

## Math 131 –Discrete Dynamical Modeling

**Instructor:** \_\_\_\_\_ **Office:** \_\_\_\_\_ **Office Phone:** \_\_\_\_\_ **e-mail:** \_\_\_\_\_

**Time:** \_\_\_\_\_

**Room:** \_\_\_\_\_ Leatherman Science Facility

### Office Hours:

Monday: \_\_\_\_\_  
Wednesday: \_\_\_\_\_  
Friday: \_\_\_\_\_  
Tuesday/Thursday \_\_\_\_\_

**Text:** Elementary Mathematical Modeling by Sandefur

### Calculator/ Laptop:

A TI83, TI84, TI89, or TI-Nspire graphing calculator is required. The ability to use a spreadsheet (EXCEL) and a word processor will also be helpful.

**Students will do some work in groups and use technology to assist in the solving of problems.**

**Course Objectives:** Students will be able:

- Organize, analyze, and display data using multiple representations.
- Solve applications using linear programming.
- Model using discrete dynamical systems: linear systems of difference equations and nonlinear systems of difference equations
- Solve applications involving loans and amortizations.
- Solve applications involving annuities.
- Calculate the annual interest rate given the annual yield and vice versa.
- Solve real-life problems using exponential growth and decay.
- Use appropriate formulas and units of measure for composite geometric shapes and figures from real life problems.
- Apply unit analysis skills to solve applied problems.
- Use dimensional analysis to convert units of measurement between different systems.
- Use written and verbal communication to describe process and results.
- Model and solve real-world problems.

### Course Description and Topics:

- Introduction to Dynamical Systems
  - Basic definition
  - Problems illustrating Dynamical Systems
- Dynamical Systems and Explicit solutions

- Linear, Exponential, and Translations of exponential
- Exponential growth and decay
- Financial problems
  - Annuities
  - Simple vs. compound interest
  - Exponential growth
  - Loans
  - Rates vs. Yield
- The Tower of Hanoi Puzzle
- Geometry
  - Perimeter/area/volume
  - Unit conversions
  - Right triangle Trigonometry
- Analysis of Dynamical Systems
  1. Equilibrium
  2. Stability
  3. Cycles
- Higher Order Dynamical Systems
  - Probability
  - Counting Methods
  - Historical Classic Problems, e.g. the Birthday Paradox
- Additional Topics
 

*Instructor may include one or more of the following topics in the course:*

  - Logic
  - Numeration systems
  - Inferential statistics
  - Voting theory
  - Math of music
  - Index numbers
  - Graph theory
  - Population/Logistical Growth
  - Geometry topics
    1. Symmetry
    2. Tessellations
    3. Fractals

**Attendance/Tardies:**

Attendance is necessary if you are to succeed in this class. Absences should be for emergencies only. If you miss more than 4 class periods, a grade of *F* or *W* will be assigned. Class starts on time and students are expected to be prepared for class.

**Evaluation:**

Assignments (homework problem-sets, reports, projects, and quizzes) will be given and graded. All work is expected to be neat and orderly and turned in on due date. Participation is an integral part of the course and is defined as (a) working in groups on projects and

worksheets; (b) working problems from handouts as well as textbook; (c) demonstrating solution sets to the class; and (d) participating in class discussions.

There will be quizzes, computer-related projects, chapter tests, and a cumulative final exam. A 10% penalty (*per day*) will be given for major assignments turned in late. If you have an emergency on a scheduled test day, you are required to talk with me prior to the test. *Any student missing the exam without the written excuse from the Department Chair or Dean will be assigned a grade of F.*

<b>The final grade average</b>	<b>A (90%-100%)</b>	<b>B+ (85%-89%)</b>
	<b>B (80%-84%)</b>	<b>C+ (75%-79%)</b>
	<b>C (70%-74%)</b>	<b>D+ (65%-69%)</b>
	<b>D (60%-64%)</b>	<b>F (59% and below)</b>

will be determined as follows:

Projects	20%
Quizzes/Homework	20%
Chapter Test	40%
Final Exam	20%

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or  
MODIFICATION OF AN EXISTING COURSE

Department/School Nursing Date January 9, 2014

Course No. or Level NURS 412 Title Senior Seminar in Nursing

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites NURS 409 and 410

Enrollment expectation 6-10

Indicate any course for which this course is a (an)

modification \_\_\_\_\_  
(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Ruth Wittmann-Price

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Fall 2014

Date of School/Department approval October 29, 2013

Catalog description: This course will review test-taking skills, provide testing practice, and critical thinking exercises. Emphasis will be placed on prioritization and delegation of nursing care. Learners will review critical nursing concepts and content needed for their success as a professional nurse. Computerized testing will be used to gauge learners' mastery of professional nursing concepts and content. This course may be repeated up to two times.

Purpose:

1. For Whom (generally?)
2. What should the course do for the student?

1.) This course is for senior nursing students who do not reach the benchmark on the nationally normed predictor examinations.

2.) This course should provide them with a structured remediation process. The discipline of nursing has standardized comprehensive predictive examinations that are psychometrically stable and nationally normed. Up to this point, learners who did not reach 95% predictability to pass on the first standardized comprehensive predicative examination would have an unstructured remediation and retake a second format of the standardized comprehensive predictor examination within a week or two. Studies show that only the first time is predictive of success and longer remediation is needed before a second format of the standardized comprehensive predictor examination is administered. This is held true in our program also. In spring of 2013 12% of FMU graduates who took the predictive test and passed with 95% predictability to pass failed NCLEX-RN but out of those who retook and received 95% predictability to pass on their second try 60% failed NCLEX-RN. Therefore, we are in need of a more comprehensive, organized remediation process before learners with lower than 95% predictability to pass NCLEX-RN on their first standardized comprehensive predictor examination take another format of the examination.

Teaching method planned: Content review, question and answer, testing

Textbook and/or materials planned (including electronic/multimedia):

Gittings, K. K., Brogdon, R. M., & Cornelius, F. H. (2013). *Medical-surgical nursing test success: An unfolding case study review*. New York, NY: Springer. ISBN-13: 9780826195760

Wittmann-Price, R. A., & Cornelius, F. H. (2013). *Nursing leadership & management in nursing test success: An unfolding case study review*. New York, NY: Springer. ISBN-13: 9780826110381

Course Content: (Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

**Topical Outline:**

<b>Date</b>	<b>Subject</b>	<b>Readings</b>	<b>Assignments</b>
<b><u>Week 1</u></b>	Course Orientation	Review course syllabus.	Bring assigned book to class.
<b><u>Week 2</u></b>	Test-taking Strategies		
<b><u>Week 3</u></b>	Cardiovascular	Chap. 1 (Gittings) Brunner as needed	Patho Prep Work (5%)

<b>Week 4</b>	Respiratory	Chap. 2 (Gittings) Brunner as needed	Patho Prep Work (5%)
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**Department of Nursing**

<b>Course Title:</b>	<b>Senior Seminar in Nursing</b>
<b>Course Number:</b>	NURS 412
<b>Credit Hours:</b>	3 Credits
<b>Semester and Year:</b>	Fall 2014
<b>Class Time:</b>	Tuesdays 12:30-3:30 pm
<b>Room:</b>	LNB 205
<b>Pre-requisites:</b>	NURS 409 and 410
<b>Co-requisites:</b>	None

**Course Description:**

This course will review test-taking skills, provide testing practice, and critical thinking exercises. Emphasis will be placed on prioritization and delegation of nursing care. Learners will review critical nursing concepts and content needed for their success as a professional nurse. Computerized testing will be used to gauge learners' mastery of professional nursing concepts and content. This course may be repeated up to two times.

**Learning Outcomes:**

At the completion of this course, the learner will be able to:

- Discuss the pathophysiology associated with various disease processes.
- Relate the clinical manifestations, including assessment and diagnostic findings, associated with various disease processes.
- Summarize healthcare management of various disease processes, including pharmacological, medical, and surgical therapies.
- Apply the nursing process in determining the appropriate nursing management of selected disease processes.
- Identify the importance of nutrition and diet therapy in disease processes.
- Apply the principles of prioritization and delegation in planning nursing care.

**Program Learning Outcomes:**

The baccalaureate generalist program in nursing prepares the graduate to:

1. Utilize the *liberal education* courses as the cornerstone for study and practice of professional nursing.
2. Incorporate the knowledge and skills in leadership, quality improvement, and client safety in the provision of high quality health care.

3. Provide **safe, effective, and compassionate care** to all individuals and groups across the lifespan based upon the principles and models of evidence-based practice, understand the research process, have the ability to retrieve, evaluate, and synthesize evidence in collaboration with healthcare team members to practice in a manner that improves client outcomes.
4. Incorporate **information management**, client care technologies, and communication devices in providing safe and effective client care.
5. Incorporate information on **healthcare policies**, including financial and regulatory, directly and indirectly influencing the nature and functioning of the healthcare system in professional nursing practice.
6. Demonstrate effective **inter-professional communication and collaboration** through verbal, nonverbal and written communication skills to practice individual accountability, client advocacy, conflict resolution principles, and teambuilding strategies.
7. Integrate **knowledge and skill** derived from the physical sciences, bio-psycho-social sciences, humanities, and nursing in the provision of holistic care to individuals, families, groups, communities, and populations across the life span with a focus on health promotion, disease and injury prevention.
8. Demonstrate and utilize **principles of legal ethical core values** of professionalism with the application of professional values of altruism, autonomy, human dignity, integrity and social justice in the delivery of care to all clients across the lifespan
9. Utilize the **roles of provider of care, manager/coordinator of care**, and member of the profession in developing and providing safe, effective, and compassionate care to all clients across the lifespan with diverse multicultural needs. This includes but is not limited to cultural, spiritual, ethnic, gender and sexual orientation to diversity (AACN, 2008).

### **Teaching Strategies:**

The class will consist of audio-visual aids, group work, written assignments, quizzes, and computer testing.

### **Textbooks:**

Gittings, K. K., Brogdon, R. M., & Cornelius, F. H. (2013). *Medical-surgical nursing test success: An unfolding case study review*. New York, NY: Springer. ISBN-13: 9780826195760

Wittmann-Price, R. A., & Cornelius, F. H. (2013). *Nursing leadership & management in nursing test success: An unfolding case study review*. New York, NY: Springer. ISBN-13: 9780826110381

### **Classroom Evaluation Methods:**

1. Question review homework 13 weeks at 2% each week = 26%
2. Attendance/Participation – 13 weeks at 2% each = 26%
3. Practice quizzes each week – 13 weeks 2% each = 26%
4. Standardized test at 22% to reach benchmark first time

### **Classroom Grading Scale:**



<b>Alphabetic</b>	<b>Raw Score</b>
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
D+	76-79
D	73-75
F	72 or below

**Rounding:**

Per program policy, only final grades will be rounded. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 79.50 is the minimum grade needed to pass this course, as this is rounded to an 80. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

**Test Taking Guidelines:**

Before each quiz/test/exam students will:

1. Place all belongings at the front of the classroom
2. The proctor and one other designated student will keep their cell phone in view in case of a Swamp Fox Alert.
3. Once a quiz/test/exam is started, the student cannot leave.
4. Once a student accepts a test, they cannot stop taking the test and postpone taking it for any reason. If they hand in an uncompleted test, the grade stands as is.

**Departmental Criteria:**

**The student must:**

1. Maintain current AHA BLS: Health Care Provider status.
2. Maintain a current immunization record and/or testing (PPD) as mandated by the Nursing Department and clinical agencies.
3. Function within the current Nursing Departmental Policies for the academic year 2013-2014 as outlined in the current *Department of Nursing Student Handbook*.
4. Notify Course Coordinator and Clinical Faculty if allergic to Latex products.

If you have not presented a copy of your current AHA: BLS-HCP card to the Student Services Coordinator by the required deadline, you will not be permitted to attend classes and/or clinical and this will be considered an absence. Any questions or concerns about this policy should be addressed to the Student Services Coordinator.

### **Attendance Policy:**

The University policy regarding class attendance states, "It is the responsibility of the student to attend all scheduled meetings in the course in which he/she is enrolled. Individual instructors may choose alternative requirements for attendance. It is the responsibility of the instructor to inform the students, at the beginning of each course of all attendance policies. The instructor, at his/her discretion, may utilize a warning of excessive absences or compulsory attendance. Additional attendance policies will be outlined in each course syllabus" (*Francis Marion University Catalog*).

Students enrolled in nursing courses are responsible for class attendance and for the prescribed activities of the courses. Students are expected to confer with faculty prior to anticipated absences and make arrangements for any required make-up assignments. Students are expected to review the semester calendar and not make personal plans that conflict with academic obligations. **100% class attendance is expected and faculty may request documentation verifying the need for the absence.**

**When two (2) class sessions are missed, the faculty will issue a warning for unprofessional behavior and the student will be placed on compulsory attendance. A third absence will result in the student being withdrawn from the course.** Attendance sheets are required and it is the student's responsibility to sign the attendance roster at the beginning of class and after any class breaks.

A faculty member may withdraw a student from his/her course for a violation of the stated attendance policy at any time during a semester. **Prior to the completion of 33% of a course, a faculty member may withdraw a student from a course for a violation of the stated attendance policy and the grade recorded will be "W". After the completion of 33% of a course, a faculty member may still withdraw a student from a course for violation of the stated attendance policy, but the grade recorded will be "F" or "W" based on the academic average at the time of withdrawal.** When a faculty member withdraws a student from a course, the withdrawal is not complete until the faculty member fills out an Automatic Dropping of Students Form, obtains the signature of the Department Chair for Nursing, and delivers the form to the Registrar's Office.

Three (3) late arrivals and/or early departures from class will constitute an absence from the class session in all nursing courses. Please note if a student arrives late for class, they may not be admitted until the first break. If a student arrives late from a scheduled break, they may not be admitted to the remainder of the class for that day.

#### **1. Scheduled Tests/Exams:**

Any student who misses a course test/quiz or arrives late after the test/quiz has begun will be required to take an alternate test/quiz covering the assigned material in a time frame designated by the course coordinator. **Any student who misses more than one (1) course test/quiz may receive a recommendation for course failure. Missed tests/quizzes will be made up at a designated time during exam week for all nursing courses. The time will be posted on the nursing exam schedule.**

2. Students will be expected to stay in close contact with the faculty and one's peers regarding course assignments and due dates. Demonstration of a professional attitude and work habits are requirements of this course.

#### **Dress Code:**

In recognition of the educational and professional environment of Francis Marion University, all individuals associated with this institution are expected to maintain a neat and clean appearance at all times. Follow Departmental and Agency policy regarding professional dress code. Dress Code applies to any activities in which the student is representing Francis Marion University Department of Nursing. Refer to *Department of Nursing Student Handbook*. Violations of dress code in clinical or lab will constitute a warning for unprofessional behavior.

#### **Grievance Procedures:**

The Department of Nursing adheres to the University Guidelines for Student Concerns or Complaints as outlined in the current edition of the *Francis Marion University Catalog*. Student concerns or complaints are handled in a professional manner. Discussion and problem solving of issues should be based on facts. **Grievances should be discussed first with the faculty involved and if unresolved, with the chair of the department.** Resolutions should acknowledge the satisfaction of all parties, but must maintain the integrity of the nursing program. **Following the chain of command is an expected behavior for professional nurses. Failure to follow the correct chain of command will result in a warning for unprofessional behavior.** If the issue(s) cannot be resolved through the procedures below, a formal grievance may be filed as described in the current edition of the *University Student Handbook*. Refer also to the *Department of Nursing Student Handbook*.

