in the Short Title Revisions chart.			
32 Course Addition: PHAS 579 Elective Rotation I	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
Shortened title needs to be corrected as indicated in the Short Title Revisions chart.			
33 Course Addition: PHAS 580 Elective Rotation II	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
Shortened title needs to be corrected as indicated in the Short Title Revisions chart.			
34 Course Addition: PHAS 581 Summative Seminar	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
Shortened title needs to be corrected as indicated in the Short Title Revisions chart.			
35 Course Addition: PHAS 595 Independent Study	Approved contingent upon corrections	Dietrich, Chovich	Spring 2018
Shortened title needs to be corrected as indicated in the Short Title Revisions chart.			

## Short Title Revisions

Subj	Num	Long Title	Short Title (only needed if Long title is more than 30 characters)
BIOL	500	Advanced Human Anatomy	
BIOL	500L	Advanced Human Anatomy Lab	
PHAS	501	Biomedical Science	
PHAS	502	Clinical Pharmacology	
PHAS	503	Health Promotion and Disease Prevention	Health Promo & Disease Prevent
PHAS	510	Foundation to Clinical Medicine	Fndn to Clinical Medicine
PHAS	511	Clinical Medicine I	
PHAS	512	Clinical Medicine II	
PHAS	513	Clinical Medicine III	
PHAS	520	History and Physical Exam	
PHAS	520L	History and Physical Exam Lab	
PHAS	521	Patient Assessment, Diagnostics, and Clinical Skills Lab I	PA Clinical Skills Lab I
PHAS	522	Patient Assessment, Diagnostics, and Clinical Skills Lab II	PA Clinical Skills Lab II
PHAS	523	Patient Assessment, Diagnostics, and Clinical Skills Lab III	PA Clinical Skills Lab III
PHAS	530	Introduction to Research and Evidence-Based Medicine	Research & Evidence-Based Med
PHAS	531	Clinical Reasoning I	
PHAS	532	Clinical Reasoning II	
PHAS	533	Clinical Reasoning III	
PHAS	541	PA Professionalism I	
PHAS	542	PA Professionalism II	
PHAS	543	PA Professional Capstone	
PHAS	570	Clinical Year Seminar	
PHAS	571	Family Medicine Rotation	
PHAS	572	Behavioral Medicine and Mental Health Rotation	Behavioral Medicine Rotation
PHAS	573	Internal Medicine Rotation	
PHAS	574	Women's Health Rotation	
PHAS	575	Pediatric Medicine Rotation	
PHAS	576	Surgery Rotation	
PHAS	577	Emergency Medicine Rotation	
PHAS	578	Inpatient Medicine Rotation	
PHAS	579	Elective Rotation I	
PHAS	580	Elective Rotation II	
PHAS	581	Summative Seminar	
PHAS	595	Independent Study	

## **MPAS Program Addition Proposal Discussion and Amendments**

Hawkins addressed committee concerns, assuring them that the high number of required hours is common for this degree, rotation sites will be established prior to program implementation, students will have opportunities for specialization experience, and courses do cover health policy.

The following required amendments were identified:

- The abbreviated program name should be changed to Physician Assistant
- Under values in section C, the benchmark of 30% of students in goal 3 needs to be clarified to identify to whom this refers.
- Under admissions requirements (section f):
  - o For “minimal overall science GPA,” what this includes needs to be clearly defined
  - o The text “All grades under B” needs changed to “Any grades under B”
- Under faculty (section j), clarify that the 4 additional faculty will be 4 tenure-track faculty
- Under intended delivery mode (section l), “blended” needs changed to “hybrid”
- After Table 3, Projected Expense and Revenue Estimates, the tuition/cost basis per student needs to be provided.
- In the attached course descriptions:
  - o The language “Upon completion of this course, students will be able to” needs to be included prior to each outcome listing.
  - o Acronyms need to be spelled out.
  - o A possessive apostrophe needs added to “programs” under the second outcome for what is currently listed as PHAS 591.
  - o Also in the second outcome under what is currently listed as 591, “Demonstrate proficiency” should be changed to “Demonstrate comprehensive proficiency.”
  - o The course numbers need to be adjusted to match the revised course numbers.
- In the Assessment Draft:
  - o The acronym O.R.I.M.E. in M4 needs spelled out.
  - o Under Benchmarks and Corrective Interventions, each instance of “semester” needs to be changed to “term.”
  - o The acronym PACKRAT in M2 in the measure chart needs spelled out.
- On the program sheet, the summative exam requirement needs to be added to the requirements page. This change be added under the listed courses with the header “Other Requirements.”

Additionally, the department should double check that the TOEFL scores required for admission match the national Physician Assistant accreditation agency’s standards. They should also consider whether outcomes should differ for each rotation course, making them more specific to the type of rotation.



# Curriculum Committee Proposal Summary

9/13/2017

Department: Biological Sciences

## Course Additions

BIOL 500

Credit Hours 3

Course Title: Advanced Human Anatomy

Abbreviated Title: Adv Hum Anatomy

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 9000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time: Spring 2019

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

Graduate student status.

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

BIO 500L Advanced Human Anatomy Lab

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

1.0 FTE Biology Faculty/Anatomist

Additional equipment required: Yes  No

Anatomege Table

Additional lab facilities required: Yes  No

Gross Anatomy lab planned in new Kinesiology building

## Course description for catalog:

Introduction to advanced concepts in gross anatomy, anatomical relationships, and spatial orientation of normal anatomic structures and common anatomic variations. Examines the forms and function of the human body and the relationship of surface and internal structures from different bodily systems.

## Justification:

Required course component for a new Master's level PA Program. Faculty and courses need to be in place prior to matriculating students into the program.

## Topical course outline:

Systematic and developmental anatomy of the human body, anatomical structure of the integumentary, muscular, skeletal, nervous, cardiovascular, lymphatic, respiratory, digestive, urinary, endocrine and

## Course Additions

reproductive systems.

### Student Learning Outcomes:

1. Demonstrate a detailed core knowledge about the structure of the human body and all of its components
2. Synthesize a knowledge of anatomical structure with an understanding of how morphology in an area forms a foundation for clinical decision making and patient care
3. Analyze anatomical variation as it relates to pathology and appropriate patient care decisions
4. Observe normal anatomical structures from each specific region of the body and understand the structures in that area in relation to the following systems: integumentary, muscular, skeletal, nervous, cardiovascular, lymphatic, respiratory, digestive, urinary, endocrine, and reproductive

### Discussions with affected departments:

8/17/17-Discussion between Biology and Kinesiology-offering advanced anatomy course for PA students and possibly additional program graduates in PT, OT and AT. Biology has a need for additional anatomy instructors and it was determined the biology department would submit a position request and the new faculty could teach the advanced anatomy course.

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Proposed by: Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

BIOL 500L

Credit Hours 1

Course Title: Advanced Human Anatomy Laboratory

Abbreviated Title: Adv Hum Anatomy Lab

Contact hours per week: Lecture                      Lab 2                      Field                      Studio                      Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 1500                      Student preparation minutes: 1500

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time: Spring 2019

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

### Graduate student status.

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

### BIOL 500 Advanced Human Anatomy

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

1.0 FTE Biology Faculty/Anatomist

Additional equipment required: Yes  No

Anatamage Table

Additional lab facilities required: Yes  No

Gross Anatomy lab planned in new Kinesiology building

### Course description for catalog:

Laboratory experience accompanying BIOL 500

### Justification:

Required course component for a new Master's level PA Program. Faculty and courses need to be in place prior to matriculating students into the program.

### Topical course outline:

Systematic and developmental anatomy of the human body, anatomical structure of the integumentary, muscular, skeletal, nervous, cardiovascular, lymphatic, respiratory, digestive, urinary, endocrine and reproductive systems

### Student Learning Outcomes:

1. Demonstrate a detailed core knowledge about the structure of the human body and all of its components
2. Synthesize a knowledge of anatomical structure with an understanding of how morphology in an area forms a foundation for clinical decision making and patient care
3. Analyze anatomical variations as they relate to pathology and appropriate patient care decisions
4. Observe normal anatomical structures from each specific region of the body and make logical connections to the structures in that area in relation to the following systems: integumentary, muscular,

## Course Additions

skeletal, nervous, cardiovascular, lymphatic, respiratory, digestive, urinary, endocrine, and reproductive

### Discussions with affected departments:

8/17/17-Discussion between Biology and Kinesiology-offering advanced anatomy course for PA students and possibly additional program graduates in PT, OT and AT. Biology has a need for additional anatomy instructors and it was determined the biology department would submit a position request and the new faculty could teach the advanced anatomy course.

