COURSE INFORMATION

Course Description:
Develops competencies in describing team roles in patient care, engaging other health professionals in shared patient-centered problem solving, and integrating knowledge of other health professionals to develop care decisions while respecting patient values, priorities and preferences. Integrates public health and patient safety concepts. Includes techniques for written presentations.

Credits: 1
Prerequisites: Enrollment in the Physician Assistant Master’s Program
Day and Time: 
Location: 

INSTRUCTOR INFORMATION

Instructor: 
Office: 
Phone: 
Fax: 
Email: 
Office Hours: 

REQUIRED MATERIALS

Required Textbooks: all available on Access Medicine: http://accessmedicine.mhmedical.com/


COURSE OUTCOMES

At the end of this course, students will be able to:

1. Identify team roles in patient safety and public health.
2. Engage other health professionals and communicate effectively in shared patient-centered problem solving.
3. Integrate knowledge of other health professionals to develop care decisions that respect patient values/priorities/preferences yet addresses public health and safety concerns.
4. Formulate a written plan of patient care in coordination with other health professionals in addressing public health and patient safety issues.
5. Model professional behaviors consistent with the developing level of competency.

Learning objectives:

At the end of this course, students will be able to:

1. Identify and describe the roles of other members of the health care team.
2. Respect the unique cultures, values, roles/responsibilities, and expertise of other health professions.
3. Give timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.
4. Integrate basic science principles into the clinical encounter.
5. Given, a patient case identify key history and exam information.
6. Compare and contrast possible differential diagnoses for common complaints in safety and public health presented in cases.
7. Generate preliminary differential diagnoses for common clinical presentations.
8. Propose preliminary management plans, including any appropriate initial investigations and/or treatment for common clinical presentations.
9. Explain, using appropriate terminology, the preliminary differential diagnoses and management plans to patients, colleagues and preceptor
10. Demonstrate the ability to critically evaluate and interpret scientific and medical literature and to apply findings to clinical situations.

COURSE CONTENT

1. Patient case evaluation that corresponds to topics covered in current course work through asynchronous, online, and interprofessional participation
2. Team approach to public health and safety in patient-centered care
3. Formulation of patient care plan integrating knowledge of other health care professions
4. Written plans of patient care

COURSE OUTLINE—assignments/dates/schedule here

Unit 1: Health care team roles
   Occupational therapist
   Physical therapist
   HIM analyst
   Exercise physiologist
   Athletic trainer
   Social worker

Unit 2: Consulting specialties and writing a care plan

Unit 3: Case Studies

Public Health: Infectious Disease (Tuberculosis)
Readings/lectures (online):
Participation in blackboard case:
Written care plan:

Patient Safety: Falls (Dizziness in an elderly patient)
Readings/lectures (online):
Participation in blackboard case:
Written care plan:

COURSE ASSESSMENTS

Evaluation Criteria:
10% Group Project - Health care team roles (Outcome 1)
60% Active participation in blackboard discussion (Outcomes: 1, 2, 3, 4, 5)
25% Written assignments: Patient care plans (Outcomes: 2, 3, 4)
5% Class participation/compliance with course policy using Professional Assessment rubric (Outcomes: 5)

**Standards**
B1.07 The curriculum must include instruction related to the development of problem solving and medical decision-making skills. (Outcome 2, 3, 4)
B1.08 The curriculum must include instruction to prepare students to work collaboratively in interprofessional patient centered teams. (Outcome 1, 2, 3, 4, 5)
B2.04 The program curriculum must include instruction in interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families and other health professionals. (Outcome 2, 3, 4)
B2.05 The program curriculum must include instruction in patient evaluation, diagnosis and management. (Outcome 2, 3, 4)
B2.09 The program curriculum must include instruction in basic counseling and patient education skills. (Outcome 4)
B2.11 The program curriculum must include instruction in health care delivery systems and health policy. (Outcome 1, 4)

**Physician Assistant Competencies**

**Interpersonal & Communication Skills**
Physician assistants are expected to work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group. (Outcome 1, 2, 3, 4, 5)

**Patient Care**
Physician assistants are expected to work effectively with physicians and other health care professionals to provide patient-centered care; and develop and implement management plans. (Outcome 1, 2, 3, 4, 5)

**Professionalism**
Physician assistants are expected to demonstrate professional relationships with physician supervisors and other health care providers. (Outcome 2, 3, 4, 5)

**System Based Practice**
Physician assistants are expected to partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery and effectiveness of health care and patient outcomes; accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care. (Outcome 2, 3, 4)

**GRADING**

Students are graded according to the following grade scale:
96 – 100% = A   A = Exceptional Work
93 – 95% = A-   B = Acceptable Work
90 – 92% = B+   C = Minimally Acceptable Work
85 – 89% = B
82 – 84% = B-
78 – 81% = C+
73 – 77% = C
Below 73 % = F

Please see the policy regarding Academic Probation in found in the Physician Assistant Student Handbook.  *Link here*

**COURSE POLICIES**

1. It is expected that assigned reading and “readiness” assignments are completed before the topic is covered in class.
2. Participation is required. Due to the compressed nature of the PA curriculum, failure to participate in all scheduled class sessions may result in a reduction of class grade. Please follow the policy for class absences found in the Physician Assistant Student Handbook.  *Link here*

Late and Make-Up Work:

Late assignments will not be accepted without prior arrangements between the faculty and the student. It is the student's responsibility to initiate such an arrangement, including an expected completion date for the assignment. Assignment extensions will be considered on a case-by-case basis.