#### **ACADEMIC INFORMATION:**

##### **Americans with Disabilities Act (ADA):**

If a learner has a documented disability and require special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

#### **Standardized Comprehensive Predictor Testing in NURS 411**

The standardized comprehensive predictor examinations used at FMU are nationally normed tests that have strong psychometric properties and are predictive of success on the NCLEX-RN examination. The standardized comprehensive predictor examinations use the same test plan as is used by the National Council of State Boards of Nursing (NCSBN) for the NCLEX-RN examination. The following is the senior II progression policy:

§ NURS 411 Adult Health III and Nursing Knowledge Synthesis

- Learners must pass three components in NURS 411 Adult Health III and Nursing Knowledge Synthesis; 1) an earned course grade of 79.5 or above, 2) an earned satisfactory clinical evaluation, and 3) accomplish a predictive score set by the Department of Nursing Faculty on the standardized comprehensive predictor examination.
- If a learner does not achieve a course grade of 79.5 or higher in NURS 411 Adult Health III and Nursing Knowledge Synthesis the learner will fail the course and it will be counted as a course failure regardless of the status achieved on the clinical evaluation component of the course. In the case of a course failure, the learner will not take the standardized comprehensive predictor examination during examination week.
- If a learner does not achieve a satisfactory clinical evaluation in NURS 411 Adult Health III and Nursing Knowledge Synthesis the learner will fail the course, regardless of the course grade achieved, and the failure will be counted as a course failure. In the case of a clinical failure the learner will not take the standardized comprehensive predictor examination during examination week.
- If the student passes the course and clinical components of NURS 411 they will be eligible to take the first standardized comprehensive predictor examination which will be administered once only during examination week.
- A predictability score established by the faculty in the Department of Nursing on the standardized comprehensive predictor examination will be published at the beginning of the semester and required to pass NURS 411 Adult Health III and Nursing Knowledge Synthesis.
- If a learner does not achieve the predictability score established by the faculty in the Department of Nursing on the standardized comprehensive predictor examination they will be given an incomplete (I) in NURS 411 Adult Health III and Nursing Knowledge Synthesis and be enrolled the following semester (Fall, Spring, or Summer I) into NURS 412 Senior Seminar in Nursing.

2. NURS 412 Senior Seminars in Nursing

- If a learner does achieve the predictability score established by the faculty in the Department of Nursing on the standardized comprehensive predictor examination at the end of the semester and achieves the course grade of 79.5 in NURS 412 the incomplete (I) in NURS 411 will convert to the achieved course grade and they will be eligible to take NCLEX-RN.
- If a learner does not achieve a predictability score established by the faculty in the Department of Nursing on the standardized comprehensive predictor examination at the end of NURS 412 they will be assigned failing grade in NURS 412 and be reenrolled in NURS 412 the following semester (Fall, Spring, or Summer I).
- Learners are allowed to enroll into NURS 412 two consecutive times. If the student does not achieve the set predictability score, the second time the student takes NURS 412 Senior Seminar in Nursing they will be assigned a failure in both NURS 411 and NURS 412 and be dismissed from the nursing program.

**Email Policy:**

Electronic mail is an essential component of communication between the Nursing Faculty,

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

### **Phone Usage and Messaging:**

Students are only to call faculty or text faculty if it is an emergency clinical situation. Faculty will not use verbal phone conversations or texting to discuss any issues with students. Contacting faculty (other than an emergency clinical issue) must be done by email.

### **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 nursing 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 *Francis Marion University Catalog*, the *University Student Handbook*, and the *Department of Nursing Student Handbook*. 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 student.

### **Guidelines for Faculty Appointments:**

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

### **Academic Dishonesty:**

**Failure to cite references in any course assignments may result in discipline.** See Honor Code found in the *University Student Handbook: Rights and Responsibilities; Standards of Conduct*. All students and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Department of Nursing Student Handbook: Academic Integrity*.

### **Code of Ethics:**

The Department of Nursing subscribes to the “*Code of Student Conduct*” as defined in the “*Students’ Rights and Responsibilities*” section of the current edition of the *Francis Marion University Student Handbook and Catalog*. The Department of Nursing subscribes to the

American Nurses Association (ANA) Code of Ethics; whereby, all students and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the Department of Nursing, or the nursing profession. Please see the *Department of Nursing Student Handbook: Academic Integrity* and <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.aspx>

### **South Carolina Nurse Practice Act:**

Students must abide by the South Carolina Nurse Practice Act (South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, 2009). <http://www.scstatehouse.gov/code/t40c033.php>

### **Computer Use:**

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider. Please see the *Department of Nursing Student Handbook* for further computer, email, and hand-held device information.

### **Taping Classes and Test Reviews:**

Students need to ask faculty permission in order to tape any public session or class. If the faculty grants permission to tape, the taped content may only be used for educational purposes. If the taped session is used for purposes other than study or review, the student will receive a warning for unprofessional behavior.

**Students are not permitted to tape, take pictures, write notes, or duplicate test/quiz questions in any manner during test/quiz reviews. Failure to adhere to this policy may result in a course failure.**

### **Definition of Unprofessional Behavior:**

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and students in the Department of Nursing. Examples of unprofessional or disruptive behavior include but are not limited to the following:

1. Shouting or using vulgar, profane or abusive language
2. Abusive behavior
3. Physical assault or threat thereof

4. Intimidating behavior
5. Refusal to cooperate with others
6. Conduct that constitutes sexual harassment
7. Refusal to adhere to Department of Nursing policies
8. Inappropriate comments written in official documents that impugn faculty, staff, or students of the Department of Nursing
9. Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
10. Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
11. Making or threatening reprisals for reporting disruptive or inappropriate behavior
12. Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language
13. Failure to follow the chain of command.

**Disciplinary Action for Unprofessional Behavior:**

Unprofessional or disruptive behavior demonstrated by a Department of Nursing student towards another student, client, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic nursing advisor. Student violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog and Student Handbook*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the Department of Nursing, and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure.

**\*\*All academic warnings are cumulative throughout the program. \*\***

**Disclaimer:**

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to course objectives. If the syllabus is changed for any reason, faculty will notify students in the following manner: verbally in class and/or on the announcement page of Blackboard and/ or by email.

**Topical Outline:**

<b>Date</b>	<b>Subject</b>	<b>Readings</b>	<b>Assignments</b>
<b><u>Week 1</u></b>	Course Orientation	Review course syllabus.	Bring assigned book to class.
<b><u>Week 2</u></b>	Test-taking Strategies		
<b><u>Week 3</u></b>	Cardiovascular	Chap. 1 (Gittings) Brunner as needed	Patho Prep Work (5%)
<b><u>Week 4</u></b>	Respiratory	Chap. 2 (Gittings) Brunner as needed	Patho Prep Work (5%)
<b><u>Week 5</u></b>	Renal/GU	Chap. 3 (Gittings) Brunner as needed	Patho Prep Work (5%)
<b><u>Week 6</u></b>	Gastrointestinal	Chap. 4 (Gittings) Brunner as needed	Patho Prep Work (5%)
<b><u>Week 7</u></b>	Neurological	Chap. 5 (Gittings) Brunner as needed	Patho Prep Work (5%)
<b><u>Week 8</u></b>	Musculoskeletal	Chap. 9 (Gittings) Brunner as needed	Patho Prep Work (5%)
<b><u>Week 9</u></b>	Endocrine	Chap. 6 (Gittings) Brunner as needed	Patho Prep Work (5%)
<b><u>Week 10</u></b>	Immunological	Chap. 7 (Gittings) Brunner as needed	Patho Prep Work (5%)
<b><u>Week 11</u></b>	Hematological	Chap. 8 (Gittings) Brunner as needed	Patho Prep Work (5%)
<b><u>Week 12</u></b>	Prioritization	Chap. 10 (W-P) Brunner as needed	Leadership Prep Work (2%)



**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School Psychology Date January 7, 2014

Course No. or Level 347 Title Advanced Applied Behavior Analysis

Semester hours 3 Clock hours: Lecture 45 Laboratory \_\_\_\_\_

Prerequisites PSY 317

Enrollment expectation 15

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, course description, course content or method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate N/A  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Sam F. Broughton

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Spring 2015 (Spring 2014 as PSY 310)

Date of School/Department approval December 3, 2013

Catalog description:

Continuation of PSY 317 covering advanced methods and applications of operant, respondent, and observational learning principles and procedures used to develop and implement therapeutic behavior modification strategies in a variety of clinical, educational, family and community settings with various populations (child and adult) to reduce maladaptive behaviors and increase adaptive behaviors. Topics include advanced methods and applications, ethical considerations, behavioral systems support, selection of appropriate intervention strategies, and the measurement, display, and interpretation of behavioral data in the evaluation of behavioral research and intervention outcomes.

Purpose: 1. For Whom (generally?): Undergraduate Psychology majors

2. What should the course do for the student? Provide instructional hours, knowledge and skills in applied behavior analysis required for board certification as an assistant behavior analyst.

Teaching method planned:

Lecture, demonstration, simulated experiences

Textbook and/or materials planned (including electronic/multimedia):

**Required Texts:**

Kazdin, A. E. (2013). Behavior modification in applied settings. Long Grove, IL: Waveland Press.

Bailey, J. & Burch, M. (2011). Ethics for behavior analysts. New York: Routledge.

**Selected readings from journals (to be assigned)**

Behavior Analysis in Practice

Behavioral Interventions

Journal of Applied Behavior Analysis

The Behavior Analyst

The Behavior Analyst Today

Course Content: ( Please explain the content of the course in enough detail so that the Academic Affairs Committee can make an informed judgement. Include a syllabus for the course.)

Review of principles of respondent conditioning, operant conditioning, and observational and social learning/cognition first covered in PSY 317; elaboration and expansion of intervention and therapeutic methods derived from learning principles; elaboration and expansion of behavioral assessment, evaluation and research methodologies; introduction and review of Behavior Analyst Certification Board required Task List and Guidelines for Responsible Conduct.

**When completed, forward to the Office of the Provost.**

9/03

<b>PSY 347</b>
<b>Advanced Applied Behavior Analysis</b>

## Course Syllabus

**Instructor:**            *Sam F. Broughton, Ph. D*

**Office Location:**    *CEMC 109B*

**Phone Numbers:**    (843) 661-1638        Office  
                                 (843) 661-1628        Office fax

**E-mail:**                    [sbroughton@fmarion.edu](mailto:sbroughton@fmarion.edu)

**Meeting Time:**        **Monday 4:30 pm – 7:30 pm**

**Meeting Location:**    **CEMC 228A**

### **Required Texts:**

Kazdin, A. E. (2013). Behavior modification in applied settings. Long Grove, IL: Waveland Press.

Bailey, J. & Burch, M. (2011). Ethics for behavior analysts. New York: Routledge.

### **Selected readings from journals (to be assigned)**

Behavior Analysis in Practice  
Behavioral Interventions  
Journal of Applied Behavior Analysis  
The Behavior Analyst  
The Behavior Analyst Today

**Prerequisite:** Psychology 317. Without documentation of other qualifications, students who have not completed PSY 317 will be dropped from the course.

**Proposed Catalog Description:** Continuation of PSY 317 covering advanced methods and applications of operant, respondent, and observational learning principles and procedures used to develop and implement therapeutic behavior modification strategies in a variety of clinical, educational, family and community settings with various populations (child and adult) to reduce maladaptive behaviors and increase adaptive behaviors. Topics include advanced methods and applications, ethical considerations, behavioral systems support, selection of appropriate intervention strategies, and the

measurement, display, and interpretation of behavioral data in the evaluation of behavioral research and intervention outcomes.

**Purpose of Course:** To provide instruction and experience in the development, implementation, and evaluation of behavioral assessment and intervention strategies.

### **Course Content Units**

1. Unit One – Review of Basic Principles
  - Kazdin Chapter 1 Introduction (Key characteristics, models of learning, contemporary practices) 36 pages
  
  - Kazdin Chapter 2 Principles of Operant Conditioning (Antecedents, behaviors, consequences, and additional principles and concepts) 40 pages
  
  - Bailey and Burch Chapters 1 and 2 How We Got Here, Core Ethical Principles 23 pages
  
2. Unit Two – Behavioral Assessment and Evaluation
  - Kazdin Chapter 3 Identify, Define and Assess Behavior (Developing and selecting assessment strategies) 35 pages
  
  - Kazdin Chapter 4 Ensuring Quality of Assessment (Conditions, Reliability, Measurement requirements and options) 26 pages
  
  - Kazdin Chapter 5 Evaluating Interventions (Single case and group experimental designs, display and evaluation of data, visual vs. statistical analysis) 54 pages
  
  - Kazdin Chapter 6 Functional Behavioral Assessment (Characteristics and elements, experimental design and functional analysis, treatment selection) 32 pages
  
  - Bailey and Burch Chapter 16 Conducting a Risk-Benefit Analysis (Probability of success vs. failure, risks of intervention vs. non-intervention, benefits and social validity of treatment) 15 pages
  
3. Unit Three – Behavioral Principles and Methods
  - Kazdin Chapter 7 Positive and Negative Reinforcement (Characteristics, uses and factors influencing effectiveness, advanced applications) 49 pages
  
  - Kazdin Chapter 8 Punishment (Characteristics, uses and factors influencing effectiveness, advanced applications, ethics and side effects) 54 pages

Kazdin Chapter 9 Extinction (Characteristics, uses and factors influencing effectiveness, advanced applications) 25 pages

Kazdin Chapter 10 Special Technique Variations (Monitoring contingencies and implementation, variations in implementation) 43 pages

Kazdin Chapter 11 Generalization: Changes Over Time, Settings, and Response Domains (Key concepts, programming for generalization) 45 pages

4. Unit Four – Ethical and Social Issues (completed via student presentations)  
Kazdin Chapter 14 Social, Ethical, and Legal Contexts (BACB Ethical Guidelines, social issues and client rights) 32 pages

Bailey and Burch Chapters 6 through 15 (BACB Guidelines for Responsible Conduct 1-10) 177 pages

Individual student reports and reviews of ethical guidelines

Kazdin Chapter 15 – Interventions in Perspective (Criticisms and challenges; dealing with pervasive social problems, scaling up interventions) 22 pages

### **Student Assessment:**

1. Tests: There will be 3 tests. A test will follow each of units 1-3. Units 1-3 consist of 2 to 5 text chapters of various lengths. Each test will consist of objective and short answer questions, case/laboratory vignettes requiring solution, and/or data sets requiring analysis and explanation. Test 3 will be held on exam day.
2. Class presentations: Unit 4 contains 12 chapters and is assessed through student presentations. Each student will be required to give a classroom presentation of one of the BACB ethical guidelines described in readings in unit four. Presentations will be evaluated for a grade by the instructor.

### **Grades:**

Grades for PSY 347 will be based upon the percentage of available points obtained on each test, the project paper, oral presentation, practicum/laboratory experiences.

Assignments will be weighted as follows:

Examinations:	25% each
Presentation	25%

Grades will be assigned according to the following criteria:

4.0 (A) =	90-100%	2.5 (C+) =	75-79%	1.0 (D) =	60-64%
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3.5 (B+) =	85-89%	2.0 (C) =	70-74%	NC (F) =	below 60%
3.0 (B) =	80-84%	1.5 (D+) =	65-69%		

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School School of Education Date 9/24/2013

Course No. or Level H301 Title Health Promotion in the 21<sup>st</sup> Century

Semester hours 3 Clock hours: Lecture V Laboratory

Prerequisites EDUC190/191

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification V

(proposed change in course title, course description, course content or method of instruction)

substitute

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Claudia Wang

Department Chairperson's/Dean's Signature

Provost's Signature

Date of Implementation

Date of School/Department approval

Catalog description: This course is designed for middle level and secondary education majors, gender study majors, and any student who is interested in the knowledge and skills essential for health promotion in the 21<sup>st</sup> century. Emphasis is placed on healthy behavior change through practice. Subtopics include managing stress, improving sleep, promoting sexual health, and enhancing healthy eating. Technology and health, environmental health, the Affordable Health Care Act, and healthy beverage consumption will also be discussed. This course is required for middle level education majors and secondary education majors seeking teacher licensure in English or Mathematics.

- Purpose:
1. For Whom (generally?)  
This course is required for middle level and secondary education majors.
  2. What should the course do for the student? This course will provide the necessary information to support a healthy lifestyle.

This course is designed for middle level and secondary education majors, gender study majors, and any student who is interested in the knowledge and skills essential for health promotion in the 21<sup>st</sup> century. Emphasis is placed on healthy behavior change through practice. Subtopics include managing stress, improving sleep, promoting sexual health, and enhancing healthy eating. Technology and health, environmental health, the Affordable Health Care Act, and healthy beverage consumption will also be discussed. This course is required for middle level education majors and secondary education majors seeking teacher licensure in English or Mathematics.

Teaching method planned:

This course uses various teaching strategies with a focus on students-centered active and experiential learning. Students will learn about school health education through lecture, media, outside speakers, class projects, activities, group discussions, presentations, and assigned readings.

Textbook and/or materials planned (including electronic/multimedia):

1. One three-ring binder to hold class materials including weekly reading, critical thinking questions, class projects, and PPT notes.
2. One flash drive to save assignments.