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Proposed by: Amy Bronson

Expected Implementation: Spring 2018

Department: Kinesiology

Program Additions

Physician Assistant

Degree Type: New

Abbreviated Name: PHAS

Proposed by: Dr. Amy Bronson

Director of Teacher Education Signature:

Expected Implementation: Spring 2018

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**2018-2019 PROGRAM REQUIREMENTS**  
**Award: Master of Physician Assistant Science**  
**Program of Study: Physician Assistant**

**About This Program . . .**

The Physician Assistant program is a post-baccalaureate program, leading to a Master of Physician Assistant Science degree (MPAS).

A Physician Assistant (PA) is a healthcare professional who is licensed to practice medicine under the supervision of a Doctor of medicine (MD) or Doctor of osteopathic medicine (DO) and can exercise delegated autonomy in decision-making. Physician Assistants can make clinical decisions and provide a variety of diagnostic, therapeutic, preventive, and health maintenance services to patients.

The CMU PA program offers a student-centered curriculum that has a unique emphasis on training compassionate and competent PAs to be ambassadors of wellness in their careers and communities. Our program places emphasis on wellness promotion and disease prevention for the individual patient and the community. The program is a rigorous 27-month, full-time on campus program consisting of 112 credits. The CMU PA Program curriculum is designed to educate clinicians with the knowledge and skills to be agents of excellence and innovation in the delivery of quality healthcare to the communities of Western Colorado and beyond.

To become a certified PA following completion of a Master's program, you must pass the [Physician Assistant National Certifying Exam \(PANCE\)](#).

**Advising Process and DegreeWorks**

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn this degree. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a certificate and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor, program director, or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

**Graduation Process**

Students must complete the following in the first two months of the semester before completing their degree requirements:

- Review their DegreeWorks audit
- Submit the "Intent to Graduate" form to the Registrar's Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for the degree.

Submission deadlines and commencement details can be found at <http://www.coloradomesa.edu/registrar/graduation.html>.

If your petition for graduation is denied, it will be your responsibility to apply for graduation in a subsequent semester. Your "Intent to Graduate" does not automatically move to a later graduation date.

### **INSTITUTIONAL GRADUATE DEGREE REQUIREMENTS**

The following institutional requirements apply to all CMU graduate-level degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- Graduate certificates consist of a minimum of 5 credit hours. Master's degrees consist of a minimum of 30 credit hours. Doctoral degrees consist of a minimum of 60 credit hours
- All credits in a graduate program must be minimally at the 500-level.
- At least fifty percent of the credit hours must be taken at CMU.
- Students must achieve a 3.00 cumulative GPA or higher in all CMU coursework.
- Students may not apply coursework with a grade lower than a "B" toward graduation requirements.
- A course may only be used to fulfill one requirement for each degree/certificate.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Requirements.
- The Catalog Year determines which program sheet and certificate requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Graduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

### **PROGRAM-SPECIFIC REQUIREMENTS**

- PA program acceptance. Please see the catalog and program website for specific admissions requirements.
- The degree consists of 112 semester hours.
- All courses and course sequencing are required and must be completed at CMU.
- 3.00 cumulative GPA or higher in all coursework.
- Students must successfully pass all didactic, clinical course work and summative exam.

**MASTER OF PHYSICIAN ASSISTANT SCIENCE (112 semester hours)**

- BIOL 500 – Advanced Human Anatomy (3)
- BIOL 500L – Advanced Human Anatomy Lab (1)
- PHAS 501 – Biomedical Science (4)
- PHAS 502 – Clinical Pharmacology (3)
- PHAS 503 – Health Promotion and Disease Prevention (2)
- PHAS 510 – Foundation to Clinical Medicine (2)
- PHAS 511 – Clinical Medicine I (13)
- PHAS 512 – Clinical Medicine II (13)
- PHAS 513 – Clinical Medicine II (13)
- PHAS 520 – History and Physical Exam (2)
- PHAS 520L – History and Physical Exam (1)
- PHAS 521 – Patient Assessment, Diagnostics and Clinical Skills Lab 1 (2)
- PHAS 522 – Patient Assessment, Diagnostics and Clinical Skills Lab II (2)
- PHAS 523 – Patient Assessment, Diagnostics and Clinical Skills Lab III (2)
- PHAS 530 – Introduction to Research and Evidence-Based Medicine (2)
- PHAS 531 – Clinical Reasoning (2)
- PHAS 532 – Clinical Reasoning II (2)
- PHAS 533 – Clinical Reasoning III (2)
- PHAS 541 – PA Professionalism (2)
- PHAS 542 – PA Professionalism II (2)
- PHAS 543 – PA Professionalism Capstone (1)
- PHAS 570 – Clinical Year Seminar (1)
- PHAS 571 – Family Medicine Rotation (4)
- PHAS 572 – Behavioral Medicine and Mental Health Rotation (2)
- PHAS 573 – Internal Medicine Rotation (4)
- PHAS 574 – Women’s Health Rotation (2)
- PHAS 575 – Pediatric Medicine Rotation (2)
- PHAS 576 – Surgery Rotation (4)
- PHAS 577 – Emergency Medicine Rotation (4)
- PHAS 578 – Inpatient Medicine Rotation (4)
- PHAS 579 – Elective Rotation (4)
- PHAS 580 – Elective Rotation (4)
- PHAS 581 – Summative Seminar (1)



## REQUIRED COURSE SEQUENCING

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### **Year One, Spring: 20 credits**

- PHAS 541 – PA Professionalism (2)
- BIOL 500 – Advanced Human Anatomy (3)
- BIOL 500L – Advanced Human Anatomy Lab (1)
- PHAS 501 – Biomedical Science (4)
- PHAS 502 – Clinical Pharmacology (3)
- PHAS 510 – Foundation to Clinical Medicine (2)
- PHAS 520 – History and Physical Exam (2)
- PHAS 520L – History and Physical Exam (1)
- PHAS 530 – Introduction to Research and Evidence-Based Medicine (2)

### **Year One, Summer: 17 credits**

- PHAS 511 – Clinical Medicine I (13)
  - PHAS 531 – Clinical Reasoning (2)
  - PHAS 521 – Patient Assessment, Diagnostics and Clinical Skills Lab 1 (2)
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### **Year One, Fall: 19 credits**

- PHAS 512 – Clinical Medicine II (13)
- PHAS 532 – Clinical Reasoning II (2)
- PHAS 522 – Patient Assessment, Diagnostics and Clinical Skills Lab II (2)
- PHAS 503 – Health Promotion and Disease Prevention (2)

### **Year Two, Spring: 18 credits**

- PHAS 513 – Clinical Medicine II (13)
  - PHAS 533 – Clinical Reasoning III (2)
  - PHAS 523 – Patient Assessment, Diagnostics and Clinical Skills Lab III (2)
  - PHAS 570 – Clinical Year Seminar (1)
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### **Year Two, Summer: 12 credits**

- PHAS 571 – Family Medicine Rotation (4)
- PHAS 572 – Behavioral Medicine and Mental Health Rotation (2)
- PHAS 573 – Internal Medicine Rotation (4)
- PHAS 542 – PA Professionalism II (2)

### **Year Two, Fall: 13 credits**

- PHAS 574 – Women's Health Rotation (2)
- PHAS 575 – Pediatric Medicine Rotation (2)
- PHAS 576 – Surgery Rotation (4)
- PHAS 577 – Emergency Medicine Rotation (4)
- PHAS 543 – PA Professionalism Capstone (1)

### **Year Three, Spring: 13 credits**

- PHAS 578 – Inpatient Medicine Rotation (4)
- PHAS 579 – Elective Rotation (4)
- PHAS 580 – Elective Rotation (4)
- PHAS 581 – Summative Seminar (1)

- PHAS 595 – Independent Study (If needed) (1-3)

Note: Above rotation schedule is a version of a possible schedule. Individual student's rotation schedules during the clinical year will vary.

## Course Additions

PHAS 501

Credit Hours 4

Course Title: Biomedical Science

Abbreviated Title: Biomedical Science

Contact hours per week: Lecture 4 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 3000 Student preparation minutes: 1200

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time: Spring 2019

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 541

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

BIOL 500, BIOL 500L, PHAS 502, PHAS 510, PHAS 520, PHAS 520L, PHAS 530

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Exploration of the physiologic and pathophysiologic process influencing the human organism. Explores basic principles of cell biology, histology, embryology, immunology, genetics, and infectious process. Focuses on pathophysiology related to the molecular, organ, and system level mechanisms of disease progression and manifestation.

### Justification:

New PA Program

### Topical course outline:

Normal physiological functioning of the human nervous, cardiovascular, respiratory, renal, GI, endocrine, and reproductive system, histology, embryology, immunology, genetics, and infectious process.

