



**Francis Marion University
School of Health Sciences
Physician Assistant Program**

Course: PA 511 Role of the Physician Assistant and Introduction to the PA Profession
Course Director: Julie Thomas MSPAS, PA-C
Instructor: Julie Thomas MSPAS, PA-C
Office: CCHS 359B
Office hours: Fridays 8:30am-12:30pm
Class time: 1:00pm-2:00 Tuesdays
Room: CCHS 116
Credits: 1

Textbook(s):

Required:

American Psychological Association. (2010). *Manual of the American Psychological Association (6th ed.)*.

Washington, DC: Author. ISBN-13: 978-1-4338-0561-6

Ballweg, et al. (2013). *Physician Assistant: Guide to Clinical Practice, 5th Ed*, St. Louis: Saunders.

Dehn, R. W. & Asprey, D. (2013). *Clinical Procedures for Physician Assistants, 3rd Ed*. St. Louis: Saunders.

COURSE GOAL:

To gain an understanding of the Physician Assistant's role in today's medical environment.

COURSE DESCRIPTION:

This course provides a strong foundation in the role of the physician assistant (PA), including history of the profession, health care financing and health care delivery systems, PA and medical professional organizations, professionalism, diversity, and health equity, as well as other social, cultural, economic, and political structures in society and in the PA profession.

INSTRUCTIONAL OBJECTIVES	LEARNING OUTCOME	PA COMPETENCIES ADDRESSED	EVALUATION MECHANISMS
1. Discuss the role the Physician Assistant (PA) in today's healthcare environment. (B2.14 & B2.17)	Understand the scope and practice of Physician Assistants	4, A-I	Test #1
2. Dialogue about the history of the PA profession and its niche in healthcare. (B2.14 & B2.17)	Apply the history of the profession and its impact into todays society	6, A-I	Test #1
3. Review the models of healthcare in the US. (B2.14, B2.15, B2.16 & B2.17)	Describe the current healthcare models in the US.	6, A-I	Test #3
4. Review how healthcare is financed in the US. (B2.16 & B2.17)	Describe type of reimbursement for healthcare services.	6, A-I	Test #2
5. Discuss value-based care and the practitioners' responsibility for cost containment. B2.16 & B2.17)	Understand the PA role in relation to healthcare costs.	6, A-I	Test #2
6. Discuss social determinants in relation	Understand healthcare	4, A-I	Test #3

to healthcare utilization and access.(B1.06 & B2.11)	disparities in the US, SC, and Pee Dee region.		
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PA GRADUATE COMPETENCIES:

The following PA clinical competencies were developed the National Commission on Certification of Physician Assistants (NCCPA), Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), American Academy of Physician Assistants (AAPA), and Physician Assistant Education Association (PAEA).

1. **Medical knowledge** - includes an understanding of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention. Our graduates must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. Our graduates are expected to demonstrate an investigatory and analytic thinking approach to clinical situations. Graduates of our training program are specifically expected to
 - A. Understand etiologies, risk factors, underlying pathologic processes, and epidemiology for medical conditions
 - B. Identify signs and symptoms of medical conditions
 - C. Select and interpret appropriate diagnostic or lab studies
 - D. Manage general medical and surgical conditions to include understanding the indications, contraindications, side effects, interactions, and adverse reactions of pharmacologic agents and other relevant treatment modalities
 - E. Identify the appropriate site of care for presenting conditions, including identifying emergent cases and those requiring referral or admission
 - F. Identify appropriate interventions for prevention of conditions
 - G. Identify the appropriate methods to detect conditions in an asymptomatic person
 - H. Differentiate between the normal and the abnormal in anatomic, physiological, laboratory, and other diagnostic data
 - I. Appropriately use the history, physical findings, and diagnostic studies to formulate a differential diagnosis
 - J. Provide appropriate care to patients with chronic conditions.

- 2. Interpersonal and communication skills** - encompass verbal, nonverbal, and written exchange of information. Our graduates must demonstrate interpersonal and communication skills that result in effective information exchange with patients, patients' families, physicians, professional associates, and the health care system. Graduates of our training program are specifically expected to
 - A. Create and sustain a therapeutic and ethically sound relationship with patients
 - B. Use effective listening, nonverbal, explanatory, questioning, and writing skills to elicit and provide information
 - C. Appropriately adapt communication style and messages to the context of the individual patient interaction
 - D. Work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group
 - E. Apply an understanding of human behavior
 - F. Demonstrate emotional resilience and stability, adaptability, flexibility, and tolerance of ambiguity and anxiety
 - G. Accurately and adequately document and record information regarding the care process for medical, legal, quality, and financial purposes.