Course Content:

See attachment for detailed course content and class schedule

**When completed, forward to the Office of the Provost.**

## Sample of Course Content and Schedule for Health Promotion in the 21<sup>st</sup> Century

HLTH 301—Fall 2013

Class time: Monday, Wednesday & Friday 8:30-9:20am

Week	Date	Topic	Reading	Assignment/Assessment
1	Aug 21	<u>Course Introduction</u> <ol style="list-style-type: none"> <li>1. Syllabus review (assignments, grades, policies, etc.)</li> <li>2. Learn how to use Blackboard</li> <li>3. Send me an email through BB</li> </ol>	Syllabus	
	Aug 23	<u>Provide Feedbacks for Syllabus</u> <ol style="list-style-type: none"> <li>1. Set up course ground rules</li> <li>2. Get to know your classmates (bingo)</li> <li>3. Finish information sheet</li> <li>4. Meet your instructor to introduce yourself</li> </ol>	Course schedule	
2	Aug 26	<u>Why Health, Why Now?</u> <ol style="list-style-type: none"> <li>1. Choose health now for immediate benefits</li> <li>2. Choose health now for long-term rewards</li> <li>3. Choose health now to benefit others</li> </ol>	Reading on BB	
	Aug 28	<u>What Is Health?</u> <ol style="list-style-type: none"> <li>1. Models of health</li> <li>2. The six dimensions of health</li> </ol>	Reading on BB	
	Aug 30	<u>What Influences Your Health?</u> <ul style="list-style-type: none"> <li>Ø Individual biology and behavior</li> <li>Ø Social environment</li> <li>Ø Physical environment</li> <li>Ø Policies and interventions</li> <li>Ø Access to quality health care</li> <li>Ø Other factors</li> </ul>	Reading on BB	



3	Sep 02	<b>Labor Day: University Closed</b>		
	Sep 04	<u>Managing Stress and Coping with Life's Challenges</u> <ul style="list-style-type: none"> <li>Ø What is stress?</li> <li>Ø The causes of stress among college students</li> </ul>	Reading on BB	
	Sep 06	<u>How Stress Influences Your Health?</u> <ul style="list-style-type: none"> <li>Ø Physical effects of stress</li> <li>Ø Psychological effects of stress</li> <li>Ø Intellectual effects of stress</li> </ul>	Reading on BB	
4	Sep 09	<u>Manage Your Emotions:</u> <ul style="list-style-type: none"> <li>Ø 90/10 Principle</li> <li>Ø Law of Attraction</li> <li>Ø The message from the water</li> <li>Ø Rice experiment</li> <li>Ø How positive thinking can influence our health, happiness, relationships, and wealth</li> </ul>		
	Sep 11	<u>Managing Stress in College: Book Review Sharing in Poster</u> <ul style="list-style-type: none"> <li>• Who moved my cheese</li> <li>• The secret</li> </ul>	Reading on BB	
	Sep 13	<u>Exercise for Stress Management: Yoga practice</u> <ul style="list-style-type: none"> <li>• Lead by Dr. Wang if the weather is good</li> </ul>		
5	Sep 16	<u>The Importance of Sleep</u> <ul style="list-style-type: none"> <li>• Why do human need sleep?</li> <li>• What happens during sleep?</li> </ul>	Reading on BB	
	Sep 18	<u>What Hinders Your Sleep?</u> <ul style="list-style-type: none"> <li>• Academic pressure</li> <li>• Relationship problems</li> <li>• Technology</li> </ul>	Reading on BB	
	Sep 20	<u>How to Pay Off Your Sleep Debt?</u> <ul style="list-style-type: none"> <li>• Develop good sleeping habits</li> <li>• Improve the quality of sleep</li> <li>• Go on a sleep vacation</li> </ul>	Reading on BB	
6	Sep 23	<u>Human Sexuality</u> <ul style="list-style-type: none"> <li>• What is sex?</li> <li>• Why are we talking about sex in college classroom?</li> <li>• Sex Vs. sexuality</li> </ul>	Reading on BB	
	Sep 25	<u>Why Do Humans Have Sex?</u> <ul style="list-style-type: none"> <li>• What are the reasons that human have sex</li> <li>• What are the reasons that human choose not to have sex</li> <li>• Characteristics of a sexually healthy adult</li> </ul>	Reading on BB	
	Sep 27	<u>Sexually Transmitted Diseases</u> <ul style="list-style-type: none"> <li>• Safe sex</li> </ul>	Reading on BB	<b>Guest Speaker: Karen Thompson</b>

7	Sep 30	<u>What to Eat?</u> <ul style="list-style-type: none"> <li>• Produce: Safe at any price?</li> <li>• Organics: Hype or Hope?</li> <li>• Soy Milk: Panacea, or Just another Food?</li> </ul>	Reading on BB	
	Oct 2	<u>Our Food Culture: A Fast Food Nation</u> <ul style="list-style-type: none"> <li>• Fast food facts</li> <li>• Nutrition analysis with sample fast food</li> <li>• Fast food danger</li> </ul>	Reading on BB	
	Oct 4	<u>Let's Start from the Breakfast:</u> <ul style="list-style-type: none"> <li>◆ What Is the Best Cereal?</li> </ul>	Reading on BB	
8	Oct 7	<u>Fall Break</u>		
	Oct 9	<u>What Is Behind the Curtain: The Food You Eat Is not What You Think: Food, Inc. (1)</u> <ul style="list-style-type: none"> <li>◆ The industrial production of meat (chicken, beef, and pork)</li> <li>◆ The industrial production of grains (corn and soy beans)</li> </ul>		
	Oct 11	<u>Food, Inc. (2):</u> <ul style="list-style-type: none"> <li>◆ The promotion of unhealthy food consumption</li> <li>◆ The solution to a healthy eating nation</li> </ul>		
9	Oct 14	Discussion and reflection: Food, Inc.		
	Oct 16	<u>Healthy Vs. Unhealthy Choice (Unit 9)</u> <ul style="list-style-type: none"> <li>◆ Grocery Shopping at Piggly Wiggly</li> </ul>		
	Oct 18	<u>Why Should You Have Half of Your Plate with Fruits and Vegetables?</u> <ul style="list-style-type: none"> <li>◆ The importance of a balanced diet</li> </ul>	Reading on BB	
10	Oct 21	<u>How to Promote the Consumption of Fruits and Vegetables?</u> <ul style="list-style-type: none"> <li>◆ Menu planning</li> <li>◆ Food Art</li> <li>◆ Gardening</li> </ul>		<b>Food, Inc. Response Paper Due</b>
	Oct 23	<b>Exam Review and Mid-Term Evaluation</b>		
	Oct 25	<b>Mid-Term Exam</b>		
11	Oct 28	<u>What Is Inside of the Popular Soft Drinks?</u> <ul style="list-style-type: none"> <li>◆ Diet coke Vs. regular coke</li> <li>1. Some other energy/soft drinks</li> <li>2. Caffeine: the No.1 drug</li> </ul>	Reading on BB	
	Oct 30	<u>How Do Drinking Companies Exploit Us?</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> Starting Early: Underage Consumers</li> <li><input type="checkbox"/> Pushing soft drinks: "Pouring Rights"</li> </ul>	Reading on BB	
	Nov 01	<u>Healthy Beverages:</u> <ul style="list-style-type: none"> <li><input type="checkbox"/> New healthy beverage guideline</li> <li><input type="checkbox"/> Water, water everywhere: Why is water the best drink?</li> <li><input type="checkbox"/> How to make water the No.1 choice?</li> </ul>	Reading on BB	

12	Nov 04	<u>Environment Health:</u> <ul style="list-style-type: none"> <li>□ Slow death by rubber duck: The secret danger of everyday things around us?</li> </ul>	Reading on BB	
	Nov 06	<u>Keep Florence Beautiful</u> <ul style="list-style-type: none"> <li>• Projects and volunteer opportunities to keep Florence beautiful</li> </ul>	Reading on BB	<b>Guest Speaker : Teresa Young from KFB</b>
	Nov 08	<u>Trash Talk: Garbage In and Garbage Out</u> 1. Take actions to reduce waste in our community?	Pp665-667	<b>Volunteer for River Sweep</b>
13	Nov 11	<u>Technology and Health: (Unit 12)</u> <ul style="list-style-type: none"> <li>• Understanding the <i>iGeneration</i>: What do you do with technology?</li> </ul>	Reading on BB	
	Nov 13	<u>Debate: What Are the Effects of Technology Uses on Health?</u> <ul style="list-style-type: none"> <li>• Physical Health</li> <li>• Communication</li> <li>• Sleep</li> <li>• The function of your brain</li> </ul>	Reading on BB	
	Nov 15	<u>Solutions:</u> <ul style="list-style-type: none"> <li>• What can you do?</li> </ul>	Reading on BB	
14	Nov 18	<u>The Affordable Care Act Myths Debunked</u> <ul style="list-style-type: none"> <li>• Government take over</li> <li>• Higher premium</li> <li>• Higher tax</li> <li>• Fewer jobs</li> <li>• Comfort care</li> </ul>	Reading on BB	
	Nov 20	<u>Patient and Doctor Relationship:</u> <ul style="list-style-type: none"> <li>• From Physician Paternalism to Patient Autonomy to Doctor-Patient Communication</li> </ul>	Reading on BB	
	Nov 22	<u>Critical Decisions:</u> <ul style="list-style-type: none"> <li>• How You and Your Doctor Are Going to Make the Right Decisions Together?</li> </ul>	Reading on BB	
15	Nov 25	<u>The Benefits of Meditation: Doubling Your Brain Power</u>	Reading on BB	
	Nov 27	Thanksgiving Break		
	Nov 29	Thanksgiving Break		
16	Dec 02	<b>Exam Review and Final Course Evaluation</b>		
	Dec 04	<b>Final Exam</b>		

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School School of Education Date 9/24/2013

Course No. or Level H312 Title Health of the Young Child: Family, School, Community

Semester hours 3 Clock hours: Lecture V Laboratory \_\_\_\_\_

Prerequisites EDUC190/191

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification V

(proposed change in course title, course description, course content or method of instruction)

substitute \_\_\_\_\_

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Claudia Wang

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation \_\_\_\_\_

Date of School/Department approval \_\_\_\_\_

Catalog description: This course is required for early childhood education majors. The course will consist of both educational methods and health content for young children. Specific topics include the importance of health education, procedures of developing health lessons, strategies for implementing health information, and the role of teachers in promoting young children's health. Health content includes preventing childhood obesity, managing child stress, improving children's eating habits, promoting physical activity and healthy beverage consumption, the importance of a healthy environment, and internet safety. This course could require up to five (5) field experience hours in a local public school setting. To complete the field experience hours, a current SLED Background Check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage ([http://www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)) for specific SLED Background Check deadlines.

- Purpose:
1. For Whom (generally?)  
This course is required for early childhood education majors.
  2. What should the course do for the student? This course will provide the necessary information to provide a healthy classroom environment.

Teaching method planned:  
This course uses various teaching strategies with a focus on students-centered active and experiential learning. Students will learn about children's health through lecture, media, outside speakers, class projects, group discussions, field experience, presentations, and assigned readings.

Textbook and/or materials planned (including electronic/multimedia):

- 1) One three-ring binder to hold class materials including weekly reading, critical thinking questions, class projects, and PPT notes.
- 2) One flash drive to save assignments.

Course Content:

See attachment for detailed course content and class schedule

When completed, forward to the Office of the Provost.

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## Sample of Course Content and Schedule for Health of the Young Child: Family, School, Community

HLTH 312—Fall 2013

Class time: Monday & Wednesday 12:30-1:45pm

Week	Date	Topic	Reading	Assignment/Assessment
1	Aug 21	<u>Course Introduction</u> <ul style="list-style-type: none"> <li>• Syllabus review (assignments, grades, policies, etc.)</li> <li>• Learn how to use Blackboard</li> <li>• Send me an email to introduce yourself</li> <li>• Provide feedbacks for syllabus</li> <li>• Set up course ground rules</li> <li>• Get to know your classmates (bingo)</li> <li>• Finish information sheet</li> </ul>	Syllabus	
2	Aug 26	<u>Developing Healthy Habits from an Early Age</u> <ul style="list-style-type: none"> <li>• What is health?</li> <li>• The role of the teachers in promoting children's health</li> </ul>	Reading on BB	
	Aug 28	<u>Major Health Issues of Today's Children</u> <ul style="list-style-type: none"> <li>• Childhood obesity: How early does it start?</li> </ul>	Reading on BB	
3	Sep 02	<b>Labor Day: University Closed</b>		
	Sep 04	<u>Other Major Health Issues of Today's Children</u> <ul style="list-style-type: none"> <li>• Unintentional injury</li> <li>• Child abuse and neglect</li> <li>• Nature Deficit Disorder</li> </ul>	Reading on BB	
4	Sep 09	<u>Health Education Lesson Plan</u> <ul style="list-style-type: none"> <li>• How does an effective health education lesson plan sound like to you?</li> <li>• What should be including in a health education lesson plan?</li> </ul>	Reading on BB	

	Sep 11	<u>Describe Three Approaches for Children to Learn Effectively</u> <ul style="list-style-type: none"> <li>• Hands on and experiential learning</li> <li>• Incidental learning</li> <li>• Learn through a project</li> </ul>	Reading on BB	
5	Sep 16	<u>Improving Physical Activity for Young Children</u> <ul style="list-style-type: none"> <li>• What are the benefits of regular physical activity for young children?</li> <li>• What are the constraints for enough physical activity every day?</li> </ul>		<b>School Visit and Observation</b>
	Sep 18	<u>Incorporate Physical Activities into Classrooms</u> <ul style="list-style-type: none"> <li>• Share your favorite physical activity/fitness game</li> </ul>		
6	Sep 23	<u>Managing Childhood Stress</u> <ul style="list-style-type: none"> <li>• Why is stress?</li> <li>• What caused childhood stress?</li> <li>• The health effects of excessive stress</li> </ul>	Reading on BB	
	Sep 25	<u>Stress Prevention</u> <ul style="list-style-type: none"> <li>• Take care of yourSELF to prevent stress</li> <li>• Poster sharing</li> </ul>	Reading on BB	<b>Learn through Children's Eyes</b>
7	Sep 30	<u>What Do Children Eat at School?</u> <ul style="list-style-type: none"> <li>• School breakfast</li> <li>• Do the students really have free lunch?</li> <li>• Available snacks at schools</li> </ul>	Reading on BB	
	Oct 2	<u>General Discussion: What should children Eat?</u> <ul style="list-style-type: none"> <li>• Produce: Safe at any price?</li> <li>• Organics: Hype or Hope?</li> <li>• Soy Milk: Panacea, or Just another Food?</li> <li>• What is inside of the popular children cereal?</li> </ul>	Reading on BB	
8	Oct 7	<b>Fall Break</b>		
	Oct 9	<u>What Is Behind the Curtain: The Food You Eat Is not What You Think: Food, Inc. (1)</u> <ul style="list-style-type: none"> <li>• The industrial production of meat (chicken, beef, and pork)</li> <li>• The industrial production of grains (corn and soy beans)</li> </ul>	Reading on BB	<b>School Visits on Your Own ( Dr. Wang presents at ASHA )</b>
9	Oct 14	<u>Food, Inc. (2):</u> <ul style="list-style-type: none"> <li>• The promotion of unhealthy food consumption</li> <li>• The solution to a healthy eating nation</li> </ul>	Reading on BB	

	Oct 16	<u>Healthy Vs. Unhealthy Choice</u> <ul style="list-style-type: none"> <li>Grocery Shopping at Food Lion</li> </ul>	Reading on BB	
10	Oct 21	<u>Why is it important to have half of your plate with fruits and vegetables?</u> <ul style="list-style-type: none"> <li>The importance of balanced diet</li> </ul>		<b>Food, Inc. Response Paper Due</b>
	<b>Oct 23</b>	<b>Mid-Term Exam</b>		
11	Oct 28	<u>What Is Inside of the Popular Soft Drinks?</u> <ul style="list-style-type: none"> <li>Diet coke Vs. regular coke</li> <li>Some other energy drinks</li> </ul>	Reading on BB	
	Oct 30	<u>How Do Drinking Companies Exploit Kids?</u> <ul style="list-style-type: none"> <li>Starting Early: Underage Consumers</li> <li>Pushing soft drinks: "Pouring Rights"</li> </ul>	Reading on BB	
12	Nov 04	<u>Healthy Beverages:</u> <ul style="list-style-type: none"> <li>New healthy beverage guideline</li> <li>Water, water everywhere: Why is water the best drink?</li> <li>How to make water the No.1 choice for kids?</li> </ul>	Reading on BB	
	Nov 06	<u>Environment Health:</u> <ul style="list-style-type: none"> <li>Action for a cleaner tomorrow</li> <li>Recycle from an early age</li> </ul>	Reading on BB	
13	Nov 11	<u>Technology and Health:</u> <ul style="list-style-type: none"> <li>Understanding the <i>iGeneration</i>: What do the young children do with technology?</li> </ul>	Reading on BB	
	Nov 13	<u>Debate:</u> <ul style="list-style-type: none"> <li>What are the positive and negative effects of technology use on children's development and health?</li> </ul>	Reading on BB	<b>Final Lesson Plan Due</b>
14	Nov 18	Health Lesson Plan Presentation Final Submit		<b>Two Health Lessons Will Be Taught at the Elementary School</b>
	Nov 20	Health Lesson Plan Presentation Final Submit		<b>Two Health Lessons Will Be Taught at the Elementary School</b>
15	Nov 25	Health Lesson Plan Presentation Final Submit		<b>Two Health Lessons Will Be Taught at the Elementary School</b>
	Nov 27	Thanksgiving Break		
16	Dec 02	<b>Exam Review and Final Course Evaluation</b>		
	Dec 04	<b>Final Exam</b>		

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/School School of Education Date 9/24/2013

Course No. or Level H315 Title School Health Education

Semester hours 3 Clock hours: Lecture V Laboratory \_\_\_\_\_

Prerequisites EDUC190/191

Enrollment expectation 25

Indicate any course for which this course is a (an)

modification V

(proposed change in course title, course description, course content or method of instruction)

Name of person preparing course description Claudia Wang

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation \_\_\_\_\_

Date of School/Department approval \_\_\_\_\_

Catalog description:

- Purpose:
1. For Whom (generally?)  
This course is required for elementary school education majors.
  2. What should the course do for the student? This course will provide the necessary information to provide a healthy classroom environment.