### Student Learning Outcomes:

1. Describe the normal physiological functioning of the human nervous, cardiovascular, respiratory, renal, GI, endocrine, and reproductive system
2. Describe the normal physiology of cellular function within the body
3. Identify changes from normal physiology, at the organ system level, which cause disease states or conditions of the human organism
4. Explain changes from normal physiology, at the cellular level, which leads to pathophysiological

## Course Additions

disorders

5. Analyze genetic and molecular mechanisms of health and disease

6. Discuss the interaction of the human immune system with infectious organisms, and its role in disease prevention

7. Apply normal physiologic and the pathophysiologic processes to clinical findings in patient care

Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 502

Credit Hours 3

Course Title: Clinical Pharmacology

Abbreviated Title: Clinic Pharm

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 9000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time: Spring 2019

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 541

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

BIOL 500, BIOL 500L, PHAS 501, PHAS 510, PHAS 520, PHAS 520L, PHAS 530

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Introduction to foundational concepts of pharmacotherapeutics, pharmacodynamics, pharmacokinetics, drug nomenclature, drug interactions, drug classifications, adverse effects, drug contraindications, and precautions. Prescriptive writing, prescriptive authority, and prescriptive medical-legal regulations will be explored.

### Justification:

New PA Program

### Topical course outline:

Physician Assistant professional, ethical, and medical-legal regulations, principles of pharmacodynamics and pharmacokinetics, patient management plans, evidence-based pharmacotherapeutics.

### Student Learning Outcomes:

1. Describe the professional, ethical, and medical-legal regulations related to prescriptive authority
2. Describe the foundational principles of pharmacodynamics and pharmacokinetics
3. Describe individual and class related medication side effects, drug interactions and adverse effects
4. Organize medications based on specific drug class
5. Evaluate case studies designed to explore individual patient circumstances and to show understanding of evidence-based pharmacotherapeutic treatments
6. Formulate treatment plans showing an understanding of ethical and compassionate care, respecting

Course Additions

individual patient's beliefs and needs

Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 503

Credit Hours 2

Course Title: Health Promotion and Disease Prevention

Abbreviated Title: Hlth Promo Disea Prevent

Contact hours per week: Lecture 2 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 1500 Student preparation minutes: 3000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time:

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 511, PHAS 531, PHAS 521

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

PHAS 512, PHAS 532, PHAS 522

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Theories and concepts involved in the planning and implementation of appropriate individual and community interventions to promote health and prevent disease in patients across the lifespan. Focuses on concepts of nutrition, exercise, and behavioral interventions important in health promotion.

### Justification:

New PA Program

### Topical course outline:

Preventive care recommendations, wellness promotion across the lifespan, exercise, nutrition, lifestyle modifications

### Student Learning Outcomes:

1. Assess current preventive care recommendations for various patient populations
2. Develop appropriate recommendations for patient education, preventive care, and wellness amongst diverse patient populations
3. Analyze the role of health care providers in prevention of disease and maintenance of population health
4. Empower individuals to make educated choices concerning their lifestyle, behaviors, and their interaction with the medical system
5. Advocate a gradual and motivated approach to support sustainable behavior

## Course Additions

6. Describe the role of nutrition in health and individual well-being
7. Describe the role of exercise in health and individual well-being
8. Describe patient-centered principles that can assist patients coping with illness, injury and stress

Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 510

Credit Hours 2

Course Title: Foundation to Clinical Medicine

Abbreviated Title: Found Clin Med

Contact hours per week: Lecture 2 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 1500 Student preparation minutes: 6000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time: Spring 2019

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 541

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

BIOL 500, BIOL 500L, PHAS 501, PHAS 502, PHAS 520L, PHAS 530

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Introduction to concepts of holistic, relationship-centered medical principles needed for the clinical medicine series. Introduces principles of epidemiology and public health, government health care regulations, including HIPPA, OSHA, and meaningful use of electronic medical records. Focuses on common screening and diagnostic laboratory studies, as well as foundational skills in radiological imaging.

### Justification:

New PA Program

### Topical course outline:

Medical ethics, epidemiology and public health, HIPPA, OSHA, electronic medical records, radiologic imaging and laboratory studies.

### Student Learning Outcomes:

1. Describe the foundational principles of medical ethics
2. Synthesize concepts of epidemiology and public health in relation to the role of the practicing Physician Assistant
3. Explain the basic principles of radiologic imaging
4. Differentiate between normal and abnormal in screening and diagnostic laboratory studies
5. Apply government regulations, including HIPPA, OSHA, and meaningful use of electronic medical records, to Physician Assistant practice



Course Additions

6. Describe techniques and principles essential to the delivery of compassionate, patient-centered care

Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 511 Credit Hours 13

Course Title: Clinical Medicine I

Abbreviated Title: Clin Med I

Contact hours per week: Lecture 13 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 9750 Student preparation minutes: 39000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time: Summer 2019

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 510, BIOL 500, BIOL500L, PHAS 501, PHAS 502, PHAS 520, PHAS 520L, PHAS 530

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

PHAS 531, PHAS 521

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Application of a systematic organ-system approach to common medical issues encountered in primary care. Focuses on the etiology, epidemiology, clinical presentation, patient assessment, laboratory and diagnostic studies, pathology, diagnosis and therapeutic interventions, and disease management specific to the following modules: Infectious Disease, Behavioral Medicine, Hematology and Oncology, Endocrinology, Otolaryngology, and Gastroenterology.

### Justification:

New PA Program

### Topical course outline:

Etiology, epidemiology, clinical presentation, patient assessment, laboratory and diagnostic studies, pathology, diagnosis and therapeutic interventions, and disease management

### Student Learning Outcomes:

1. Analyze patient data to identify risk factors for specific patient populations across the lifespan
2. Develop an understanding of the etiology, epidemiology, and clinical presentation of patients with diseases/conditions listed in the module topics for each organ system
3. Describe changes from normal physiology, at the organ system level, which cause disease states or conditions specific to each module
4. Evaluate patient history, physical exam, laboratory, and radiological findings to create differential and

## Course Additions

final diagnosis of conditions/diseases listed in the module topics

5. Demonstrate ethical medical decision making for all patients, respecting patients' needs with consideration of gender, sexual orientation, socioeconomic status, racial, ethnic, and religious identification

6. Design treatment plans for conditions listed in module topics, including pharmacotherapy, non-pharmacological therapy, referrals and follow-up

7. Recognize common complications resulting from the conditions listed in each module topic

8. Distinguish the pathology of disease regarding their effect on patients throughout the lifespan

9. Integrate the concepts of pharmacotherapeutics as they relate to the safety and selection of pharmacologic agents that promote health and manage illness

Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 512 Credit Hours 13

Course Title: Clinical Medicine II

Abbreviated Title: Clinc Med II

Contact hours per week: Lecture 13 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 9750 Student preparation minutes: 39000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time:

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 511, PHAS 521, PHAS 531

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

PHAS532, PHAS 522, PHAS 503

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Continuation of the clinical medicine course series, with an organ-system approach to common medical issues encountered in primary care. Focus is on the etiology, epidemiology, clinical presentation, patient assessment, laboratory and diagnostic studies, pathology, diagnosis and therapeutic interventions, and disease management specific to the following modules: Dermatology, Cardiovascular, Pulmonary, Genitourinary, Neurology, and Geriatrics.

### Justification:

New PA Program

### Topical course outline:

Etiology, epidemiology, clinical presentation, patient assessment, laboratory and diagnostic studies, pathology, diagnosis and therapeutic interventions, and disease management specific to: Dermatology, Cardiovascular, Pulmonary, Genitourinary, Neurology, and Geriatrics

### Student Learning Outcomes:

1. Analyze patient data to identify risk factors for specific patient populations across the lifespan
2. Develop an understanding of the etiology, epidemiology, and clinical presentation of patients with diseases/conditions listed in the module topics for each organ system
3. Describe changes from normal physiology, at the organ system level, which cause disease states or conditions specific to each module
4. Evaluate patient history, physical exam, laboratory, and radiological findings to create differential and

## Course Additions

final diagnosis of conditions/disease listed in the module topics

5. Demonstrate ethical medical decision making for all patients, respecting patients' needs with consideration of gender, sexual orientation, socioeconomic status, racial, ethnic, and religious identification

6. Design treatment plans for conditions listed in module topics, including pharmacotherapy, non-pharmacological therapy, referrals and follow-up

7. Recognize common complications resulting from the conditions listed in each module topic

8. Integrate the concepts of pharmacotherapeutics as they relate to the safety and selection of pharmacologic agents that promote health and manage illness.

Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 513

Credit Hours 13

Course Title: Clinical Medicine III

Abbreviated Title: Clinc Med III

Contact hours per week: Lecture 13 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 9750 Student preparation minutes: 39000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time:

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 512, PHAS 503, PHAS 522, PHAS 532

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

PHAS 533, PHAS, 523, PHAS 570

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Continuation of the clinical medicine series, systematic organ-system approach to common medical issues encountered in primary care. Focus is on the etiology, epidemiology, clinical presentation, patient assessment, laboratory and diagnostic studies, pathology, diagnosis and therapeutic interventions, and disease management specific to the following modules: Women's Health, Orthopedics, Rheumatology, Pediatric populations, Surgery and Emergency Medicine.

### Justification:

New PA Program

### Topical course outline:

Etiology, epidemiology, clinical presentation, patient assessment, laboratory and diagnostic studies, pathology, diagnosis and therapeutic interventions, and disease management specific to Women's Health, Orthopedics, Rheumatology, Pediatric populations, Surgery and Emergency Medicine

### Student Learning Outcomes:

1. Analyze patient data to identify risk factors for specific patient populations across the lifespan
2. Develop an understanding of the etiology, epidemiology, and clinical presentation of patients with diseases/conditions listed in the module topics for each organ system
3. Describe changes from normal physiology, at the organ system level, which cause disease states or conditions specific to each module
4. Evaluate patient history, physical exam, laboratory, and radiological findings to create differential and

## Course Additions

final diagnosis of conditions/diseases listed in the module topics

5. Demonstrate ethical medical decision making for all patients, respecting patients' needs with consideration of gender, sexual orientation, socioeconomic status, racial, ethnic, and religious identification

6. Design treatment plans for conditions listed in module topics, including pharmacotherapy, non-pharmacological therapy, referrals and follow-up

7. Recognize common complications resulting from the conditions listed in each module topic

8. Integrate the concepts of pharmacotherapeutics as they relate to the safety and selection of pharmacologic agents that promote health and manage illness.

Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 520

Credit Hours 2

Course Title: History and Physical Exam

Abbreviated Title: Phys Exam

Contact hours per week: Lecture 2 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 1500 Student preparation minutes: 6000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time: Spring 2019

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 541

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

BIOL 500, BIOL 500L, PHAS 501, PHAS 502, PHAS 510, PHAS 520L, PHAS 530

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Introduction to principles and skills of inspection, auscultation, percussion, palpation, and diagnostic equipment needed to complete an accurate and thorough exam. Foundational concepts of necessary skills to elicit both a comprehensive and problem specific medical history. Content focused on documenting normal adult exam findings builds the foundation for recognition of abnormal findings in the clinical medicine course series and clinical skills labs.

### Justification:

New PA Program

### Topical course outline:

Medical history taking, physical exam on a healthy patient, exam findings, document normal patient history and physical exam

### Student Learning Outcomes:

1. Collect a comprehensive medical history from a patient
2. Perform a complete physical examination on a healthy patient
3. Compare and contrast exam findings to identify normal variants and potential disease states
4. Demonstrate compassionate patient care while assessing patient historical and physical exam findings, with sensitivity to their physical, mental, and spiritual needs
5. Appropriately document normal patient history and physical exam findings in the SOAP note format
6. Demonstrate interpersonal and communication skills that result in the effective exchange of



Course Additions

information and collaboration with patients

Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 520L

Credit Hours 1

Course Title: History and Physical Exam Lab

Abbreviated Title: Phys Exam Lab

Contact hours per week: Lecture                      Lab 2                      Field                      Studio                      Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 1500                      Student preparation minutes: 1500

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time: Spring 2019

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 541

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

BIOL 500, BIOL 500L, PHAS 501, PHAS 510, PHAS 520, PHAS 530, PHAS 502

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program

Additional equipment required: Yes  No

Clinical Lab equipment

Additional lab facilities required: Yes  No

Clinical lab space with patient exam rooms to practice patient history and physical exam clinical skills

### Course description for catalog:

Introduction to principles and skills of inspection, auscultation, percussion, palpation, and diagnostic equipment needed to complete an accurate and thorough exam. Foundational concepts of necessary skills to elicit both a comprehensive and problem specific medical history. Content focused on documenting normal adult exam findings builds the foundation for recognition of abnormal findings in the clinical medicine course series and clinical skills labs.

### Justification:

New PA Program

### Topical course outline:

Medical history taking, physical exam on a healthy patient, exam findings, document normal patient history and physical exam

### Student Learning Outcomes:

1. Collect a comprehensive medical history from a patient
2. Perform a complete physical examination on a healthy patient
3. Compare and contrast exam findings to identify normal variants and potential disease states
4. Demonstrate compassionate patient care while assessing patient historical and physical exam findings, with sensitivity to their physical, mental, and spiritual needs

Course Additions

- 5. Appropriately document normal patient history and physical exam findings in the SOAP note format
- 6. Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients

Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 521

Credit Hours 2

Course Title: Patient Assessment, Diagnostics and Clinical Skill Lab I

Abbreviated Title: PA Clin Skill Lab I

Contact hours per week: Lecture                      Lab 4                      Field                      Studio                      Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 3000                      Student preparation minutes: 6000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time: Summer 2019

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

BIOL 500, BIOL500L, PHAS 501, PHAS 502, PHAS 510, PHAS 520, PHAS 520L, PHAS 530

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

PHAS 511, PHAS 531

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program

Additional equipment required: Yes  No

Medical diagnostic equipment. Low and high-fidelity simulators

Additional lab facilities required: Yes  No

Clinical lab with room for medical diagnostic equipment to practice medical procedures

### Course description for catalog:

Application of skills necessary for eliciting a problem-focused patient history, diagnostic skills, and clinical procedures necessary for clinical practice. Focuses on the exam and procedural skills related to topics specific to Infectious Disease, Behavioral Medicine, Hematology and Oncology, Endocrinology, Otolaryngology, and Gastroenterology.

### Justification:

New PA Program

### Topical course outline:

Clinical procedures, exam findings, ethical patient care, patient counseling and patient education, abnormal physical exam findings

### Student Learning Outcomes:

1. Identify the most common indications, contraindications, complications, and appropriate patient follow-up for procedures discussed in the course
2. Demonstrate appropriate technique for physical exam and procedural techniques covered in the course
3. Evaluate historical and physical examination findings related to disease states covered in the course

## Course Additions

4. Demonstrate compassionate and ethical patient care while performing physical examination and procedural techniques in lab and simulation scenarios
5. Implement appropriate patient counseling and education techniques in patient simulations, respecting the patients' backgrounds and beliefs
6. Compare and contrast exam findings to identify normal and abnormal variants across the lifespan

### Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 522

Credit Hours 2

Course Title: Patient Assessment, Diagnostics and Clinical Skills Lab II

Abbreviated Title: PA Clin Skill Lab II

Contact hours per week: Lecture                      Lab 4                      Field                      Studio                      Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 3000                      Student preparation minutes: 6000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time:

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 521, PHAS 511, PHAS 531

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

PHAS 512, PHAS 532, PHAS 503

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program

Additional equipment required: Yes  No

Low and high-fidelity simulators

Additional lab facilities required: Yes  No

Clinical lab with medical diagnostic equipment to practice medical procedures

### Course description for catalog:

Continuation of skills necessary for eliciting a problem focused patient history, diagnostic skills, and clinical procedures necessary for clinical practice. Focuses on the exam and procedural skills related to topics specific to Dermatology, Cardiovascular, Pulmonary, Genitourinary, Neurology, and Geriatrics.

### Justification:

New PA Program

### Topical course outline:

Clinical procedures, exam findings, ethical patient care, patient counseling and patient education, abnormal physical exam findings

### Student Learning Outcomes:

1. Identify the most common indications, contraindications, complications, and appropriate patient follow-up for procedures discussed in the course
2. Demonstrate appropriate technique for physical exam and procedural techniques covered in the course
3. Evaluate historical and physical examination findings related to disease states covered in the course
4. Demonstrate compassionate and ethical patient care while performing physical examination and

## Course Additions

procedural techniques in lab and simulation scenarios

5. Implement appropriate patient counseling and education techniques in patient simulations, respecting the patients' backgrounds and beliefs

6. Compare and contrast exam findings to identify normal and abnormal variants across the lifespan

Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 523

Credit Hours 2

Course Title: Patient Assessment, Diagnostics and Clinical Skills Lab III

Abbreviated Title: PA Clin Skill Lab III

Contact hours per week: Lecture                      Lab 4                      Field                      Studio                      Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 3000                      Student preparation minutes: 6000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time:

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 522, PHAS 503, PHAS 512, PHAS 532

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

PHAS 513, PHAS 533, PHAS 570

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program

Additional equipment required: Yes  No

Diagnostic equipment. Low and high-fidelity simulators

Additional lab facilities required: Yes  No

Clinical lab with medical diagnostic equipment to practice medical procedures

### Course description for catalog:

Continuation of patient assessment and diagnostic skills, focusing on the exam and procedural skills related to topics specific to Pediatric Populations, Women's Health, Orthopedics, Rheumatology, Surgery, and Emergency Medicine.