Incompletes:

Please refer to the Physician Assistant Student Handbook for the Incomplete Policy.  *Link here*

Course Evaluation:

Faculty strive for excellence in preparing and providing courses that will accomplish the mission of the PA program and it is crucial that we receive feedback from students. Graduate course evaluations are now completed online. You will be notified by e-mail when course evaluations are available and you are encouraged to complete and submit them prior to the end of the semester.

Equal Access Statement:

Students with disabilities, students who sustained injury in active military service, and students with chronic medical conditions are entitled to appropriate and reasonable auxiliary aids and accommodations through The Americans with Disabilities Act and Section 504 of the
Rehabilitation Act of 1973. It is the student's responsibility to notify the Center for Equal Access as soon as possible to ensure that such accommodations are implemented in a timely fashion. For more information or to request academic accommodations, please contact the Center for Equal Access in Tower Hall 2126; by phone at (218) 723-6747, 218-625-4891; or via e-mail at access@css.edu

Academic Honesty Policy:

Academic honesty and integrity are highly valued in our campus community. Academic honesty directly concerns ethical behaviors which affect both the academic environment and the civic community. Academic dishonesty seriously violates the integrity of the academic enterprise and will not be tolerated at St. Scholastica. The full text of the CSS Academic Honesty Policy is found in the Student Handbook or online at http://www.css.edu/Academics/Office-of-Academic-Affairs/Academic-Honesty-Policy.html.

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<thead>
<tr>
<th>Criteria</th>
<th>Level of Performance</th>
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<tbody>
<tr>
<td>Weekly Discussion Posting</td>
<td>Did not enter discussion</td>
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<td></td>
<td>Poorly developed: does not add to the discussion</td>
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<td>Developing ideas</td>
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<td>Well developed</td>
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<td>Well developed (at least one full paragraph) and introduces new ideas</td>
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<td>Discussion responses to instructor and other students</td>
<td>Did not enter discussion</td>
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<td>Interacts once with either the instructor or other students</td>
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<td>Interacts at least twice with instructor and/or other students</td>
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<td>Interacts at least 3 times with instructor and/or other students</td>
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<td>Interacts multiple times with instructor and/or other students</td>
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<td>Evidence of critical thinking (application, analysis, synthesis and evaluation)</td>
<td>Did not enter discussion</td>
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<td>Poorly developed critical thinking</td>
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<td>Beginnings of critical thinking</td>
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<td>Some critical thinking evident</td>
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<td>Clear evidence of critical thinking (application, synthesis, and evaluation)</td>
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### Grading Rubric for Case Studies in Neurology

**Donna Joyner**

<table>
<thead>
<tr>
<th></th>
<th>Excellent (20-25 points)</th>
<th>Average (10-20 points)</th>
<th>Poor (0-10 points)</th>
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<tbody>
<tr>
<td><strong>Discussions</strong></td>
<td>Posts are relevant to the subject area, containing ideas and questions that carry the discussions forward and are posted by the due dates.</td>
<td>Posts are relevant to the subject area, containing accurate information and are posted by the due dates.</td>
<td>Posts are not relevant to the subject area, contain information that is inaccurate or redundant and is posted past the due dates.</td>
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<tr>
<td>Worth 25 Points</td>
<td><strong>SOAP note</strong></td>
<td><strong>SOAP note</strong></td>
<td><strong>SOAP note</strong> does not conform to standard form and is missing relevant information.</td>
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<td>SOAP note follows standard form, is detailed and contains all relevant information.</td>
<td>SOAP note follows standard form, contains most of the relevant information.</td>
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<td><strong>Collaboration</strong></td>
<td>Effort shown in group projects is equal or greater than that of peers. Contributions to the work are relevant and move the project forward. Is courteous and professional in interactions.</td>
<td>Effort shown in group projects is equal to that of peers. Contributions to the work are relevant. Interactions are courteous and professional.</td>
<td>Effort shown in group projects is less than that of peers. Contributions to the work are slight or irrelevant. Interactions are hostile and inappropriate.</td>
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<tr>
<td>Worth 25 points</td>
<td><strong>Culminating Activity - Self Reflection</strong></td>
<td><strong>Culminating Activity - Self Reflection</strong></td>
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<td>Analyzes course experience with attention given to the learning objectives. Papers provide meaningful insight on what the student learned and how they constructed their new knowledge. Writing is at college level writing style with no typographical, spelling or grammatical errors. All information sources are cited.</td>
<td>Addresses most learning objectives and provides some insight into the learning process of the student. Writing contains some typographical, spelling and grammatical errors. All information sources are cited.</td>
<td>Does not address the learning objectives in the course. Focuses on superficial issues and does not show any new insight into the learning achieved in the course. Writing contains many errors and information sources are not cited.</td>
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<td>Performance</td>
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<td>Work</td>
<td>Quality of Work</td>
<td>Professionalism</td>
<td>Overall Impression</td>
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