This course provides essential components of teaching health at elementary schools. It will consist of both educational methods and health content. Specific topics include the importance of health education, procedures of developing health lessons, strategies for implementing health information, and the role of teachers in promoting children's health. Health content includes preventing childhood obesity, managing childhood stress, improving children's eating habits, promoting physical activity and healthy beverage consumption, the importance of a healthy environment, and internet safety. This course is required for elementary education majors and could require up to 5 field experience hours in a local public school. To complete the field experience hours, a current SLED Background Check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage ([http://www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)) for specific SLED Background Check deadlines.

Teaching method planned:

This course uses various teaching strategies with a focus on students-centered active and experiential learning. Students will learn about school health education through lecture, media, outside speakers, class projects, group discussions, field experience, presentations, and assigned readings.

Textbook and/or materials planned (including electronic/multimedia):

- 1) One three-ring binder to hold class materials including weekly reading, critical thinking questions, class projects, and PPT notes.
- 2) One flash drive to save assignments.



Course Content:

See attachment for detailed course content and class schedule

**When completed, forward to the Office of the Provost.**

**Sample of Course Content and Schedule for  
School Health Education**

HLTH 315—Fall 2013

Class time: Monday, Wednesday & Friday 10:30-11:20am

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment/Assessment</b>
<b>1</b>	Aug 21	<u>Course Introduction</u> <ul style="list-style-type: none"> <li>Syllabus review (assignments, grades, policies, etc.)</li> <li>Learn how to use Blackboard</li> <li>Send me an email to introduce yourself</li> </ul>	Syllabus	
	Aug 23	<u>Provide feedbacks for syllabus</u> <ul style="list-style-type: none"> <li>Set up course ground rules</li> <li>Get to know your classmates (bingo)</li> <li>Finish information sheet</li> </ul>	Course schedule	
<b>2</b>	Aug 26	<u>The Importance of Health Education at Elementary Schools</u> <ul style="list-style-type: none"> <li>What does health mean?</li> <li>Why is health education needed?</li> </ul>	Reading on BB	
	Aug 28	<u>Major Health Issues of Today's Children</u> <ul style="list-style-type: none"> <li>Childhood obesity: How early does it start?</li> </ul>	Reading on BB	
	Aug 30	<u>Other Major Health Issues of Today's Children</u> <ul style="list-style-type: none"> <li>Cyber bullying</li> <li>Nature Deficit Disorder</li> <li>Internet Safety</li> <li>Child Abuse and Neglect</li> </ul>	Reading on BB	
<b>3</b>	<b>Sep 02</b>	<b>Labor Day: University Closed</b>		
	Sep 04	<u>The Coordinated School Health Program</u> <ul style="list-style-type: none"> <li>Healthful School Environment</li> <li>Health services</li> <li>Nutrition services</li> <li>School health instruction, etc.</li> </ul>	Reading on BB	
	Sep 06	<u>The Role of the Teacher in Promoting Children's Health</u> <ul style="list-style-type: none"> <li>The relationship with students</li> <li>The relationship with students' parents</li> <li>The relationship with the community</li> </ul>	Reading on BB	

4	Sep 09	<u>Planning for Health Instruction</u> <ul style="list-style-type: none"> <li>Traditional health content areas in the elementary school</li> <li>Developing scope and sequence for health education</li> </ul>	Reading on BB	
	Sep 11	<u>Health Education Lesson Plan</u> <ul style="list-style-type: none"> <li>How does an effective lesson plan sound like to you?</li> <li>What should be included in a health education lesson plan?</li> </ul>	Reading on BB	
	Sep 13	<u>Three Approaches for Children to Learn Effectively</u> <ul style="list-style-type: none"> <li>Hands on and experiential learning</li> <li>Incidental learning</li> <li>Learn through a project</li> </ul>	Reading on BB	
5	Sep 16	<u>What Are the Physical Activities that Children Do at School?</u> <ul style="list-style-type: none"> <li>What are the benefits of regular physical activity for children?</li> <li>What are the constraints for enough physical activity every day?</li> </ul>	Reading on BB	<b>School Visit and Observation</b>
	Sep 18	<u>How to Incorporate Physical Activities/Fitness Games into Elementary School Classrooms? (1)</u> <ul style="list-style-type: none"> <li>Share your favorite physical activity/fitness game</li> </ul>		
	Sep 20	<u>How to Incorporate Physical Activities/Fitness Games into Elementary School Classrooms? (2)</u> <ul style="list-style-type: none"> <li>Share your favorite physical activity/fitness game</li> </ul>		
6	Sep 23	<u>Managing Childhood Stress</u> <ul style="list-style-type: none"> <li>Why is stress?</li> <li>What caused childhood stress?</li> <li>The health effects of excessive stress</li> </ul>	Reading on BB	
	Sep 25	<u>Stress Prevention</u> <ul style="list-style-type: none"> <li>Take care of yourSELF to prevent stress</li> <li>Poster sharing</li> </ul>	Reading on BB	
	Sep 27	<u>How children handle stress?</u> <ul style="list-style-type: none"> <li>Public service announcement for stress-buster</li> </ul>	Reading on BB	<b>Learn through Children's Eyes Due</b>
7	Sep 30	<u>What Do Children Eat at School?</u> <ul style="list-style-type: none"> <li>School breakfast</li> <li>Do the students really have free lunch?</li> <li>Available snacks at schools</li> </ul>	Reading on your own	<b>School Visit and Observation</b>

	Oct 2	<u>General Discussion: What should children Eat?</u> <ul style="list-style-type: none"> <li>• Produce: Safe at any price?</li> <li>• Organics: Hype or Hope?</li> <li>• Soy Milk: Panacea, or Just another Food?</li> </ul>	Reading on BB	
	Oct 4	<u>Let's Start from the Breakfast:</u> <ul style="list-style-type: none"> <li>• What is inside of the popular children cereal?</li> </ul>	Reading on BB	
8	Oct 7	<b>Fall Break</b>		
	Oct 9	<u>What Is Behind the Curtain: The Food You Eat Is not What You Think: Food, Inc. (1)</u> <ul style="list-style-type: none"> <li>• The industrial production of meat (chicken, beef, and pork)</li> <li>• The industrial production of grains (corn and soy beans)</li> </ul>		
	Oct 11	<u>Food, Inc. (2):</u> <ul style="list-style-type: none"> <li>• The promotion of unhealthy food consumption</li> <li>• The solution to a healthy eating nation</li> </ul>		
9	Oct 14	Discussion and reflection: Food, Inc.		
	Oct 16	<u>Healthy Vs. Unhealthy Choice</u> <ul style="list-style-type: none"> <li>• Grocery Shopping at Food Lion</li> </ul>		
	Oct 18	<u>Why is it important to have half of your plate with fruits and vegetables?</u> <ul style="list-style-type: none"> <li>• The importance of balanced diet</li> </ul>	Reading on BB	
10	Oct 21	<u>How to Promote the Consumption of Fruits and Vegetables?</u> <ul style="list-style-type: none"> <li>• Food Art</li> <li>• Gardening</li> <li>• And more</li> </ul>	Reading on your own	<b>Food, Inc. Response Paper Due</b>
	Oct 23	<b>Mid-Term Evaluation and Exam Review</b>		
	Oct 25	<b>Mid-Term Exam</b>		
11	Oct 28	<u>What Is Inside of the Popular Drinks?</u> <ul style="list-style-type: none"> <li>• Diet coke Vs. regular coke</li> <li>• Some other energy/soft drinks</li> </ul>	Reading on BB	
	Oct 30	<u>How Do Drinking Companies Exploit Kids?</u> <ul style="list-style-type: none"> <li>• Starting Early: Underage Consumers</li> <li>• Pushing soft drinks: "Pouring Rights"</li> </ul>	Reading on BB	
	Nov 01	<u>Healthy Beverages:</u> <ul style="list-style-type: none"> <li>• New healthy beverage guideline</li> <li>• Water, water everywhere: Why is water the best drink?</li> <li>• How to make water the No.1 choice for kids?</li> </ul>	Reading on BB	

12	Nov 04	<u>Environment Health:</u> <ul style="list-style-type: none"> <li>• Slow death by rubber duck: The secret danger of everyday things around us?</li> </ul>	Reading on BB	
	Nov 06	<u>Action for a Cleaner Tomorrow</u> <ul style="list-style-type: none"> <li>• Water quality</li> <li>• Paper recycling</li> </ul>	Reading on BB	<b>Guest Speaker : Teresa Young from KFB</b>
	Nov 08	<u>Trash Talk: Garbage In and Garbage Out</u> <ul style="list-style-type: none"> <li>• Take actions to protect the environment from an early age</li> </ul>	Reading on BB	<b>Community Project</b>
13	Nov 11	<u>Technology and Health: (Unit 12)</u> <ul style="list-style-type: none"> <li>• Understanding the <i>iGeneration</i>: What do they do with technology?</li> </ul>	Reading on BB	
	Nov 13	<u>Debate:</u> <ul style="list-style-type: none"> <li>• What are the positive and negative effects of technology use on young people's health?</li> </ul>	Reading on BB	
	Nov 15	<u>Any Solution?</u> <ul style="list-style-type: none"> <li>• What can teachers/parents do?</li> </ul>	Reading on BB	<b>Final Lesson Plan Due</b>
14	Nov 18	Health Lesson Plan Presentation Final Submit		<b>Two Health Lessons Will Be Taught at the Elementary School</b>
	Nov 20	Health Lesson Plan Presentation Final Submit		<b>Two Health Lessons Will Be Taught at the Elementary School</b>
	Nov 22	Health Lesson Plan Presentation Final Submit		<b>Two Health Lessons Will Be Taught at the Elementary School</b>
15	Nov 25	Health Lesson Plan Presentation Final Submit		<b>Two Health Lessons Will Be Taught at the Elementary School</b>
	Nov 27	Thanksgiving Break		
	Nov 29	Thanksgiving Break		
16	Dec 02	<b>Exam Review and Final Course Evaluation</b>		
	Dec 04	<b>Final Exam</b>		

## **French 306, Introduction to Business and Professional French Syllabus**

**Course Title:** Introduction to Business and Professional French

**Instructor:** Dr. Elizabeth Zahnd

**Office:** 113E Cauthen Educational Media Center (CEMC)

**Phone:** 661-1600

**E-mail:** [ezahnd@fmarion.edu](mailto:ezahnd@fmarion.edu)

**Textbook:** *À la recherche d'un emploi: Business French in a Communicative Context* by Amy Hubbell. With communicative and contextualized activities, this text uses authentic materials and examples to prepare students for the practicalities of using French in the world beyond the university. Through written, video and audio exercises - from feature-length films, real company profiles, and career resource sites in France and Canada - the text nurtures students' reading writing, speaking and listening proficiency as well as their cultural awareness.

**Catalog Description:** "Development of practical oral and written communication skills in French to complete a range of communicative tasks in a business or professional setting. Situational vocabulary and study of topics pertaining to professional life with attention to cultural practices and taboos."

**Course Rationale:** This course will work for any student studying French at the advanced level, regardless of their major field of study. The class emphasizes the vocabulary, cultural knowledge, and linguistic skills and tools that a student needs in order to work and succeed in an international French-speaking environment. The course will engage students with the working world through practice in the job search process, interviewing, interacting and performing in a French-speaking working environment. In doing so, students will draw on valuable crossover skills from their own culture and their native language.

### **Course Goals:**

- This class aims to give students a better understanding of the geography and administration of France and several Francophone countries.
- The lesson activities and readings identify and analyze commercial company structures in some major Francophone companies.
- Assignments and homework give students the opportunity to examine their career goals, networking abilities, and the French language skills needed to participate in the working world.

- Building on French grammar foundations and grammar rules learned in beginning and intermediate classes, the class introduces students to practical applications of their knowledge in letter writing, CV preparation, and interviewing.
- The lessons concentrate on language for communication (speaking/listening, writing/reading) in French in real-life formats, such as: film, radio, song, TV, commercials, literature, newspaper, and blogs.
- Through a better understanding French grammar students will be more aware of the norms of French culture while maintaining their own values and identity.

### **Student Learning Outcomes :**

By completing this class, students will:

- Be able to describe, interpret, and compare a variety of geographic and administrative arrangements and structures in the Francophone world.
- Distinguish and classify aspects of the economy and the organization of commercial firms.
- Examine and formulate a plan for applying for work in the French-speaking world.
- Design and compose their CV in French.
- Imagine and construct a letter of interest for a position in a French-speaking company and also plan a strategy for responding to a French interview and determine its efficiency by participating in a job interview in French.
- Choose a product, analyze its potential success and devise a marketing campaign in French.
- Deepen their understanding of French grammar and their proficiency in the language to express themselves accurately and comprehensibly through communicative activities.

**Requirements and Grading Policy:** Regular class attendance is expected of all students. Your course grade will include the average of written assignments (CV, lettre de motivation, lettre de remerciement, etc.), class presentations, chapter quizzes, one oral test (mock job interview) and one in-class written final. The grade will be determined by an absolute, ten-point scale, i.e., there is no curve. 100-90=A; 89-80=B; 79-70=C; 69-60=D; below 60=NC. Late work will result in a loss of one letter grade per day late.

Written Assignments	30%
Chapter Quizzes	30%
Participation/Class Presentations	15%
In-class Final	15%
Oral Test (Job Interview)	10%

**Attendance and Make-Up Policy:** After more than eight (8) unexcused absences, you will be automatically dropped from the course with a grade of F. You are expected to be present for all exams on the dates listed. No make-up exams will be given unless I am notified at least one week in advance or you have a documented medical/family emergency (i.e. proof of hospitalization or funeral home of the deceased parent/spouse).

**Statement on Plagiarism:** Any copying from undocumented sources or from classmates and/or any use of automatic translation programs will be considered an act of academic dishonesty. This entails an automatic grade of F and a report to Student Affairs.

**Statement on the use of Digital Media and Other Distractions:** No digital media (including, but not limited to, cell phones, laptops, mp3 players, voice recorders, etc.) will be allowed during class time except with the express permission of the instructor. Initial use of such items or other digital or non-digital distractions may result in the student being counted absent for the class session, and continued or disruptive use of such items or other distractions constitutes grounds for dismissal from the course with a grade of F.