### Justification:

New PA Program

### Topical course outline:

Clinical procedures, exam findings, ethical patient care, patient counseling and patient education, abnormal physical exam findings

### Student Learning Outcomes:

1. Identify the most common indications, contraindications, complications, and appropriate patient follow-up for procedures discussed in the course
2. Demonstrate appropriate techniques for physical exam and procedural techniques covered in the course
3. Evaluate historical and physical examination findings related to disease states covered in the course
4. Demonstrate compassionate and ethical patient care while performing physical examination and procedural techniques in lab and simulation scenarios



### Course Additions

5. Implement appropriate patient counseling and education techniques in patient simulations, respecting the patients' backgrounds and beliefs
6. Compare and contrast exam findings to identify normal and abnormal variants across the lifespan

Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 530

Credit Hours 2

Course Title: Introduction to Research and Evidence-Based Medicine

Abbreviated Title: Research Evid Based Med

Contact hours per week: Lecture 2 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 1500 Student preparation minutes: 6000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time: Spring 2019

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 541

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

BIOL 500, BIOL 500L, PHAS 501, PHAS 510, PHAS 520, PHAS 520L, PHAS 502

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Introduction to critically evaluating the medical literature and applying these principles to patient-centered care. Emphasis on research design, biostatistics, searching and evaluating medical literature, and application of evidence into the medical practice setting to improve patient-centered care.

### Justification:

New PA Program

### Topical course outline:

Analyze information from various literary sources, appraise medical and social literature articles, reliability and validity in quantitative and qualitative research, ethical principles in the research process, research in physician assistant practice

### Student Learning Outcomes:

1. Demonstrate the ability to analyze information from various literary sources and research that has employed varying research methodology
2. Appraise the current medical or social literature articles for reliability and validity in quantitative and qualitative research
3. Formulate a personal action plan for incorporating evidence-based literature into a research project related to patient care
4. Construct a research proposal to include concepts of data collection, appropriate methodologies, analysis, and plan for a structured literature review

## Course Additions

5. Apply ethical principles and intellectual honesty to the research process
6. Integrate evidence from scientific studies to the individualized care and management of patients
7. Demonstrate skills in utilizing point-of-care resources to support patient care decisions and patient education.

Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 531

Credit Hours 2

Course Title: Clinical Reasoning I

Abbreviated Title: Clin Reason I

Contact hours per week: Lecture                      Lab 4                      Field                      Studio                      Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 3000                      Student preparation minutes: 6000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time: Summer 2019

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

BIOL 500, BIOL 500L, PHAS 501, PHAS 502, PHAS 510, PHAS520, PHAS 520L, PHAS 530

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

PHAS 511, PHAS 521

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

Small breakout rooms for groups of 6 to work in case-based clinical scenarios

### Course description for catalog:

Development of clinical problem-solving and decision-making skills introduced in PHAS 530. Application of critical reasoning skills in case-based, small group collaboration to cover clinical medicine topics related to acute care. Emphasis on developing a differential diagnosis, patient assessment, treatment plans, and effective communication. Focus on skills of case presentations, utilizing point-of-care evidence, medical documentation, and informed consent.

### Justification:

New PA Program

### Topical course outline:

Acute care, case presentations, medical documentation, medical simulation, differential diagnosis, life-long learning.

### Student Learning Outcomes:

1. Apply knowledge in the clinical sciences to the specific disease process and the clinical care of patients in case-based learning sessions and simulation exams
2. Communicate risks and benefits of therapy for medical conditions and ensure informed consent
3. Apply digital literacy skills to access, critically evaluate and formulate evidence-based management plans utilizing point-of-care resources

## Course Additions

4. Demonstrate appropriate and effective communication strategies with classmates and instructors in clinical decision-making and case presentations
5. Identify gaps in knowledge (learning issues) presented in case scenarios and present evidence-based research to classmates to increase understanding
6. Summarize case-based patient encounters with adequate and appropriate documentation of history, physical exam, labs/imaging and treatment plan
7. Apply self-reflective learning and self-evaluation principles to patient-care, showing an awareness of one's bias, limitation in medical knowledge and technical skills

### Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 532

Credit Hours 2

Course Title: Clinical Reasoning II

Abbreviated Title: Clinc Reason II

Contact hours per week: Lecture                      Lab 4                      Field                      Studio                      Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 3000                      Student preparation minutes: 6000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time:

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 511, PHAS 521, PHAS 531

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

PHAS 512, PHAS 522, PHAS 503

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

Small breakout rooms for groups of 6 to work in case-based clinical scenarios

### Course description for catalog:

Continuation of clinical problem-solving and decision-making skills introduced in PHAS 531. Application of critical reasoning skills in case-based, small group collaboration to cover clinical medicine topics related to longitudinal care. Emphasis on enhancing interpersonal skills and application of evidence-based resources. Focus on the Physician Assistant professional role in team-based care.

### Justification:

New PA Program

### Topical course outline:

Clinical medicine topics related to longitudinal care, case presentations, medical documentation, medical simulation, differential diagnosis, life-long learning.

### Student Learning Outcomes:

1. Demonstrate sensitivity and responsiveness to patients' culture, age, gender and disabilities in assessments, communications and treatment plans for individual patients
2. Demonstrate professional written and oral communication in the documentation of patient care in cases with appropriate admission, progress notes, and discharge summaries
3. Apply evidence-based medicine to medical decision making and communicate the findings and management plan clearly with classmates, instructors, and team members
4. Summarize case-based patient encounters with adequate and appropriate documentation of history,

## Course Additions

physical exam, labs/imaging and treatment plan

5. Identify gaps in knowledge (learning issues) presented in case scenarios and present evidence-based research to classmates to increase understanding

6. Apply self-reflective learning and self-evaluation principles to patient-care, showing an awareness of one's bias, limitation in medical knowledge and technical skills

7. Perform a complete patient evaluation including taking a history, physical exam, analysis of labs/imaging, and develop a treatment plan in cases and simulation exercises

Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 533

Credit Hours 2

Course Title: Clinical Reasoning III

Abbreviated Title: Clinc Reason III

Contact hours per week: Lecture                      Lab 4                      Field                      Studio                      Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 3000                      Student preparation minutes: 6000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time:

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 503, PHAS 512, PHAS 522, PHAS 532

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

PHAS 513, PHAS 523, PHAS 570

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

Small breakout rooms for groups of 6 to work in case-based clinical scenarios

### Course description for catalog:

Continuation of problem-solving and decision-making skill development as part of the clinical reasoning series. Application of critical reasoning skills in case-based, small group collaboration to cover clinical medicine topics related to emergent and urgent care. Emphasis on the management of the medically complex patient, focusing on referrals, supporting clinical rationale, interprofessional teams, and scope of practice.

### Justification:

New PA Program

### Topical course outline:

Small group collaboration to cover clinical medicine topics related to emergent and urgent care. Emphasis on the management of the medically complex patient, focusing on referrals, supporting clinical rationale, interprofessional teams, and scope of practice.

### Student Learning Outcomes:

1. Demonstrate collaboration with members of the healthcare team to provide comprehensive patient centered care for patient scenarios with complex medical conditions
2. Analyze the PA scope of practice and role within the interprofessional team to assure quality patient care by working with PA classmates and students across various disciplines
3. Apply self-reflective learning and self-evaluation principles to patient care, showing an awareness of



## Course Additions

one's bias, limitation in medical knowledge and technical skills

4. Demonstrate advanced written and oral communication in the documentation of patient care in referrals and support of clinical rationale to other members of the healthcare team

5. Perform a complete patient evaluation including taking a history, physical exam, analysis of labs/imaging, and develop a treatment plan in cases and simulation exercises

6. Apply evidence-based medicine to medical decision making and communicate the findings and management plan clearly with classmates, instructors, and team members

7. Identify gaps in knowledge (learning issues) presented in case scenarios and present evidence-based research to classmates to increase understanding

### Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 541

Credit Hours 2

Course Title: PA Professionalism I

Abbreviated Title: PA Prof I

Contact hours per week: Lecture 2 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 1500 Student preparation minutes: 3000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time: Spring 2019

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Focus on the integrative principles of professionalism, team-based patient-centered care, medical ethics, Physician Assistant practice issues, history of the profession, community service and the business of health care delivery. Explore racial, ethnic, and socioeconomic health disparities and their impact on health outcomes and health systems.