- 3. Patient care** - includes age-appropriate assessment, evaluation, and management. Our graduates must demonstrate care that is effective, patient-centered, timely, efficient, and equitable for the treatment of health problems and the promotion of wellness. Graduates of our training program are specifically expected to
 - A. Work effectively with physicians and other health care professionals to provide patient-centered care
 - B. Demonstrate caring and respectful behaviors when interacting with patients and their families
 - C. Gather essential and accurate information about their patients
 - D. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
 - E. Develop and carry out patient management plans
 - F. Counsel and educate patients and their families

- G. Competently perform medical and surgical procedures considered essential for general practice
- H. Provide health care services and education aimed at preventing health problems or maintaining health.

4. Professionalism - is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Our graduates must know their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency, or mental illness. Our graduates must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements. Graduates of our training program are specifically expected to demonstrate

- A. Understanding of legal and regulatory requirements, as well as the appropriate role of the PA
- B. Professional relationships with physician supervisors and other health care providers
- C. Respect, compassion, and integrity
- D. Responsiveness to the needs of patients and society
- E. Accountability to patients, society, and the profession
- F. Commitment to excellence and on-going professional development
- G. Commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
- H. Sensitivity and responsiveness to patients' culture, age, gender, and disabilities
- I. Self-reflection, critical curiosity, and initiative.

5. Practice-based learning and improvement - includes the processes through which clinicians engage in critical analysis of their own practice experience, medical literature, and other information resources for the purpose of self-improvement. Our graduates must be able to assess, evaluate, and improve their patient care practices. Graduates of our training program are specifically expected to

- A. Analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team

- B. Locate, appraise, and integrate evidence from scientific studies related to their patients' health problems
 - C. Obtain and apply information about their own population of patients and the larger population from which their patients are drawn
 - D. Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness
 - E. Apply information technology to manage information, access online medical information, and support their own education
 - F. Facilitate the learning of students and/or other health care professionals
 - G. Recognize and appropriately address gender, cultural, cognitive, emotional, and other biases; gaps in medical knowledge; and physical limitations in themselves and others.
6. **Systems-based practice** - encompasses the societal, organizational, and economic environments in which health care is delivered. Our graduates must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that is of optimal value. Our graduates should work to improve the larger health care system of which their practices are a part. Graduates of our training program are specifically expected to
- A. Use information technology to support patient care decisions and patient education
 - B. Effectively interact with different types of medical practice and delivery systems
 - C. Understand the funding sources and payment systems that provide coverage for patient care
 - D. Practice cost-effective health care and resource allocation that does not compromise quality of care
 - E. Advocate for quality patient care and assist patients in dealing with system complexities
 - F. Partner with supervising physicians, health care managers, and other health care providers to assess, coordinate, and improve the delivery of health care and patient outcomes
 - G. Accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care
 - H. Apply medical information and clinical data systems to provide more effective, efficient patient care

I. Use the systems responsible for the appropriate payment of services.

(adapted from ACGME, 2002,

<http://www2.paeaonline.org/index.php?ht=d/sp/i/34581/pid/34581>)

ORGAN SYSTEMS, KNOWLEDGE AND SKILL AREAS:

Organ Systems and Disease Categories		Knowledge and Skill Areas	
Cardiovascular System	√	History Taking and Performing Physical Examinations	
Dermatologic System	√	Using Laboratory and Diagnostic Studies	
Eyes, Ears, Nose and Throat	√	Formulating Most Likely Diagnosis	√
Endocrine System	√	Health Maintenance	√
Gastrointestinal System and Nutrition	√	Clinical Intervention	√
Genitourinary System	√	Pharmaceutical Interventions	√
Hematologic System	√	Applying Basic Science Concepts	√
Infectious Diseases			
Musculoskeletal System	√		
Neurologic System	√		
Psychiatry and Behavioral Medicine	√		
Pulmonary System	√		
Reproductive System	√		

Instructional methods:

The material in this class will be presented in lectures and during the weekly Lab periods exercises and discussion will enhance material presented in lecture.

Student Registration to Course through Blackboard :

http://highered.mheducation.com/olc2/dl/866234/Connect_Blackboard_Student_Quick_Tips_0914.pdf

Classroom Evaluation Methods:	Percentage of Final Grade
Test 1	30%
Test 2	30%
Test 3	30%
Ethical Issues in PA Profession discussions	10%

Health Sciences Graduate Grading Scale:

Alphabetic		Raw Score
A	Excellent	93-100
B+	Very Good	89-92
B	Good	85-88
C+	Fair	81-84
C	Poor	77-80
F	Fail	76 or below

Rounding

Per program policy, only final grades will be rounded and this is programmed into the Blackboard Gradebook. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded to a 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

Attendance Policy

Students are expected to come to all classes and labs. If you cannot come to class for any reason please contact the instructor. Students missing more than 4 lectures or 2 labs may be dismissed from the course with an F.