### **General Course Calendar:**

Weeks 1-2: Introduction au cours/la géographie et l'administration de la France et des régions francophones

Activités : compléter un fiche d'identité, présenter une région francophone

Weeks 3-4: L'économie et les entreprises

Activités : Les différences entre les entreprises francophones, présenter une entreprise

Weeks 5-6 : À la recherche d'un emploi

Activités : Faire un appel de prospection  
Weeks 7-8 : Le curriculum vitae  
Activités : Écrire un c.v., débat oral  
Weeks 9-10 : La lettre de motivation  
Activités : Écrire une lettre de motivation, regarder une vidéo sur la réussite professionnelle  
Weeks 11-12 : L'entretien d'embauche  
Activité : Un entretien simulé  
Weeks 13-14 : La communication  
Activité : La lettre de remerciement, un appel de suivi  
Weeks 15-17 : Le Marketing  
Activités : Faire une analyse des publicités, créer une campagne de marketing

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

**Department/School** English, Modern Languages and Philosophy **Date** 1/15/14

**Course No. or Level** French 306 **Title** Introduction to Business and Professional French

Semester hours: 3 Clock hours: 9 Lecture \_\_\_x\_\_\_ Laboratory\_\_\_\_\_

Prerequisites: French 202 or permission of the instructor

Enrollment expectation: 5-15

This course is NOT a modification, substitute, or alternate for any other course.

Name of person preparing course description: Dr. Liz Zahnd, French Program Coordinator

Department Chairperson's/Dean's Signature\_\_\_\_\_

Provost's Signature\_\_\_\_\_

Date of Implementation\_\_\_\_\_

Date of School/Department approval\_\_\_\_\_

Catalog description: Development of practical oral and written communication skills in French to complete a range of communicative tasks in a business or professional setting. Situational

vocabulary and study of topics pertaining to professional life with attention to cultural practices and taboos.

Purpose:       1.       French majors, French minors, and any general ed. student who may possibly use French in a professional setting  
              2.       What should the course do for the student? After this class, the student should...

- Be able to describe and compare a variety administrative structures in the Francophone world.
- Distinguish and classify aspects of the economy and the organization of commercial firms.
- Examine and formulate a plan for applying for work in the French-speaking world.
- Design and compose their CV in French and interview for a job in French.
- Imagine and construct a letter of interest for a position in a French-speaking company.
- Choose a product, analyze its potential success and devise a marketing campaign in French.
- Deepen their understanding of French grammar and their proficiency in the language.

Teaching method planned: lecture/discussion

Textbook: *À la recherche d'un emploi: Business French in a Communicative Context* by Amy Hubbell.

Course Content: See attached syllabus.

**When completed, forward to the Office of the Provost.**

9/03



**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE**

Department/School: School of Business Date: 11-01-13

Course No. or level: 700 Title: Accounting Analysis

Semester hours: 3 Clock hours: 3 Lecture: 3 Laboratory: 0

Prerequisite or Corequisite: None Enrollment expectation: 20

Indicate any course for which this course is a (an)

modification: None

substitute: None

alternate: None

Name of person preparing course description: Dr. Kay Poston

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation \_\_\_\_\_ Fall 2014 \_\_\_\_\_

Date of School/Department approval \_\_\_\_\_ 12-3-13 \_\_\_\_\_

**Catalog description:**

An integrated approach to the use of accounting information to support external and internal users' decision-making activities. Topics include financial statement format and content, the effects of operating, financing, and investing activities on a firm's income, financial position, and cash flows, and the use of accounting information for planning, control, and evaluation purposes. The focus is on understanding the differences between the needs of external and internal decision makers and determining what accounting information is appropriate in particular decision contexts.

**Purpose:** 1. **For Whom (generally?):** MBA students

2. **What should the course do for the student?**

Upon successful completion of this course, students will be able to:

- Describe the major components, format, and limitations of general purpose financial statements.

- Distinguish between the needs of external and internal decision makers and explain why general purpose financial statements are insufficient and, in many cases, inappropriate for managerial decisions.
- Explain how the impact of a firm's operating, investing, and financing activities is captured and reflected in a firm's financial statements.
- Apply their understanding of cost behavior to support a variety of organizational decisions.
- Demonstrate their understanding of and sensitivity to how individuals react to information contained accounting reports and be able to propose suitable solutions to the types of ethical challenges faced by managers (and often created by organizations', or other outside bodies', rewards systems).

**Teaching method planned:** lecture, discussions, case analysis, student presentations

**Textbook and/or materials planned (including electronic/multimedia):** Ainsworth, P., & Deines, D. (2011). *Introduction to Accounting: An Integrated Approach* (6<sup>th</sup> ed.). New York: McGraw-Hill.

**Francis Marion University**  
**MBA 700 – Accounting Analysis**  
**Proposed Course Syllabus**  
**Spring 2015**

Faculty: Dr. Kay M. Poston  
Email: [kposton@fmarion.edu](mailto:kposton@fmarion.edu)  
Office & Phone: FH 247; 843-661-1476  
Office Hours: To be announced.

**SCHOOL OF BUSINESS, STATEMENT OF MISSION**

Accredited at both the graduate and undergraduate levels, the School of Business at Francis Marion University has a mission of teaching, research, and service. Nearly all our faculty holds a doctorate in the area in which they teach. Our small classroom environment promotes interaction among students and faculty. We teach students to think logically, communicate effectively, develop an understanding and appreciation of the global business environment, and be guided by high ethical standards. Our students develop conceptual and analytical skills needed to be successful leaders in both private and public institutions.

**Graduates of the Francis Marion University MBA program will demonstrate:**

- Comprehension of the effects of global influences on business. The graduate will demonstrate this knowledge by being able to integrate international perspectives into business solutions.
- Analytical and conceptual skills to analyze and solve managerial problems within the context of a strategic plan that integrates all aspects of business.
- The ability to communicate business issues in both oral and written form to appropriate audiences.
- Creativity and adaptability in developing response to regional and national business problems.
- An awareness of ethical perspectives and incorporate these within decision making.
- Knowledge and understanding of the core subjects in business ---accounting, economics, finance, management, marketing, and strategic integration.

**CATALOG DESCRIPTION**

An integrated approach to the use of accounting information to support external and internal users' decision-making activities. Topics include financial statement format and content, the effects of operating, financing, and investing activities on a firm's income, financial position, and cash flows, and the use of accounting information for planning, control, and evaluation purposes. The focus is on understanding the differences between the needs of external and internal decision makers and determining what accounting information is appropriate in particular decision contexts.

**COURSE OBJECTIVES**

Upon successful completion of this course, students will be able to:

1. Describe the major components, format, and limitations of general purpose financial statements.
2. Distinguish between the needs of external and internal decision makers and explain why general purpose financial statements are insufficient and, in many cases, inappropriate for managerial decisions.
3. Explain how the impact of a firm's operating, investing, and financing activities is captured and reflected in a firm's financial statements.
4. Apply their understanding of cost behavior to support a variety of organizational decisions.
5. Demonstrate their understanding of and sensitivity to how individuals react to information contained accounting reports and be able to propose suitable solutions to the types of ethical challenges faced by managers (and often created by organizations', or other outside bodies', rewards systems).

**TEXT:**

Ainsworth, P., & Deines, D. (2011). *Introduction to Accounting: An Integrated Approach* (6<sup>th</sup> ed.). New York: McGraw-Hill.

**EVALUATION:**

Final course grades will be assigned according to the following scale:

<b>Letter Grade</b>	<b>Average</b>	<b>Letter Grade</b>	<b>Average</b>
<b>A</b>	<b>90 - 100</b>	<b>C+</b>	<b>76 - 79.99</b>
<b>B+</b>	<b>86 - 89.99</b>	<b>C</b>	<b>70 - 75.99</b>
<b>B</b>	<b>80 - 85.99</b>	<b>F</b>	<b>Below 70</b>

The major components of the course grades will tentatively include:

Exams (2 @ 25% each)	50%
Chapter Assessment Quizzes/Homework	20%
Weekly Discussions	10%
Ethics Forums	10%
Cases/Other Assignments	10%

**PROPOSED COURSE DELIVERY METHOD:**

The course will meet on campus for the first two weeks and for the two in-class exams. All other course activities will take place in an asynchronous online environment.

**MBA 700 – Accounting Analysis  
Spring 2015  
Tentative Weekly Topical Coverage**

<i><b>Date of Class</b></i>	<i><b>Topic for Class</b></i>	<i><b>Chapter(s)</b></i>
Week 1 On Campus	Class Orientation Introduction to Financial Statements	
Week 2 On Campus	Accounting and Business Company Performance: Profitability	1, 17
Week 3 Asynchronous Online	Company Performance: Owners' Equity and Financial Position	18
Week 4 Asynchronous Online	Company Performance: Cash Flows	19
Week 5 Asynchronous Online	Company Performance: Comprehensive Evaluation	20
Week 6 Asynchronous Online	Planning Equity Financing	13
Week 7 On Campus	<b>Midterm Exam</b> Possible Case Assignment	
Week 8 Asynchronous Online	Time Value of Money Planning Debt Financing	11, 14
Week 9 Asynchronous Online	Recording and Evaluating Investing Activities	16

<i>Date of Class</i>	<i>Topic for Class</i>	<i>Chapter(s)</i>
Week 10 Asynchronous Online	Business Processes and Accounting Information Operating Processes: Planning and Control	2, 3
Week 11 Asynchronous Online	Recording and Evaluating Revenue Process Activities	10
Week 12 Asynchronous Online	Short-Term Decision Making Planning Investments: Capital Budgeting	4, 12
Week 13 Asynchronous Online	Recording and Evaluating Conversion Process Activities	9
Week 14 Asynchronous Online	Planning, the Balanced Scorecard, and Budgeting	6
Final Exam Week On Campus	<b>Final Exam</b>	

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE**

Department/School: School of Business Date: 11-01-13

Course No. or level: 705 Title: Economics Analysis

Semester hours: 3 Clock hours: 3 Lecture: 3 Laboratory: 0

Prerequisite or Corequisite: None Enrollment expectation: 20

Indicate any course for which this course is a (an)

modification: None

substitute: None

alternate: None

Name of person preparing course description: Dr. Ben Kyer

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation \_\_\_\_\_ Fall 2014 \_\_\_\_\_

Date of School/Department approval \_\_\_\_\_ 12- 3- 13 \_\_\_\_\_

**Catalog description:**

This course focuses on market analysis, both microeconomic and macroeconomic, for business decision making. Topics include the theories of demand and supply, perfect competition, monopoly, international trade and the foreign exchange market, the money market and monetary policy, and the theories of public goods and externalities.

**Purpose:** 1. **For Whom (generally?):** MBA students

2. **What should the course do for the student?**

Upon completion of this course, the student will:

1. Understand how markets work and how government price controls affect market outcomes.
2. Understand how to compute the various elasticities of demand and supply.
3. Understand both the short-run and long-run laws of production.
4. Understand both the short-run and long-run costs of production.
5. Understand how perfectly competitive and imperfectly competitive firms make decisions to maximize profits.
6. Understand the principle of comparative advantage as the basis for international trade.

7. Understand the principles of monetary policy and interest rate determination.
8. Understand the proper role of government for dealing with externalities and providing public goods.

**Teaching method planned:** lecture, discussions, student presentations

**Textbook and/or materials planned (including electronic/multimedia):**

Microeconomics, 8<sup>th</sup> Edition, by Pindyck and Rubinfeld

Alfred Marshall, Principles of Economics, Book III, Chapters IV and VI

Alfred Marshall, Principles of Economics, Book V, Chapter V

Joan Robinson, "What is Perfect Competition?", Quarterly Journal of Economics, November 1934

Abba P. Lerner, "The Concept of Monopoly and the Measurement of Monopoly Power", Review of Economic Studies, June 1943

Edward H. Chamberlain, The Theory of Monopolistic Competition, Chapters 4 and 5

Ronald Coase, "The Problem of Social Cost", Journal of Law and Economics, October 1960

Ronald Coase, "The Lighthouse in Economics", Journal of Law and Economics, 1974

Paul Samuelson, "Diagrammatic Exposition of Public Expenditure", Review of Economics and Statistics, November 1955.



**SCHOOL OF BUSINESS**  
**Francis Marion University**  
**MBA 705 – Economic Analysis**  
**Proposed Course Syllabus**  
**Spring 2015**

Instructor: Ben L. Kyer, Ph.D.  
The Benjamin Wall Ingram, III, Professor of Economics  
Email: [BKyer@fmarion.edu](mailto:BKyer@fmarion.edu)  
Office & Phone: FH 265; 843-661-1436  
Office Hours: To be announced.

Graduates of the Francis Marion University MBA program will demonstrate:

- Knowledge and understanding of the core subjects in business ---accounting, economics, finance, management, marketing, and strategic integration.
- Comprehension of the effects of global influences on business. The graduate will demonstrate this knowledge by being able to integrate international perspectives into business solutions.
- Analytical and conceptual skills to analyze and solve managerial problems within the context of a strategic plan that integrates all aspects of business.
- The ability to communicate business issues in both oral and written form to appropriate audiences.
- Creativity and adaptability in developing response to regional and national business problems.
- An awareness of ethical perspectives and incorporate these within decision making.

Upon completion of this course, the student will:

1. Understand how markets work and how government price controls affect market outcomes.
2. Understand how to compute the various elasticities of demand and supply.
3. Understand both the short-run and long-run laws of production.
4. Understand both the short-run and long-run costs of production.
5. Understand how perfectly competitive and imperfectly competitive firms make decisions to maximize profits.
6. Understand the principle of comparative advantage as the basis for international trade.
7. Understand the principles of monetary policy and interest rate determination.
8. Understand the proper role of government for dealing with externalities and providing public goods.

Text: Microeconomics, 8<sup>th</sup> Edition, by Pindyck and Rubinfeld

Attendance: Attendance to each class meeting is expected.

Exams: There will be two exams during the semester in addition to the final.

Course grade: Will be determined by exam performance.

Objectives: This course focuses on market analysis, both microeconomic and macroeconomic, for business decision making. Topics include the theories of demand and supply, perfect competition, monopoly, international trade and the foreign exchange market, the money market and monetary policy, and the theories of public goods and externalities.

## READINGS

### I. An Introduction to Markets and the Theory of Demand

#### A. An Overview

1. Pindyck and Rubinfeld, Chapter 1

#### B. The Basics of Market Analysis

1. Pindyck and Rubinfeld, Chapter 2
2. Alfred Marshall, Principles of Economics, Book III, Chapters IV and VI

#### C. Demand Theory

1. Pindyck and Rubinfeld, Chapters 3, 4 and 5

### II. Production and Cost

#### A. Production Theory in the Short- and Long-Run

1. Pindyck and Rubinfeld, Chapter 6
2. Alfred Marshall, Principles of Economics, Book V, Chapter V

#### B. Cost Theory in the Short- and Long-Run

1. Pindyck and Rubinfeld, Chapter 7
2. Joan Robinson, "What is Perfect Competition?", Quarterly Journal of Economics, November 1934.

### III. Perfect and Imperfect Competition

#### A. Perfect Competition

1. Pindyck and Rubinfeld, Chapters 8 and 9

#### B. Monopoly and Monopolistic Competition

1. Pindyck and Rubinfeld, Chapters 10, 11, and 12
2. Abba P. Lerner, "The Concept of Monopoly and the Measurement of Monopoly Power", Review of Economic Studies, June 1943
3. Edward H. Chamberlain, The Theory of Monopolistic Competition, Chapters 4 and 5

### IV. Some Applications

#### A. International Trade and the Foreign Exchange Market

- B. The Labor Market
  - 1. Pindyck and Rubinfeld, Chapter 14
- C. The Money Market, the Federal Reserve, and Monetary Policy
  - 1. Pindyck and Rubinfeld, Chapter 15
- D. Externalities and Public Goods
  - 1. Pindyck and Rubinfeld, Chapter 18
  - 2. Ronald Coase, "The Problem of Social Cost", Journal of Law and Economics, October 1960
  - 3. Ronald Coase, "The Lighthouse in Economics", Journal of Law and Economics, 1974
  - 4. Paul Samuelson, "Diagrammatic Exposition of Public Expenditure", Review of Economics and Statistics, November 1955.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE**

Department/School: School of Business                      Date: 11-01-13

Course No. or level: 720 Title: Contemporary Issues in Business

Semester hours: 3    Clock hours: 3    Lecture: 3    Laboratory: 0

Prerequisite or Corequisite: None                      Enrollment expectation: 20

Indicate any course for which this course is a (an)  
 modification: None  
 substitute: None  
 alternate: None

Name of person preparing course description: Dr. Kay Lawrimore Belanger

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation \_\_\_\_\_ Fall 2014 \_\_\_\_\_

Date of School/Department approval \_\_\_\_\_ 12 – 3 - 13 \_\_\_\_\_

**Catalog description:**

**Contemporary Issues in Business** (3), (2), or (1) Su This course provides the opportunity to study issues relevant to the changing business environment. Topics will vary.