### Justification:

New PA Program

### Topical course outline:

History of the PA profession, intellectual honesty, reflective practice, medical ethics, academic and professional conduct expected of medical professionals.

### Student Learning Outcomes:

1. Summarize the professional values, ethical behaviors, intellectual honesty, academic and professional conduct expected of physician assistants
2. Compare and contrast the historical development of the PA profession with current professional trends
3. Demonstrate professional behaviors through a service opportunity in the community
4. Synthesize the impact of communication on patient health outcomes across the population based on culture, ethnicity, age, gender, and religious affiliation
5. Evaluate the impact racial, ethnic, and socioeconomic health disparities have on healthcare delivery
6. Apply principles of medical ethics to PA professional issues and patient care scenarios

Course Additions

7. Propose a plan for continued reflective practice that encourages self-evaluation of personal and professional values, beliefs, and expectations of both self and others

Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 542

Credit Hours 2

Course Title: PA Professionalism II

Abbreviated Title: PA Professional II

Contact hours per week: Lecture 2 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 1500 Student preparation minutes: 6000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time:

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 513, PHAS 523, PHAS 533

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program.

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Continuation of the integrative principles of professionalism, practice issues and the business of health care delivery. Explore billing and coding, medical liability, quality improvement, error prevention and patient safety. Focus on professional organizations and the process of licensure, certification, credentialing, and contracts. Varying healthcare delivery systems and health policy will be explored.

### Justification:

New PA Program

### Topical course outline:

Explore billing and coding, medical liability, quality improvement, error prevention and patient safety. Focus on the process of licensure, certification, credentialing, and contracts. Varying healthcare delivery systems and health policy will be explored.

### Student Learning Outcomes:

1. Apply appropriate billing, coding, and reimbursement techniques to patient scenarios
2. Synthesize strategies and principles that are effective for increasing patient safety, decreasing medical errors, and improving the quality of health care delivery
3. Identify the principles of interprofessional practice and the physician assistant's role in the team approach to patient centered care
4. Describe the process of PA licensure and credentialing, including pertinent laws and regulations relating to PA practice
5. Analyze the leadership roles of physician assistant in medical practice, health policy, education, and

## Course Additions

healthcare administration

6. Evaluate various resources and strategies for job searches, interviewing and negotiating employee contracts

7. Complete written continuing education activities to demonstrate preparedness for lifelong learning and licensure requirements

8. Analyze the expectations of patients and other health care professionals that can affect communication, decision-making, compliance and health outcomes

9. Analyze the medical literature for quality improvement and risk management techniques at a medical practice and personal level

Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 543

Credit Hours 1

Course Title: PA Professional Capstone

Abbreviated Title: PA Prof Capstone

Contact hours per week: Lecture      Lab      Field      Studio      Other

Type of Instructional Activity: Thesis/Dissertation

Academic engagement minutes: 4500      Student preparation minutes: 9000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time:

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 542

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program.

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

Course description for catalog:

Synthesis of knowledge and skills in a scholarly project with direct application to quality improvement, health promotion, or community-based care. A written scholarly research paper is completed and a presentation is given relating findings to clinical practice.

Justification:

New PA Program

Topical course outline:

Research, presentation, health promotion and community based care

Student Learning Outcomes:

1. Apply evidence-based medicine to the care of patients in presentation of a capstone project
2. Propose an action plan for future growth based on self-evaluation and reflection
3. Demonstrate the appropriate mechanics of writing a scholarly research paper
4. Apply research findings to clinical practice

Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 570

Credit Hours 1

Course Title: Clinical Year Seminar

Abbreviated Title: Clincl Yr Seminar

Contact hours per week: Lecture 1 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 750 Student preparation minutes: 3000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time:

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 512, PHAS 532, PHAS 522, PHAS 503

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

PHAS 513, PHAS 523, PHAS 533

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

Clinical exam rooms for simulated patient encounters

### Course description for catalog:

Focus on readiness for supervised clinical practice experiences. Clinical knowledge and skills, critical thinking, and professionalism are evaluated. Explore program policies, student self-care, coping with illness, injury and stress, electronic medical records, integrity, work ethic and professional expectations.

### Justification:

New PA program

### Topical course outline:

Readiness for clinical phase, pre-clinical objective structured exam, core competencies, orientation to clinical year

### Student Learning Outcomes:

1. Demonstrate readiness for the clinical phase of training during the pre-clinical objective-structured exam
2. Demonstrate proficiency in meeting the program's core competencies required to transition into the clinical year
3. Describe principles of self-care and how to utilize the tools in dealing with illness, injury, and stress in the clinical year
4. Demonstrate the capacity to engage in patient care reflectively, with a critical awareness of the scope and limits of one's knowledge, skills, and attitudes. Page 55 of 78

## Course Additions

Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018



## Course Additions

PHAS 571

Credit Hours 4

Course Title: Family Medicine Rotation

Abbreviated Title: Family Med

Contact hours per week: Lecture                      Lab                      Field 10                      Studio                      Other

Type of Instructional Activity: Internship/Practicum

Academic engagement minutes: 9000                      Student preparation minutes: 9000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time:

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 513, PHAS 523, PHAS 533, PHAS 570

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program. In additional clinical preceptors will need to be identified.

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Emphasis on the pathophysiology, diagnosis, and management of systemic disease and conditions unique to the clinical practice of primary care. Clinical preceptors supervise student participation in patient care, skill development, and growing medical knowledge, emphasizing care of patients of all ages.

### Justification:

New PA Program

### Topical course outline:

Culminating learning activities for students in the physician assistant program. During each rotation students work with certified practicing clinicians (referred to as preceptors) and actively participate in the delivery of patient-centered care as part of the health care team.

Each core clinical practice rotation provides an opportunity to learn, understand, and gain supervised experience in practicing principles associated with rotation specific experiences.

### Student Learning Outcomes:

1. Demonstrate consistent, complete, and adequate data collection in taking a focused or comprehensive patient medical history
2. Perform a focused or comprehensive physical exam based on patient presentation in an accurate and sensitive manner
3. Assess laboratory and radiological test results appropriately to aid in clinical decision making

## Course Additions

4. Assimilate clinical data utilizing clear medical decision-making to develop diagnoses and management plans for patients
5. Apply evidence from clinical studies and/or point of care tools to patient or population health problems
6. Appropriately perform clinical and surgical procedures within the scope of the physician assistant role, under supervision of a preceptor
7. Establish professional relationships and communication skills with patients, preceptors, and clinical staff
8. Demonstrate oral and written communication that is organized, accurate and complete
9. Demonstrate humility and respect for all patients and members of the healthcare team

### Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 572

Credit Hours 2

Course Title: Behavioral Medicine and Mental Health Rotation

Abbreviated Title: Behvrl Med

Contact hours per week: Lecture                  Lab                  Field 5                  Studio                  Other

Type of Instructional Activity: Internship/Practicum

Academic engagement minutes: 4500                  Student preparation minutes: 4500

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time:

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 513, PHAS 523, PHAS 533, PHAS 570

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program. In addition clinical preceptors will need to be identified.

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Emphasis on the pathophysiology, diagnosis, and management of systemic disease and conditions of mental health disorders. Clinical preceptors supervise student participation in patient care, skill development, and growing medical knowledge in the discipline specific principles inherent in patient care in a mental health setting.

### Justification:

New PA Program

### Topical course outline:

Culminating learning activities for students in the physician assistant program. During each rotation students work with certified practicing clinicians (referred to as preceptors) and actively participate in the delivery of patient-centered care as part of the health care team.

Each core clinical practice rotation provides an opportunity to learn, understand, and gain supervised experience in practicing principles associated with rotation specific experiences.

### Student Learning Outcomes:

1. Demonstrate consistent, complete, and adequate data collection in taking a focused or comprehensive patient medical history
2. Perform a focused or comprehensive physical exam based on patient presentation in an accurate and sensitive manner
3. Assess laboratory and radiological test results appropriately to aid in clinical decision making

## Course Additions

4. Assimilate clinical data utilizing clear medical decision-making to develop diagnoses and management plans for patients
5. Apply evidence from clinical studies and/or point of care tools to patient or population health problems
6. Appropriately perform clinical and surgical procedures within the scope of the physician assistant role, under supervision of a preceptor
7. Establish professional relationships and communication skills with patients, preceptors, and clinical staff
8. Demonstrate oral and written communication that is organized, accurate and complete
9. Demonstrate humility and respect for all patients and members of the healthcare team

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 573

Credit Hours 4

Course Title: Internal Medicine Rotation

Abbreviated Title: Intrnl Med

Contact hours per week: Lecture                      Lab                      Field 10                      Studio                      Other

Type of Instructional Activity: Internship/Practicum

Academic engagement minutes: 9000                      Student preparation minutes: 9000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time:

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 570, PHAS 513, PHAS 523, PHAS 533

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Emphasis on the pathophysiology, diagnosis, and management of systemic disease and conditions unique to the longitudinal care of patients with chronic health problems. Clinical preceptors supervise student participation in patient care, skill development, and growing medical knowledge, with exposure to geriatric populations and healthy aging.