Examination Policy

Students must contact the Academic Coordinator in advance if they will miss a scheduled examination to arrange for a rescheduled exam. Failure to do so will result in a grade of zero (0) for the exam unless there is a significant extenuating circumstance. Any exam missed in courses taught by a faculty member from the Department of Physician Assistant Studies will be completed at the end of the semester. Any deviation from this practice may be brought to the Student Affairs and Progression Committee for review.

Cell Phone Use

The use of cell phones is prohibited during classes or testing. All phones must be silenced to avoid disruption in the classroom. In the event of an emergency in which a student must receive an important call, notify the instructor prior to the start of class, sit close to the door of the room and then quickly answer your phone and excuse yourself from the room to take the call.

E-mail

Electronic mail is an essential component of communication between the faculty, administration, and students; therefore, all students are required to have an active e-mail account. E-mail responses to faculty are expected within 24 hours. In return, faculty will mail students within 24 hours with the exception of weekends and holidays. E-mail to all faculty and students in the program must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the e-mail will be returned with a note that states "please address this e-mail in a professional manner." Each e-mail should address one issue.

Phone Usage and Messaging

Students are only to call preceptor for an emergency clinical situation. Faculty will not use verbal phone conversations or texting to discuss any issues with learner. Contacting faculty (other than an emergency clinical issue) must be done by e-mail.

Social Networking Policy

Students are encouraged to use their most professional judgment in regard to internet social networking sites. Information and /or pictures about the FMU PA program, faculty, other students, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

Student Responsibilities

Each student is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, *the University Student Handbook*, and the *PA Student Handbook (current editions)*. Each student is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

Guidelines for Faculty Appointments

All faculty have posted office hours and students should do their best to schedule appointments at those times. If those times are not feasible the learner may request the faculty to meet at another time.

Statement of Honor

Upon becoming a member of the Francis Marion University Community, students are expected to behave with honor and integrity in a manner that reflects the values of the institution. Students must interact in a civil manner, both in and out of the classroom, treating all persons and property with respect. **Upon enrollment at Francis Marion University, students pledge not to lie, cheat, or steal.** They also pledge not to violate the FMU Honor Code or any civil/criminal laws. Inasmuch as honor and integrity serve to define one's character, the university community expects that students will not tolerate the aforementioned behaviors in others and will exhibit reasonable judgment in reporting students who violate the FMU Honor Code.

The Honor Pledge

“As a student at Francis Marion University, I pledge to obey the FMU Honor Code and civil and criminal laws. I pledge not to lie, cheat, or steal. I will encourage others to respect the Honor Code and will exhibit reasonable judgment in reporting students who violate it.”

Services for Students with Disabilities

The Director of Counseling and Testing is responsible for coordinating services for students with disabilities. The director collaborates with students in determining reasonable accommodations and acts as a liaison between students and faculty/administration on concerns relating to classroom accommodations. The Director of Counseling and Testing is also available to meet with prospective students to discuss services available at Francis Marion University. The director can be reached at 843-661-1841.

COURSE CONTENT:

Week 1	History of the profession	Ballweg, et al. Ch. 2
Week 2	Introduction to Risk Management in Healthcare	Ballweg, et al. Ch. 12
Week 3	Professional Issues	Ballweg, et al. Ch. 1 and Ch. 34
Week 4	Medical Malpractice	Ballweg Ch. 36
Week 5	PA education	Ballweg, et al. Ch. 3
Week 6	Credentialing of the PA Exam #1	Ballweg, et al. Ch. 4
Week 7	Reimbursement, Coding and Billing	Dehn Ch. 38 Ballweg Ch. 6
Week 8	The Political Process	Ballweg, et al. Ch. 7
Week 9	Clinical Ethics	Ballweg, et al. Ch. 35 and Ch. 36

	Written assignment on ethics	
Week 10- Week 11	Stress and Burnout/ End of Life Issues	Ballweg, et al. Ch 38 and Ch 51
Week 1	Patients with Disabilities/ Health Disparities	Ballweg, et al.Ch 50
Week 11	Health Care Delivery Systems Exam #2	Ballweg, et al Ch 42
Week 12	Rehabilitative and Long Term Care/ Healthcare for Homeless Populations	Ballweg, et al Ch. 43 and Ch. 44
Week 13	Correctional Medicine/Military Medicine/ Rural and Inner-City Health Care	Ballweg, et al Ch. 44,45,46,47,48
Week 14	Mass Casualty and Disaster Management	Ballweg, et al Ch 52
Week 15	Postgraduate Residency Programs	Ballweg, et al Ch 37
	Exam #3	