**Purpose:**    1.    **For Whom (generally?):** MBA students

2. **What should the course do for the student?**

The course is designed to enhance the student's abilities to provide business solutions in the ever changing business environment.

**Teaching method planned:** lecture, discussions, student presentations

**Textbook and/or materials planned (including electronic/multimedia):**

Textbooks and materials will vary.

**MBA 720: Contemporary Issues in Business  
(Syllabi would vary depending upon topics and instructor)**

**Proposed Syllabi For Summer 2015**

Instructor: Dr. Susan Peters

Topics: Creativity, Ethics, Leadership, Entrepreneurship

On-line

3 Hours credit

**Course objectives and teaching overview:**

This course is designed to examine different aspects of business. Students must select among a variety of topics. For this semester the topics are:

Module 1: Leadership: Examines what is a leader and how to become one – or, at least, how to develop more skills in that area – particularly from the viewpoint of a small business. For students unlikely to pursue entrepreneurial careers, leadership skills come in handy in all positions

Module 2: Creativity: Creativity arises at many stages: coming up with a business idea, figuring out how to make it work, handling unexecuted challenges among the way, especially with the limited resources most small businesspeople face. Regardless of your position, regardless of the company, thinking creatively can help you solve problems.

Module 3: Ethics: Ethics can provide special challenges for small business and the ethical behavior the entrepreneur is a reflection upon his or her small business (and vice versa). Whether you are a large or small business, whether you work for yourself or for other, ethical issues arise and decision must be made.

Module 4: Entrepreneurship: Focuses on the steps to be taken in considering starting a business, from idea generation through the business plan – essentially everything prior to day 1.

Student will select 3 modules.

Required Text and readings depend upon the modules selected.

Module 1: Leadership

Small Giants by Bo Burlingham)

Leadership Made Easy Randall D. Ponder (Entrepreneur magazine)

The 5 Levels of Leadership John C. Maxwell (Center Street)

Module 2: Creativity

Cracking Creativity Michael Michaloko (Ten Speed Press)

Module 3: Ethics

Moral Intelligence 2.0: Enhancing Business Performance and Leadership Success in Turbulent Times Doug Lennick, Fred Kiel (Pearson Prentice Hall)

Module 4: Entrepreneurship:

Entrepreneurial Small Business Jerome A. Katz and Richard P Green (Mc-Graw Hill)

Family Business Ernesto Poza (Thompson-Southwestern)

Social Entrepreneurship Arthur Brooks (Pearson Prentice Hall)

**Grading:**

Your grade will be based upon the following criteria, further explained in the following sections.

Module 1: Assignments	3 @ 100 points	300
Module 2: Assignments	3 @ 100 points	300
Module 3: Assignments	3 @ 100 points	300
Survey		
TOTAL	900 points	

Letter grades will be assigned based on the following scale:

A	90% and above	B	80 – 89.9 %
C	70 – 79.9%	F	Below 70

+ and – grades will be assigned by university policy as appropriate.

**Honesty Policy**

Dishonesty of any form will not be tolerated. This includes submission of any work other than your own, cheating on exams, plagiarism, forging absence excuses and the like.

Dishonesty results in an immediate zero on that assignment with no chance for make-up. All forms of cheating will be turned over to appropriate authorities. Please see the permissible use of information section below.

**Special Needs**

If you are a student with special needs, please notify me as soon as possible so that I can make necessary accommodations.

While you can work at your own pace, I will be sending out periodic e-mails asking how you are doing, or reminding you about the time, deadlines, etc.

Lastly, although we will not be meeting regularly I would be delighted to get together with you one-on-one to touch base, answer questions, etc. I will attempt to accommodate your schedule and am happy to meet off campus. I also rely on e-mail a lot; although I'm on less frequently on weekends, I do check at least once per day. My goal is to make this as easy as possible for you, WITHOUT you having to be on campus every Monday 6 – 9.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/ School Physician Assistant Studies Date 12-12-13

Course No. or Level PA 501 Title Anatomy and Physical Assessment Basics

Semester hours 4 Clock hours: Lecture 3 Laboratory 3

Prerequisites 0

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification N/A

(proposed change in course title, COURSE DESCRIPTION, course content or method of instruction)

substitute N/A

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing COURSE DESCRIPTION Reamer Bushardt PA (Consultant)

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Fall 2016

Date of School/Department approval \_\_\_\_\_

**COURSE DESCRIPTION:**

This course integrates the basic disciplines of human anatomy, developmental biology and embryology, histology, and organ systems. The course emphasizes human structure-function relationships at multiple levels of organization, specifically cell, tissue, organ and system. Introductory clinical correlations to surface landmarks and physical examination basics are provided.



**Department of Physician Assistant Studies**  
**PA 501: Anatomy and Physical Assessment Basics**

**Faculty:**  
**Office:**  
**Office hours**

**Semester:**  
**Credit Hours:**  
**Class time:**  
**Room:**

**Prerequisites:** None  
**Co-requisites:** None

**COURSE DESCRIPTION:**

This course integrates the basic disciplines of human anatomy, developmental biology and embryology, histology, and organ systems. The course emphasizes human structure-function relationships at multiple levels of organization, specifically cell, tissue, organ and system. Introductory clinical correlations to surface landmarks and physical examination basics are provided.

**LEARNING OUTCOMES:**

- Describe the fundamental building blocks of the human body from the basic molecular components to tissues and their organization into systems.
- Examine the organization and function of the human cardiovascular and pulmonary systems and how they work together to perfuse all tissues of the body.
- Examine the organization and function of the human integumentary system and how it works together to protect tissues of the body.
- Examine the organization and function of the human sensory system and how it works together to inform all tissues of the body.
- Examine the organization and function of the human endocrine system and how it works to regulate all tissues of the body.
- Examine the organization and function of the human gastrointestinal and genitourinary systems and how they work together as excretory systems.
- Examine the organization and function of human hemodynamic.
- Examine the organization and function of the human musculoskeletal system to include the basics of muscle contraction and how functional groups can produce movements.
- Examine the organization and function of the human nervous system to include components of the central nervous system, the peripheral nervous system, and the autonomic nervous system.



- Examine the organization and function of the human reproductive system.
- Identify through visual observation and palpation the surface anatomy of various regions of the human body and relate the significance to the clinical setting.

**Textbook(s):**

**Required: Instructional methods:**

The material in this class will be presented in lectures and during the weekly lab.

**Classroom Evaluation Methods:**

The lecture material will be evaluated in 4 exams through the semester with the final being a cumulative exam. The lab component of the course will be evaluated separately by 3 lab practicals. One grade will be given for this course and the lab will comprise 25% of the final grade with the scores in the lecture exams making up the other 75%.

**Classroom Grading Scale:**

Alphabetic	Raw Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

**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.

**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	√		

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/ School Physician Assistant Studies Date 12-12-13

Course No. or Level PA 505 Title Population Health and Epidemiology

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites 0

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, COURSE DESCRIPTION, course content or method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate APRN 505  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing COURSE DESCRIPTION Ruth Wittmann-Price

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Fall 2016

Date of School/Department approval \_\_\_\_\_

**COURSE DESCRIPTION:**

This course focuses on different healthcare needs related to geographic, racial, and cultural differences in society. The learner will review local, national, and global healthcare needs, with emphasis on a needs assessment of a local region.



**Department of Physician Assistant Studies  
PA 505: Population Health and Epidemiology**

**Faculty:**  
**Office:**  
**Office hours**

**Semester:**  
**Credit Hours:**  
**Class time:**  
**Room:**

**Prerequisite:** None  
**Co-requisites:** None

**COURSE DESCRIPTION:**

This course focuses on different healthcare needs related to geographic, racial, and cultural differences in society. The learner will review local, national, and global healthcare needs, with emphasis on a needs assessment of a local region.

**Learning Outcomes: At the conclusion of this course, the learner will be able to:**

1. Integrate knowledge from the social sciences to evaluate population health;
2. Dialogue about ideas to assist in improving population health;
3. Construct a plan for quality improvement for population health;
4. Appraise epidemiology statistics;
5. Use informatics to analyze data;
6. Propose policy changes for populations based on scientific evidence and population data;
7. Discuss how policy changes effect the entire healthcare team;
8. Deduce healthcare change issues logically from data assessment; and
9. Develop health prevention strategies based on well-constructed data analysis of a population.

**Textbook(s):**

**Required:**

Olsen, J., Christensen, K., Murray J. and Ekblom A. (2010). *An introduction to Epidemiology for Health Professionals*.

**Teaching Strategies:**

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and group work, class presentations, seminars, written assignments, role-play, & computer-assisted instructions.

**Classroom Evaluation Methods:**

Discussion Boards on public health issues	20%
Scholarly paper and presentation on a public health issues	50%
Presentation of Pee Dee health issue	30%

**Classroom Grading Scale:**

<b>Alphabetic</b>	<b>Raw Score</b>
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

**CONTENT INFORMATION****Topical Outline**

<b>Week/ date</b>	<b>Content:</b>
1.	Introduction to epidemiology health promotion
2.	The role of different health care providers in community health
3.	Assessing information in public health
4.	Infectious diseases
5.	Assessment of individuals
6.	Environmental assessment
7.	Planning care
8.	Interventions
9.	Evaluating care
10.	Culture
11.	Emergency preparedness and ethics
12.	Student presentations
13.	Student presentations
14.	Student presentations

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/ School Physician Assistant Studies Date 12-12-13

Course No. or Level PA 506 Title Health Systems and Risk Management

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites None

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, COURSE DESCRIPTION, course content or method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate APRN 506  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing COURSE DESCRIPTION Ruth Wittmann-Price

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Spring 2017

Date of School/Department approval \_\_\_\_\_

**Catalog description:**

This course addresses quality assurance methodology and legal responsibilities of advanced practice patient care. Reporting systems, issues that affect advanced practice role, financing, coding, and credentialing criteria will be discussed. Best practice protocols, use of benchmarking, and safe work environments will be emphasized to ensure risk reduction for patients, families, and populations.



**Department of Physician Assistant Studies  
PA 506: Health Systems and Risk Management**

**Faculty:**  
**Office:**  
**Office hours**

**Semester:**  
**Class time:**  
**Room:**

**Prerequisites:** None  
**Co-requisites:** None

**COURSE DESCRIPTION:**

This course addresses quality assurance methodology and legal responsibilities of advanced practice patient care. Reporting systems, issues that affect advanced practice role, financing, coding, and credentialing criteria will be discussed. Best practice protocols, use of benchmarking, and safe work environments will be emphasized to ensure risk reduction for patients, families, and populations.

**Learning Outcomes: At the conclusion of this course, the learner will be able to:**

1. Discuss the current social mandates for advanced practice patient care;
2. Understand how leadership ability and advocacy assist risk-reduction;
3. Apply benchmarking to promote risk-reduction;
4. Disseminate clinical findings that contribute to safe patient environment;
5. Use healthcare technologies to access EBP;
6. Use clinical findings to promote policies changes that decrease risk-reduction;
7. Collaborate with other healthcare professionals to promote best care;
8. Apprise disease prevention and health promotion information and techniques; and
9. Use knowledge of risk management in caring for patient, families, and populations.

**Textbook(s):**

Varkey, P. (2010). *Medical Quality Management: Theory and Practice*.

Galt, K. and Paschal, K. (2011). *Foundations in Patient Safety for Health Professionals*.

**Classroom Evaluation Methods:**

Needs assessment of a healthcare system	20%
Developing an implementation plan	30%
Scholarly paper and presentation on QI plan	50%
<b>TOTAL</b>	<b>100%</b>

**Classroom Grading Scale:**

<b>Alphabetic</b>	<b>Raw Score</b>
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

**Topical Outline**

<b>Week/ date</b>	<b>Content:</b>
15.	Leadership
16.	Ethics and decision-making in healthcare
17.	Change processes Organizational structures
18.	Information management
19.	Strategic Planning
20.	Risk management
21.	Evaluating a system
22.	Quality improvement
23.	Building a clinical partnership
24.	Culture
25.	Executive summaries
26.	Student presentations
27.	Student presentations
28.	Student presentations
Exam/Final Project	Final paper due



**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/ School Physician Assistant Studies Date 12-16-13

Course No. or Level PA 508 Title Physiology and Pharmacology Basics

Semester hours 4 Clock hours: Lecture 3 Laboratory 3

Prerequisites 0

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, COURSE DESCRIPTION, course content or method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing COURSE DESCRIPTION Reamer Bushardt

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Fall 2016

Date of School/Department approval \_\_\_\_\_

**COURSE DESCRIPTION:**

This course provides a comprehensive introduction to the physiologic functions and mechanisms of actions of the major organ systems within the human body. This foundation in human physiology is paired with introductory content in pharmacology and the correlation between these two sciences. A practical approach to pharmacology concepts will emphasize mechanisms of action, drug-receptor interactions, drug-drug interactions, pharmacokinetic principles, drug development and safety, as well as clinical implications for dosing and administration.



**Department of Physician Assistant Studies**  
**PA 508: Physiology and Pharmacology Basics**

**Faculty:**  
**Office:**  
**Office hours**

**Semester:**  
**Credit Hours:**  
**Class time:**  
**Room:**

**Prerequisite:** None  
**Co-requisites:** None

**COURSE DESCRIPTION:**

This course provides a comprehensive introduction to the physiologic functions and mechanisms of actions of the major organ systems within the human body. This foundation in human physiology is paired with introductory content in pharmacology and the correlation between these two sciences. A practical approach to pharmacology concepts will emphasize mechanisms of action, drug-receptor interactions, drug-drug interactions, pharmacokinetic principles, drug development and safety, as well as clinical implications for dosing and administration.

**LEARNING OUTCOMES:**

- Describe regulation and movement of molecules across cell membranes.
- Describe the structure and functional characteristics of skeletal, cardiac and smooth muscle.
- Recognize the division of the autonomic system and its role in the regulation of physiological systems.
- Describe the organization, function, and major components of key body systems, including: cardiac, respiratory, renal, gastrointestinal, endocrine, male and female reproductive and neurologic systems.
- Describe the regulation and integrative actions of key body systems, including: cardiac, respiratory, renal, gastrointestinal, endocrine, male and female reproductive and neurologic systems.
- Explain physiologic responses that results from acid or base disturbances.
- Explain the functional components of thermoregulation.
- Discuss the physiological adaptations and responses to exercise and musculoskeletal injury.
- Recognize the interplay between genes and hormones in phenotype expression.
- Describe and compare the male and female reproductive systems.

- Correlate physiologic alternations and environmental insults to the development of disease in humans.
- Identify common targets for pharmacologic intervention in human disease.
- Describe fundamental concepts related to pharmacology, including principles of drug action and drug-receptor interaction.
- Discuss fundamental principles of pharmacokinetics, including absorption, distribution, metabolism and elimination.
- Recognize specific patient characteristics and genetic differences that influence the construction of appropriate therapeutic drug regimens.
- Describe the development and regulation of pharmaceutical products, including how safe and effective doses are determined in the United States.

**Textbook(s):**

**Required:**

**Instructional methods:**

The material in this class will be presented in lectures and during the weekly lab.

**Classroom Evaluation Methods:**

The lecture material will be evaluated in 4 exams through the semester with the final being a cumulative exam. The lab component of the course will be evaluated separately by 3 lab practicals. One grade will be given for this course and the lab will comprise 25% of the final grade with the scores in the lecture exams making up the other 75%.