### Justification:

New PA Program

### Topical course outline:

Culminating learning activities for students in the physician assistant program. During each rotation students work with certified practicing clinicians (referred to as preceptors) and actively participate in the delivery of patient-centered care as part of the health care team.

Each core clinical practice rotation provides an opportunity to learn, understand, and gain supervised experience in practicing principles associated with rotation specific experiences.

### Student Learning Outcomes:

1. Demonstrate consistent, complete, and adequate data collection in taking a focused or comprehensive patient medical history
2. Perform a focused or comprehensive physical exam based on patient presentation in an accurate and sensitive manner
3. Assess laboratory and radiological test results appropriately to aid in clinical decision making
4. Assimilate clinical data utilizing clear medical decision-making to develop diagnoses and management

## Course Additions

plans for patients

5. Apply evidence from clinical studies and/or point of care tools to patient or population health problems

6. Appropriately perform clinical and surgical procedures within the scope of the physician assistant role, under supervision of a preceptor

7. Establish professional relationships and communication skills with patients, preceptors, and clinical staff

8. Demonstrate oral and written communication that is organized, accurate and complete

9. Demonstrate humility and respect for all patients and members of the healthcare team

### Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 574

Credit Hours 2

Course Title: Women's Health Rotation

Abbreviated Title: Wmns Health

Contact hours per week: Lecture                      Lab                      Field 5                      Studio                      Other

Type of Instructional Activity: Internship/Practicum

Academic engagement minutes: 4500                      Student preparation minutes: 4500

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time:

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 513, PHAS 523, PHAS 533, PHAS 570

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program. In additional clinical preceptors will need to be identified.

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Emphasis on the pathophysiology, diagnosis, and management of systemic disease in a women's health setting. Clinical preceptors supervise student participation in patient care, skill development, and growing medical knowledge in obstetrical, gynecologic, and women's preventive care.

### Justification:

New PA Program

### Topical course outline:

Culminating learning activities for students in the physician assistant program. During each rotation students work with certified practicing clinicians (referred to as preceptors) and actively participate in the delivery of patient-centered care as part of the health care team.

Each core clinical practice rotation provides an opportunity to learn, understand, and gain supervised experience in practicing principles associated with rotation specific experiences. Obestetrics, gynecology, prenatal care and preventive care for women.

### Student Learning Outcomes:

1. Demonstrate consistent, complete, and adequate data collection in taking a focused or comprehensive patient medical history
2. Perform a focused or comprehensive physical exam based on patient presentation in an accurate and sensitive manner
3. Assess laboratory and radiological test results appropriately to aid in clinical decision making

## Course Additions

4. Assimilate clinical data utilizing clear medical decision-making to develop diagnoses and management plans for patients
5. Apply evidence from clinical studies and/or point of care tools to patient or population health problems
6. Appropriately perform clinical and surgical procedures within the scope of the physician assistant role, under supervision of a preceptor
7. Establish professional relationships and communication skills with patients, preceptors, and clinical staff
8. Demonstrate oral and written communication that are organized, accurate and complete
9. Demonstrates humility and respect for all patients and members of the healthcare team

### Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018



## Course Additions

PHAS 575

Credit Hours 2

Course Title: Pediatric Medicine Rotation

Abbreviated Title: Pediatric Med

Contact hours per week: Lecture                  Lab                  Field 5                  Studio                  Other

Type of Instructional Activity: Internship/Practicum

Academic engagement minutes: 4500                  Student preparation minutes: 4500

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time:

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 513, PHAS 523, PHAS 533, PHAS 570

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program. In additional clinical preceptors will need to be identified.

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Emphasis on the pathophysiology, diagnosis, and management of systemic disease and conditions unique to pediatric clinical practice. Clinical preceptors supervise student participation in patient care, skill development, and growing medical knowledge specific to care for the pediatric patient.

### Justification:

New PA Program

### Topical course outline:

Culminating learning activities for students in the physician assistant program. During each rotation students work with certified practicing clinicians (referred to as preceptors) and actively participate in the delivery of patient-centered care as part of the health care team.

Each core clinical practice rotation provides an opportunity to learn, understand, and gain supervised experience in practicing principles associated with rotation specific experiences: preventive, acute and evidence-based care for the pediatric patient.

### Student Learning Outcomes:

1. Demonstrate consistent, complete, and adequate data collection in taking a focused or comprehensive patient medical history
2. Perform a focused or comprehensive physical exam based on patient presentation in an accurate and sensitive manner
3. Assess laboratory and radiological test results appropriately to aid in clinical decision making

## Course Additions

4. Assimilate clinical data utilizing clear medical decision-making to develop diagnoses and management plans for patients
5. Apply evidence from clinical studies and/or point of care tools to patient or population health problems
6. Appropriately perform clinical and surgical procedures within the scope of the physician assistant role, under supervision of a preceptor
7. Establish professional relationships and communication skills with patients, preceptors, and clinical staff
8. Demonstrate oral and written communication that is organized, accurate and complete
9. Demonstrate humility and respect for all patients and members of the healthcare team

### Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 576

Credit Hours 4

Course Title: Surgery Rotation

Abbreviated Title: Surgery

Contact hours per week: Lecture                  Lab                  Field 10                  Studio                  Other

Type of Instructional Activity: Internship/Practicum

Academic engagement minutes: 9000                  Student preparation minutes: 9000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time:

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 513, PHAS 523, PHAS 533, PHAS 570

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program. In additional clinical preceptors will need to be identified.

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Emphasis on evaluation and care of patients with commonly encountered conditions requiring surgical management. Clinical preceptors supervise student participation in patient care, skill development, and growing medical knowledge specific to the provision of care in the surgical setting.

### Justification:

New PA Program

### Topical course outline:

Culminating learning activities for students in the physician assistant program. During each rotation students work with certified practicing clinicians (referred to as preceptors) and actively participate in the delivery of patient-centered care as part of the health care team.

Each core clinical practice rotation provides an opportunity to learn, understand, and gain supervised experience in practicing principles associated with rotation specific experiences. Perioperative, post-operative care of the surgical patient.

### Student Learning Outcomes:

1. Demonstrate consistent, complete, and adequate data collection in taking a focused or comprehensive patient medical history
2. Perform a focused or comprehensive physical exam based on patient presentation in an accurate and sensitive manner
3. Assess laboratory and radiological test results appropriately to aid in clinical decision making

## Course Additions

4. Assimilate clinical data utilizing clear medical decision-making to develop diagnoses and management plans for patients
5. Apply evidence from clinical studies and/or point of care tools to patient or population health problems
6. Appropriately perform clinical and surgical procedures within the scope of the physician assistant role, under supervision of a preceptor
7. Establish professional relationships and communication skills with patients, preceptors, and clinical staff
8. Demonstrate oral and written communication that is organized, accurate and complete
9. Demonstrate humility and respect for all patients and members of the healthcare team

### Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 577

Credit Hours 4

Course Title: Emergency Medicine Rotation

Abbreviated Title: Emergency Med

Contact hours per week: Lecture                  Lab                  Field 10                  Studio                  Other

Type of Instructional Activity: Internship/Practicum

Academic engagement minutes: 9000                  Student preparation minutes: 9000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time:

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 513, PHAS 523, PHAS 533, PHAS 570

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program. In additional clinical preceptors will need to be identified.

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Emphasis on the pathophysiology, diagnosis, and management of disease and conditions in the emergency department setting. Clinical preceptors supervise student participation in patient care, skill development, and growing medical knowledge of emergent medical conditions in the emergency department.

### Justification:

New PA Program

### Topical course outline:

Culminating learning activities for students in the physician assistant program. During each rotation students work with certified practicing clinicians (referred to as preceptors) and actively participate in the delivery of patient-centered care as part of the health care team.

Each core clinical practice rotation provides an opportunity to learn, understand, and gain supervised experience in practicing principles associated with rotation specific experiences. Management of the emergent patient.