**Classroom Grading Scale:**

Alphabetic	Raw Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

**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.

**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	√		

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/ School Physician Assistant Studies Date 12-16-13

Course No. or Level PA 510 Title Fundamentals of Medicine and Role of the Physician Assistant

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites 0

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, COURSE DESCRIPTION, course content or method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing COURSE DESCRIPTION Reamer Bushardt (Consultant)

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Fall 2016

Date of School/Department approval \_\_\_\_\_

**COURSE DESCRIPTION:**

This course provides a strong foundation in the concepts underlying health and disease at both the individual and population levels. The course begins with the essential elements of human structure and function and progresses through body systems. The student will learn to follow best practices for approaching patients with illness or health maintenance goals; reinforce clinical reasoning skills; recognize and use guidelines for preventive care and disease screening; and achieve an understanding of appropriate use of diagnostic and therapeutic interventions for clinical care. As these foundational concepts are introduced, the role of the physician assistant (PA) is explored, including history of the profession, financing and delivery systems, PA and

medical professional organizations, professionalism, diversity, health equity, as well as other social, cultural, economic, and political structures in society and in the PA profession.



**Department of Physician Assistant Studies**  
**PA 510: Fundamentals of Medicine and Role of the Physician Assistant**

**Faculty:**  
**Office:**  
**Office hours**

**Semester:**  
**Credit Hours:**  
**Class time:**  
**Room:**

**Prerequisite:** None  
**Co-requisites:** None

**COURSE DESCRIPTION:**

This course provides a strong foundation in the concepts underlying health and disease at both the individual and population levels. The course begins with the essential elements of human structure and function and progresses through body systems. The student will learn to follow best practices for approaching patients with illness or health maintenance goals; reinforce clinical reasoning skills; recognize and use guidelines for preventive care and disease screening; and achieve an understanding of appropriate use of diagnostic and therapeutic interventions for clinical care. As these foundational concepts are introduced, the role of the physician assistant (PA) is explored, including history of the profession, financing and delivery systems, PA and medical professional organizations, professionalism, diversity, health equity, as well as other social, cultural, economic, and political structures in society and in the PA profession.

**LEARNING OUTCOMES:**

*Medicine*

- Discuss the established approaches to diagnosis and treatment of the frequently encountered diseases within each discipline studied.
- Demonstrate strong clinical reasoning skills in assessment of the frequently encountered diseases within each discipline studied.
- Show familiarity with the guidelines for preventative care and disease screening within each discipline studied.
- Achieve a sound understanding of appropriate use of diagnostic methodologies and therapeutic modalities for clinical care across a spectrum of medical and surgical disciplines.

*PA Profession*

- Given a series of patient scenarios across a life span, the student will correctly identify how an advanced directive will be of value to each patient.

- Recognize how age, race, gender, education, religious beliefs, ability, sexual orientation, ethnicity, socioeconomic class, geographical location, occupation, and environment can affect the health, health outcomes, decision-making, and health behaviors of patients and providers.
- Develop a professional value system.
- Compare and contrast strengths and challenges of health care delivery systems in the US and around the world.
- Develop an awareness of the social, cultural, environmental, educational, and historical forces that impact the health of patients and communities.
- Describe the roles of other health care professionals involved in team based patient care.
- Describe how PAs work collaboratively with other professionals.
- Develop a personal understanding of what it means to be a Physician Assistant.

**Textbook(s):**

**Required:**

**Instructional methods:**

The material in this class will be presented in lectures and small group discussions.

**Classroom Evaluation Methods:**

The lecture material will be evaluated in 4 exams through the semester with the final being a cumulative exam. Exam will form 60% of the grade. The remaining 40% will be determined from participation in group discussions (20%) and an essay on an assigned topic (20%).

**Classroom Grading Scale:**

Alphabetic	Raw Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

**Attendance Policy**

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

**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	√		

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/ School Physician Assistant Studies Date 12-16-13

Course No. or Level PA 513 Title Interpersonal Communication and History Taking

Semester hours 2 Clock hours: Lecture 2 Laboratory 0

Prerequisites 0

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, COURSE DESCRIPTION, course content or method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing COURSE DESCRIPTION Reamer Bushardt (Consultant)

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Fall 2016

Date of School/Department approval \_\_\_\_\_

**COURSE DESCRIPTION:**

This course provides an introduction to medical history taking and offers practical strategies for effective, patient-centered interpersonal communication. Special topics emphasize technical skills and attitudes of the learner which optimize interpersonal communication and rapport building with patients. Learners will be instructed in the appropriate formats for documentation of patient history as well as techniques to enhance the effectiveness of both history taking and patient education.



**Department of Physician Assistant Studies**  
**PA 513: Interpersonal Communication and History Taking**

**Faculty:**  
**Office:**  
**Office hours**

**Semester:**  
**Credit Hours:**  
**Class time:**  
**Room:**

**Prerequisite:** None  
**Co-requisites:** None

**COURSE DESCRIPTION:**

This course provides an introduction to medical history taking and offers practical strategies for effective, patient-centered interpersonal communication. Special topics emphasize technical skills and attitudes of the learner which optimize interpersonal communication and rapport building with patients. Learners will be instructed in the appropriate formats for documentation of patient history as well as techniques to enhance the effectiveness of both history taking and patient education.

**LEARNING OUTCOMES:**

- Demonstrate appropriate interpersonal and patient centered communication skills.
- Describe the significant attributes of a symptom, including location and radiation, intensity, quality, temporal sequence, alleviating factors, aggravating factors, setting, associated symptoms, functional impairment, and patient's interpretation of symptom.
- Perform appropriate medical documentation of patient history, physical exam, and patient assessment and treatment plan
- Review appropriate health assessment and documentation techniques regarding problem focused and comprehensive medical recording in oral and written forms.
- Demonstrate consideration for the patient's feelings, limitations, and cultural and social background whenever soliciting a medical history and seeking to establish common ground.

**Textbook(s):**  
**Required:**

**Instructional methods:**

The material in this class will be presented in lectures and small group discussions. Opportunities to play role and demonstrate skills will be available.

**Classroom Evaluation Methods:**

The class material will be evaluated in exams (40%) and through activities that demonstrate understanding of the skills involved in communication and history taking (60%).

**Classroom Grading Scale:**

<b>Alphabetic</b>	<b>Raw Score</b>
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

**Attendance Policy**

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

**ORGAN SYSTEMS, KNOWLEDGE AND SKILL AREAS:**

<b>Organ Systems and Disease Categories</b>	<b>Knowledge and Skill Areas</b>	
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		

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/ School Physician Assistant Studies Date 12-16-13

Course No. or Level PA 521 Title Integrative Pathophysiology and Pharmacotherapeutics I

Semester hours 4 Clock hours: Lecture 4 Laboratory 0

Prerequisites PA 508

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, COURSE DESCRIPTION, course content or method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing COURSE DESCRIPTION Reamer Bushardt (Consultant)

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Spring 2017

Date of School/Department approval \_\_\_\_\_

**COURSE DESCRIPTION:**

This course builds upon foundational material delivered in PA 508, Physiology and Pharmacology Basics, and builds the learner's capacity to identify pathophysiologic alterations and disease to the appropriate selection of pharmacologic intervention. The course follows an organ-system based sequencing established with concurrent courses 523 and 525, which provides alignment as pathophysiologic mechanisms are further explored and therapeutic drug classes are introduced. Each drug class is explored with attention on mechanisms of action, safety, tolerability, efficacy, selection and dosing, and adjustments for special populations. Organ systems covered in PA 521 are cardiac, pulmonary, gastrointestinal and genitourinary. This is consistent with the systems covered in PA 523 and 525.



**Department of Physician Assistant Studies**  
**PA 521: Integrative Pathophysiology and Pharmacotherapeutics I**

**Faculty:**  
**Office:**  
**Office hours**

**Semester:**  
**Credit Hours:**  
**Class time:**  
**Room:**

**Prerequisite:** PA 508  
**Co-requisites:** None

**COURSE DESCRIPTION:**

This course builds upon foundational material delivered in PA 508, Physiology and Pharmacology Basics, and builds the learner's capacity to identify pathophysiologic alterations and disease to the appropriate selection of pharmacologic intervention. The course follows an organ-system based sequencing established with concurrent courses 523 and 525, which provides alignment as pathophysiologic mechanisms are further explored and therapeutic drug classes are introduced. Each drug class is explored with attention on mechanisms of action, safety, tolerability, efficacy, selection and dosing, and adjustments for special populations. Organ systems covered in PA 521 are cardiac, pulmonary, gastrointestinal and genitourinary. This is consistent with the systems covered in PA 523 and 525.

**LEARNING OUTCOMES:**

- Describe the basic concepts of pathophysiology at the cellular level related to injury, the self-defense mechanism, mutation, and cellular proliferation.
- Outline basic pathological factors that influence the disease process.
- Outline the various pathological processes related to the targeted body systems.
- Describe the impact and abnormal functions upon the organ(s) associated with the disease process of targeted body systems.
- Apply basic critical thinking skills that correlate the abnormal functions of body systems with the disease process
- Identify major therapeutic targets for drugs, key mechanism of actions of drugs and key characteristics of the pharmacokinetics of drugs, with attention to linking the targets to pathophysiologic facets of the disease process.
- Illustrate the impact of common disease processes, pregnancy and aging on the safety and efficacy of drug therapies.

- Detail key differences in the pharmacologic effects of drugs and key safety issues related to prescribing for pediatric patients.
- Suggest strategies to prevent and recognize early drug-induced morbidity, such as decreased cognition or physical functioning.
- Use effectively widely recognized pharmacology or drug therapy resources and safety reporting systems.
- Provide evidence-based drug therapy education and adherence training to patients (and/or caregivers) and relate concerns to other professionals
- Make appropriate prescribing decisions for a wide array of disease processes by combining the S-T-E-P-S criteria with three acquired skill domains: (1) understand the major pharmacologic activity of commonly used agents for the treatment of acute and chronic disease, (2) incorporate knowledge of pharmacotherapeutics and patient-specific factors in order to make appropriate drug therapy selections, and (3) apply knowledge of pharmacology to patient cases to develop therapeutic regimens, monitoring plans, and patient education materials.
- Perform a drug therapy and functional assessment focusing on drugs that negatively impact or compete with the goals of rehabilitative care

**Textbook(s):**

**Required:**

**Instructional methods:**

The material in this class will be presented in lectures and small group discussions.

**Classroom Evaluation Methods:**

The class material will be evaluated in exams (70%) and written assignments (30%)

**Classroom Grading Scale:**

<b>Alphabetic</b>	<b>Raw Score</b>
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

**Attendance Policy**

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

**ORGAN SYSTEMS, KNOWLEDGE AND SKILL AREAS:**

<b>Organ Systems and Disease</b>		<b>Knowledge and Skill Areas</b>	
----------------------------------	--	----------------------------------	--

<b>Categories</b>			
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			



**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/ School Physician Assistant Studies Date 12-16-13

Course No. or Level PA 523 Title Clinical Assessment, Diagnosis, and Application I

Semester hours 5 Clock hours: Lecture 3 Laboratory 6

Prerequisites PA 501, 508, 510

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, COURSE DESCRIPTION, course content or method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing COURSE DESCRIPTION Reamer Bushardt (PA Consultant)

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Spring 2017

Date of School/Department approval \_\_\_\_\_

**COURSE DESCRIPTION:**

This course provides foundational knowledge, introduces practical skills, and develops professional attitudes and behaviors relevant to the clinical assessment of a patient. Students are instructed in physical examination and learn to apply evidence-based history taking and documentation. Instruction in the art of assessment is complemented by topics in evidence-based medicine and clinical problem solving. An emphasis of the course is the integration of physical examination and medical history taking with basic and other clinical sciences. Students must synthesize knowledge to demonstrate a rationale for interpretation of data and selection of interventions. The course will also incorporate common diagnostic, prognostic, therapeutic, and palliative procedures consistent with the practice of medicine by a physician assistant.



**Department of Physician Assistant Studies**  
**PA 523: Clinical Assessment, Diagnosis, and Application I**

**Faculty:**  
**Office:**  
**Office hours**

**Semester:**  
**Credit Hours:**  
**Class time:**  
**Room:**

**Prerequisite:** PA 501, 508 and 510  
**Co-requisites:** None

**COURSE DESCRIPTION:**

This course provides foundational knowledge, introduces practical skills, and develops professional attitudes and behaviors relevant to the clinical assessment of a patient. Students are instructed in physical examination and learn to apply evidence-based history taking and documentation. Instruction in the art of assessment is complemented by topics in evidence-based medicine and clinical problem solving. An emphasis of the course is the integration of physical examination and medical history taking with basic and other clinical sciences. Students must synthesize knowledge to demonstrate a rationale for interpretation of data and selection of interventions. The course will also incorporate common diagnostic, prognostic, therapeutic, and palliative procedures consistent with the practice of medicine by a physician assistant.

**LEARNING OUTCOMES:**

- Demonstrate knowledge of the normal structure and function of the human body and each of its major organ systems, as it relates to findings on physical exam (PE)
- Understand the purpose of each PE technique in assessing patients
- Demonstrate knowledge of positive and negative findings for each of the PE technique
- Communicate and interact effectively with patients while performing a PE, demonstrating an empathic and patient-centered approach to the exam.
- Perform accurate complete and focused physical and mental status exam maneuvers, as well as specific procedures necessary to diagnose, stage, treat disease, or reduce suffering.
- Recognize major abnormalities on PE, including life-threatening, emergent conditions
- Demonstrate a commitment to the basic tenets of professionalism and to their own professional development, including reverence for human life, understanding that sympathy for suffering is a fundamental concern of the medical professional; commitment to the highest standards of integrity, respect, compassion, altruism, service and empathy in treating all patients, regardless of gender, race, sexual orientation, culture,

socioeconomic status, religion, political affiliation, medical diagnosis, level of adherence, or health literacy/education level; an understanding of and respect for patient privacy and autonomy; and have the integrity to admit mistakes and lack of knowledge or skill, and a commitment to lifelong, self-directed learning and improvement

- Demonstrate the ability to investigate and evaluate care provided to patients and to continuously improve patient care skills based on constant self-evaluation, reflection, and life-long learning, including the capacity to recognize limitations in one's knowledge and skills, while demonstrating the skills necessary to continue the learning process throughout one's professional life, the ability to set learning and improvement goals, a commitment to continuously improve one's medical knowledge and abilities/capabilities by incorporating formative evaluation and feedback into daily practice, and an understanding of the need to engage in lifelong learning in order to stay abreast of relevant scientific advances

**Teaching Strategies:**

The material in this class will be presented in lectures, small group discussions and clinical settings.

**Classroom Evaluation Methods:**

The class material will be evaluated in exams (50%) and written assignments (30%) and demonstration of skills (20%).

**Classroom Grading Scale:**

<b>Alphabetic</b>	<b>Raw Score</b>
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

**Attendance Policy**

Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor. Students missing more than 4 lectures may be dismissed from the course with an F. All clinical exercises must be completed. Missed clinical exercises can be made up in consultation with the instructor.

**ORGAN SYSTEMS, KNOWLEDGE AND SKILL AREAS:**

<b>Organ Systems and Disease Categories</b>		<b>Knowledge and Skill Areas</b>	
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			

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/ School Physician Assistant Studies Date 12-30-13

Course No. or Level PA 525 Title Clinical Interventions and Diagnostics I

Semester hours 3 Clock hours: Lecture 2 Laboratory 3

Prerequisites PA 510

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, COURSE DESCRIPTION, course content or method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing COURSE DESCRIPTION Reamer Bushardt (Consultant)

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Spring 2017

Date of School/Department approval \_\_\_\_\_

**COURSE DESCRIPTION:**

This course builds upon foundational concepts underlying health and disease at both the individual and population levels. Students advance their abilities to recognize, prevent, and manage common clinical disorders; support the maintenance of optimal health; understand the pathophysiologic alterations underlying common medical illnesses; follow best practices for approaching patients with illness or health maintenance goals; reinforce clinical reasoning skills; recognize and use guidelines for preventive care and disease screening; and achieve a sound understanding of appropriate use of diagnostic and therapeutic interventions for clinical care across a wide spectrum of medical conditions in various settings. Additional emphasis is placed upon diagnostic interventions and analysis of radiologic and laboratory interventions. System covered will coincide with 521 and 523 including the following; cardiac, pulmonary,

gastrointestinal, and genitourinary.