### Student Learning Outcomes:

1. Demonstrate consistent, complete, and adequate data collection in taking a focused or comprehensive patient medical history
2. Perform a focused or comprehensive physical exam based on patient presentation in an accurate and sensitive manner

### Course Additions

3. Assess laboratory and radiological test results appropriately to aid in clinical decision making
4. Assimilate clinical data utilizing clear medical decision-making to develop diagnoses and management plans for patients
5. Apply evidence from clinical studies and/or point of care tools to patient or population health problems
6. Appropriately perform clinical and surgical procedures within the scope of the physician assistant role, under supervision of a preceptor
7. Establish professional relationships and communication skills with patients, preceptors, and clinical staff
8. Demonstrate oral and written communication that is organized, accurate and complete
9. Demonstrate humility and respect for all patients and members of the healthcare team

#### Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 578

Credit Hours 4

Course Title: Inpatient Medicine Rotation

Abbreviated Title: Inpatient Med

Contact hours per week: Lecture                  Lab                  Field 10                  Studio                  Other

Type of Instructional Activity: Internship/Practicum

Academic engagement minutes: 9000                  Student preparation minutes: 9000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time:

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 513, PHAS 523, PHAS 533, PHAS 570

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program. In additional clinical preceptors will need to be identified.

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Emphasis on the pathophysiology, diagnosis, and management of systemic disease and conditions unique to providing care in an inpatient setting. Clinical preceptors supervise student participation in patient care, skill development, and growing medical knowledge specific to medical or surgical inpatient care.

### Justification:

New PA Program

### Topical course outline:

Culminating learning activities for students in the physician assistant program. During each rotation students work with certified practicing clinicians (referred to as preceptors) and actively participate in the delivery of patient-centered care as part of the health care team.

Each core clinical practice rotation provides an opportunity to learn, understand, and gain supervised experience in practicing principles associated with rotation specific experiences. Pathophysiology, diagnosis and management of systemic disease.

### Student Learning Outcomes:

1. Demonstrate consistent, complete, and adequate data collection in taking a focused or comprehensive patient medical history
2. Perform a focused or comprehensive physical exam based on patient presentation in an accurate and sensitive manner

### Course Additions

3. Assess laboratory and radiological test results appropriately to aid in clinical decision making
4. Assimilate clinical data utilizing clear medical decision-making to develop diagnoses and management plans for patients
5. Apply evidence from clinical studies and/or point of care tools to patient or population health problems
6. Appropriately perform clinical and surgical procedures within the scope of the physician assistant role, under supervision of a preceptor
7. Establish professional relationships and communication skills with patients, preceptors, and clinical staff
8. Demonstrate oral and written communication that is organized, accurate and complete
9. Demonstrate humility and respect for all patients and members of the healthcare team

#### Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018



## Course Additions

PHAS 579

Credit Hours 4

Course Title: Elective Rotation I

Abbreviated Title: Elective Rot I

Contact hours per week: Lecture                      Lab                      Field 10                      Studio                      Other

Type of Instructional Activity: Internship/Practicum

Academic engagement minutes: 9000                      Student preparation minutes: 9000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time:

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 513, PHAS 523, PHAS 533, PHAS 570

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program. In addition clinical preceptors will need to be identified.

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Emphasis on the pathophysiology, diagnosis, and management of systemic disease and conditions unique to the clinical practice of student's selected area of interest. Clinical preceptors supervise student participation in patient care, skill development, and growing medical knowledge in student's selected clinical rotation.

### Justification:

New PA Program

### Topical course outline:

Culminating learning activities for students in the physician assistant program. During each rotation students work with certified practicing clinicians (referred to as preceptors) and actively participate in the delivery of patient-centered care as part of the health care team.

Each core clinical practice rotation provides an opportunity to learn, understand, and gain supervised experience in practicing principles associated with rotation specific experiences.

### Student Learning Outcomes:

1. Demonstrate consistent, complete, and adequate data collection in taking a focused or comprehensive patient medical history
2. Perform a focused or comprehensive physical exam based on patient presentation in an accurate and sensitive manner
3. Assess laboratory and radiological test results appropriately to aid in clinical decision making

## Course Additions

4. Assimilate clinical data utilizing clear medical decision-making to develop diagnoses and management plans for patients
5. Apply evidence from clinical studies and/or point of care tools to patient or population health problems
6. Appropriately perform clinical and surgical procedures within the scope of the physician assistant role, under supervision of a preceptor
7. Establish professional relationships and communication skills with patients, preceptors, and clinical staff
8. Demonstrate oral and written communication that is organized, accurate and complete
9. Demonstrate humility and respect for all patients and members of the healthcare team

### Discussions with affected departments:

NA

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Proposed by: Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 580

Credit Hours 4

Course Title: Elective Rotation II

Abbreviated Title: Elective Rot II

Contact hours per week: Lecture                  Lab                  Field 10                  Studio                  Other

Type of Instructional Activity: Internship/Practicum

Academic engagement minutes: 9000                  Student preparation minutes: 9000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time:

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 513, PHAS 523, PHAS 533, PHAS 570

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program. In additional clinical preceptors will need to be identified.

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Emphasis on the pathophysiology, diagnosis, and management of systemic disease and conditions unique to the clinical practice of student's selected area of interest. Clinical preceptors supervise student participation in patient care, skill development, and growing medical knowledge in student's selected clinical rotation.

### Justification:

New PA Program

### Topical course outline:

Culminating learning activities for students in the physician assistant program. During each rotation students work with certified practicing clinicians (referred to as preceptors) and actively participate in the delivery of patient-centered care as part of the health care team.

Each core clinical practice rotation provides an opportunity to learn, understand, and gain supervised experience in practicing principles associated with rotation specific experiences.

### Student Learning Outcomes:

1. Demonstrate consistent, complete, and adequate data collection in taking a focused or comprehensive patient medical history
2. Perform a focused or comprehensive physical exam based on patient presentation in an accurate and sensitive manner
3. Assess laboratory and radiological test results appropriately to aid in clinical decision making

## Course Additions

4. Assimilate clinical data utilizing clear medical decision-making to develop diagnoses and management plans for patients
5. Apply evidence from clinical studies and/or point of care tools to patient or population health problems
6. Appropriately perform clinical and surgical procedures within the scope of the physician assistant role, under supervision of a preceptor
7. Establish professional relationships and communication skills with patients, preceptors, and clinical staff
8. Demonstrate oral and written communication that is organized, accurate and complete
9. Demonstrate humility and respect for all patients and members of the healthcare team

### Discussions with affected departments:

NA

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Proposed by: Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 581

Credit Hours 1

Course Title: Summative Seminar

Abbreviated Title: Summative Seminar

Contact hours per week: Lecture 1 Lab Field Studio Other

Type of Instructional Activity: Recitation: Discussion/Seminar

Academic engagement minutes: 750 Student preparation minutes: 3000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time:

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

PHAS 513, PHAS 523, PHAS 533, PHAS 570

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program.

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

Clinical rooms for standardized patient exams

### Course description for catalog:

Summative evaluation for student demonstration of the knowledge, clinical skills, and professional competencies necessary to practice as an entry-level physician assistant. Preparation for the Physician Assistant National Certifying Exam (PANCE) is discussed.

### Justification:

New PA Program

### Topical course outline:

Readiness for clinical practice, professionalism, medical knowledge and clinical skills evaluated, reflective patient care

### Student Learning Outcomes:

1. Demonstrate readiness for clinical practice during the summative patient evaluation
2. Demonstrate proficiency in meeting the programs core competencies required for entry into clinical practice
3. Demonstrate the capacity to engage in patient care reflectively, with a critical awareness of the scope and limits of one's knowledge, skills, and attitudes evidenced in the portfolio.

### Discussions with affected departments:

NA

Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018

## Course Additions

PHAS 595

Credit Hours 1-3

Course Title: Independent Study

Abbreviated Title: Independent Study

Contact hours per week: Lecture      Lab      Field      Studio      Other 1-3

Type of Instructional Activity: Independent Studies/Directed Readings/Directed Res

Academic engagement minutes: 2250      Student preparation minutes: 9000

Intended semesters for offering this course: Fall  J-Term  Spring  Summer

Intended semester to offer course 1st time:

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

Requirement or listed choice for any program of study: Yes  No

Course is a requirement for a new program:

Physician Assistant Program

Overlapping content with present courses offered on campus: Yes  No

Additional faculty FTE required: Yes  No

Yes, hiring of 4 principal faculty is planned prior to matriculating students into the program. In additional clinical preceptors will need to be identified.

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

### Course description for catalog:

Independent Study if student needs additional instruction in a core content area

### Justification:

New PA Program

### Topical course outline:

Depending on needs of student

### Student Learning Outcomes:

Defined based on student needs

### Discussions with affected departments:

NA

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Proposed by: Dr. Amy Bronson

Expected Implementation: Spring 2018