**Department of Physician Assistant Studies  
PA 525: Clinical Interventions and Diagnostics I**

**Faculty:**  
**Office:**  
**Office hours**

**Semester:**  
**Credit Hours:**  
**Class time:**  
**Room:**

**Prerequisite:** PA 510  
**Co-requisites:** None

**COURSE DESCRIPTION:**

This course builds upon foundational concepts underlying health and disease at both the individual and population levels. Students advance their abilities to recognize, prevent, and manage common clinical disorders; support the maintenance of optimal health; understand the pathophysiologic alterations underlying common medical illnesses; follow best practices for approaching patients with illness or health maintenance goals; reinforce clinical reasoning skills; recognize and use guidelines for preventive care and disease screening; and achieve a sound understanding of appropriate use of diagnostic and therapeutic interventions for clinical care across a wide spectrum of medical conditions in various settings. Additional emphasis is placed upon diagnostic interventions and analysis of radiologic and laboratory interventions. System covered will coincide with 521 and 523 including the following; cardiac, pulmonary, gastrointestinal, and genitourinary.

**LEARNING OUTCOMES:**

- Demonstrate a working knowledge of the anatomy and physiology of the cardiac, pulmonary gastrointestinal and genitourinary systems.
- Demonstrate a strong ability to accurately recognize the common clinical disorders within each discipline studied, including demographics, etiological factors, symptoms, physical exam findings, differential diagnosis, and natural history of disease.
- Display a firm understanding of the disease pathophysiology for common medical conditions within each discipline studied.
- Discuss the established approaches to diagnosis and treatment of the frequently encountered diseases within each discipline studied.
- Demonstrate strong clinical reasoning skills in assessment of the frequently encountered diseases within each discipline studied.

- Show familiarity with the guidelines for preventative care and disease screening within each discipline studied.
- Discuss the rationale for clinical diagnostic testing that may be utilized to define primary care problems.
- Perform basic laboratory and office-based procedures most often performed in the ambulatory care setting.
- Interpret diagnostic test results and evaluate those results to determine proper diagnosis and treatment.

**Textbook(s):**

**Required:**

**Instructional methods:**

The material in this class will be presented in lectures, small group discussions and practical work in the laboratory.

**Classroom Evaluation Methods:**

The lecture material will be evaluated in 4 exams through the semester with the final being a cumulative exam. Exam will form 60% of the grade. The remaining 40% will be determined from participation in group discussions (20%) and lab assessment.

**Classroom Grading Scale:**

<b>Alphabetic</b>	<b>Raw Score</b>
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

**Attendance Policy**

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

**ORGAN SYSTEMS, KNOWLEDGE AND SKILL AREAS:**

<b>Organ Systems and Disease Categories</b>		<b>Knowledge and Skill Areas</b>	
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	√	Clinical Intervention	√



Nutrition			
Genitourinary System	√	Pharmaceutical Interventions	√
Hematologic System		Applying Basic Science Concepts	√
Infectious Diseases			
Musculoskeletal System			
Neurologic System			
Psychiatry and Behavioral Medicine			
Pulmonary System	√		
Reproductive System			

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/ School Physician Assistant Studies Date 12-12-13

Course No. or Level PA 603 Title Advanced Research and Evidence-based Practice

Semester hours 3 Clock hours: Lecture 3 (On-line) 0 Laboratory 0

Prerequisites or co-requisite None

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, COURSE DESCRIPTION, course content or method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate APRN 503  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing COURSE DESCRIPTION Ruth Wittmann-Price

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Summer 2017

Date of School/Department approval \_\_\_\_\_

**COURSE DESCRIPTION:**

This course explores quantitative and qualitative approaches to research problems in advanced patient care. Theories, methods, designs, measurement, ethical conduct, and skills in critical research appraisal are emphasized along with the use of research to improve practice and client outcomes.



**Department of Physician Assistant Studies**  
**PA 603: Advanced Research and Evidence-based Practice**

**Faculty:**  
**Office:**  
**Office hours**

**Semester:**  
**Credit Hours:**  
**Class time:**  
**Room:**

**Prerequisite:** None  
**Co-requisites:** None

**COURSE DESCRIPTION:**

This course explores quantitative and qualitative approaches to research problems in advanced patient care. Theories, methods, designs, measurement, ethical conduct, and skills in critical research appraisal are emphasized along with the use of research to improve practice and client outcomes.

**Learning Outcomes:** At the conclusion of this course, the learner will be able to:

- Demonstrate understanding of the significance of scientific findings improving patient care;
- Develop leadership ability to disseminate research findings to other health professionals;
- Use research findings and EBP to promote best care practices;
- Propose positive systems change to improve patient care based on scientific findings;
- Employ the use of health care technology to access up-to-date data;
- Assist in policy development to effect positive systems changed based on scientific evidence;
- Communicate best practice based on evidence to members of the interdisciplinary team;
- Organize healthcare prevention strategies based on evidence; and
- Use research findings to care for health needs across the lifespan.

**Textbook(s):**

**Required:**

Howlett, B., E. Rogo and T. Shelton. 2014. *Evidence-Based Practice for Health Professionals*. Jones and Bartlett Learning.

Shi, L. 2008. *Health Services Research Methods*, 2<sup>nd</sup> Edition. Cengage.

*Publication manual of the American psychological association*, 6<sup>th</sup> edition, (2010). American

Psychological Association, Washington, D.C.

**METHODS OF EVALUATION:**

In order to progress in the nursing program, the learner must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog*, p. 219).

**Classroom Evaluation Methods:**

Appraising of EBP article	10%
IRB tutorial	10%
Formulating a research question for QI project	10%
Literature review	30%
Data collection plan	30%
Research possible funding	10%
<b>TOTAL</b>	<b>100%</b>

**Classroom Grading Scale:**

Alphabetic	Raw Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

**Topical Outline**

Module	Content:	Resources:	Evaluation Methods of Learning Outcomes:
#1	Introduction EBP, Generating Evidence and appraising evidence, and developing a question.		Appraisal of EBP article and IRB Tutorial.
#2	Ethics, Qualitative and developing a Plan.		Formulating a research question for QI project.
#3	Collecting data, scales, and analysis of qualitative research.		
#4	Describing results, analysis of quantitative research, and meta-analysis		Literature Review
#5	Dissemination and grant writing		Data collection plan and research paper for possible funding.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/ School Physician Assistant Studies Date 12-12-13

Course No. or Level PA 607 Title Clinical Decision-Making and Ethics

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites PA 633 and PA 635

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, COURSE DESCRIPTION, course content or method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate APRN 707  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing COURSE DESCRIPTION Ruth Wittmann-Price

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Fall, 2017

Date of School/Department approval \_\_\_\_\_

**COURSE DESCRIPTION:**

This course focuses on care management related to algorithms, protocols, and best-practice. The learner will discuss ethical obligations of a primary provider in caring for patients from a developmental, cultural, and spiritual perspective across the lifespan.



**Department of Physician Assistant Studies  
PA 607: Clinical Decision-Making and Ethics**

**Faculty:**  
**Office:**  
**Office hours**

**Semester:**  
**Credit Hours:**  
**Class time:**  
**Room:**

**Prerequisite:** None  
**Co-requisites:** None

**COURSE DESCRIPTION:**

This course focuses on care management related to algorithms, protocols, and best-practice. The learner will discuss ethical obligations of a primary provider in caring for patients from a developmental, cultural, and spiritual perspective across the lifespan.

**Learning Outcomes: At the conclusion of this course, the learner will be able to:**

1. Apply knowledge from the basic sciences and liberal arts education to understand the multitude of aspects to consider when in a shared decision-making role;
2. Understand the physician assistant role within the system as an advocate for shared decision-making;
3. Use appropriate clinical decision-making to promote positive patient outcomes;
4. Integrate current evidence into clinical and shared decision-making;
5. Use healthcare technologies to better understand clinical and ethical decisions;
6. Affect system policies that promote ethical and shared decision-making;
7. Collaborate with other healthcare, patients, and families on clinical and shared decision-making for healthcare options;
8. Develop patient-focus care that will increase health promotion; and
9. Use knowledge to care for patients and families holistically across the lifespan.

**Textbook(s):**

**Required:**

DelMar, C. Doust, J. & Glasziou, P. P. (2006). *Clinical Thinking: Evidence, Communication & Decision-Making*. Blackwell Publishing. (ISBN: 978-0-7279-1741-6).  
Paola, F., Walker, R., and Nixon, L. (2010) *Medical Ethics and Humanities*. Jones and Bartlett.

**Selected Article:**

Wittmann-Price, R. A. & Celia, L. M. (November, 2010). Exploring perceptions of “Do not resuscitate” and “Allowing natural death” among physicians and nurses. *Holistic Nursing Practice*, 24(6), 333-337.

**Classroom Evaluation Methods:**

Ethical decision-making paper	35%
Portfolio	30%
Ethical debate	35%
<b>TOTAL</b>	<b>100%</b>

**Classroom Grading Scale:**

<b>Alphabetic</b>	<b>Raw Score</b>
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

**Topical Outline**

<b>Week/ date</b>	<b>Content:</b>
29.	Clinical decision-making and ethics principles
30.	Communication
31.	Illness and wellness
32.	Diagnosing
33.	Decision-making
34.	Monitoring & screening
35.	Ethical issues for infants
36.	Ethical issues for children
37.	Ethical issues for women
38.	Ethical issues for adults
39.	Ethical issues for mental health patients
40.	Ethical issues for end of life

41.	Debates
42.	Debates
43.	Portfolios Due



**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/ School Physician Assistant Studies Date 12-16-13

Course No. or Level PA 631 Title Integrative Pathophysiology and Pharmacotherapeutics II

Semester hours 4 Clock hours: Lecture 4 Laboratory 0

Prerequisites PA 521

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, COURSE DESCRIPTION, course content or method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing COURSE DESCRIPTION Reamer Bushardt (Consultant)

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Summer 2017

Date of School/Department approval \_\_\_\_\_

**COURSE DESCRIPTION:**

This course builds upon foundational material delivered in PA 508 and 521, building the learner's capacity from identifying pathophysiologic alterations and disease to choosing appropriate selection of pharmacologic intervention. The course follows an organ-system based sequencing established with concurrent courses PA 633 and 635, which provides alignment as pathophysiologic mechanisms are further explored and therapeutic drug classes are introduced. Each drug class is explored with attention to mechanisms of action, safety, tolerability, efficacy, selection and dosing, and adjustments for special populations. Organ systems covered in 631 are hematology, endocrinology, and neurology. Aspect of psychiatry and infectious diseases will also be covered.



**Department of Physician Assistant Studies**  
**PA 631: Integrative Pathophysiology and Pharmacotherapeutics II**

**Faculty:**  
**Office:**  
**Office hours**

**Semester:**  
**Credit Hours:**  
**Class time:**  
**Room:**

**Prerequisite:** PA 521 Physiology and Pharmacology Basics  
**Co-requisites:** None

**COURSE DESCRIPTION:**

This course builds upon foundational material delivered in PA 508 and 521, building the learner's capacity from identifying pathophysiologic alterations and disease to choosing appropriate selection of pharmacologic intervention. The course follows an organ-system based sequencing established with concurrent courses PA 633 and 635, which provides alignment as pathophysiologic mechanisms are further explored and therapeutic drug classes are introduced. Each drug class is explored with attention to mechanisms of action, safety, tolerability, efficacy, selection and dosing, and adjustments for special populations. Organ systems covered in 631 are hematology, endocrinology, and neurology. Aspect of psychiatry and infectious diseases will also be covered.

**LEARNING OUTCOMES:**

- Describe the basic concepts of pathophysiology at the cellular level related to injury, the self-defense mechanism, mutation, and cellular proliferation.
- Outline basic pathological factors that influence the disease process.
- Outline the various pathological processes related to the targeted body systems.
- Describe the impact and abnormal functions upon the organ(s) associated with the disease process of targeted body systems.
- Apply basic critical thinking skills that correlate the abnormal functions of body systems with the disease process
- Identify major therapeutic targets for drugs, key mechanism of actions of drugs and key characteristics of the pharmacokinetics of drugs, with attention to linking the targets to pathophysiologic facets of the disease process.
- Illustrate the impact of common disease processes, pregnancy and aging on the safety and

efficacy of drug therapies.

- Detail key differences in the pharmacologic effects of drugs and key safety issues related to prescribing for pediatric patients.
- Suggest strategies to prevent and recognize early drug-induced morbidity, such as decreased cognition or physical functioning.
- Use effectively widely recognized pharmacology or drug therapy resources and safety reporting systems.
- Provide evidence-based drug therapy education and adherence training to patients (and/or caregivers) and relate concerns to other professionals
- Make appropriate prescribing decisions for a wide array of disease processes by combining the S-T-E-P-S criteria with three acquired skill domains: (1) understand the major pharmacologic activity of commonly used agents for the treatment of acute and chronic disease, (2) incorporate knowledge of pharmacotherapeutics and patient-specific factors in order to make appropriate drug therapy selections, and (3) apply knowledge of pharmacology to patient cases to develop therapeutic regimens, monitoring plans, and patient education materials.
- Perform a drug therapy and functional assessment focusing on drugs that negatively impact or compete with the goals of rehabilitative care

**Textbook(s):**

**Required:**

**Instructional methods:**

The material in this class will be presented in lectures and small group discussions.

**Classroom Evaluation Methods:**

The class material will be evaluated in exams (70%) and written assignments (30%)

**Classroom Grading Scale:**

<b>Alphabetic</b>	<b>Raw Score</b>
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

**Attendance Policy**

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

**ORGAN SYSTEMS, KNOWLEDGE AND SKILL AREAS:**

<b>Organ Systems and Disease Categories</b>	<b>Knowledge and Skill Areas</b>

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			

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/ School Physician Assistant Studies Date 12-16-13

Course No. or Level PA 633 Title Clinical Assessment, Diagnosis, and Application II

Semester hours 5 Clock hours: Lecture 3 Laboratory 6

Prerequisites PA 523

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, COURSE DESCRIPTION, course content or method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing COURSE DESCRIPTION Reamer Bushardt (PA Consultant)

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Spring 2017

Date of School/Department approval \_\_\_\_\_

**COURSE DESCRIPTION:**

This course provides foundational knowledge, introduces practical skills, and develops professional attitudes and behaviors relevant to the clinical assessment of a patient which the student first encountered in PA 523. Students are instructed in physical examination, as well as learn how to apply evidence-based history taking and documentation. Instruction in the art of assessment is complemented by topics in evidence-based medicine and clinical problem solving. The course emphasizes the integration of physical examination and medical history taking with basic and other clinical sciences. Students must synthesize knowledge to demonstrate a rationale for selection of maneuvers and interpretation of findings. The course will also incorporate common diagnostic, prognostic, therapeutic and palliative procedures consistent with the practice of medicine by a physician assistant. PA 633 is the second course in the 523, 633, 643 sequence,

all of which cover advancing concepts with different organ systems. PA 633 along with PA 631 and 635 covers hematology, endocrinology, and neurology. Aspect of psychiatry and infectious diseases will also be covered.



**Department of Physician Assistant Studies**  
**PA 633: Clinical Assessment, Diagnosis, and Application II**

**Faculty:**  
**Office:**  
**Office hours**

**Semester:** Spring 2017  
**Credit Hours:** 5 (3, 6)  
**Class time:**  
**Room:**

**Prerequisite:** PA 523  
**Co-requisites:** None

**COURSE DESCRIPTION:**

This course provides foundational knowledge, introduces practical skills, and develops professional attitudes and behaviors relevant to the clinical assessment of a patient which the student first encountered in PA 523. Students are instructed in physical examination, as well as learn how to apply evidence-based history taking and documentation. Instruction in the art of assessment is complemented by topics in evidence-based medicine and clinical problem solving. The course emphasizes the integration of physical examination and medical history taking with basic and other clinical sciences. Students must synthesize knowledge to demonstrate a rationale for selection of maneuvers and interpretation of findings. The course will also incorporate common diagnostic, prognostic, therapeutic and palliative procedures consistent with the practice of medicine by a physician assistant. PA 633 is the second course in the 523,633, 643 sequence, all of which cover advancing concepts with different organ systems. PA 633 along with PA 631 and 635 covers hematology, endocrinology, and neurology. Aspect of psychiatry and infectious diseases will also be covered.

**LEARNING OUTCOMES:**

- Demonstrate knowledge of the normal structure and function of the human body and each of its major organ systems, as it relates to findings on physical exam (PE)
- Understand the purpose of each PE technique in assessing patients
- Demonstrate knowledge of positive and negative findings for each of the PE technique
- Communicate and interact effectively with patients while performing a PE, demonstrating an empathic and patient-centered approach to the exam.
- Perform accurate complete and focused physical and mental status exam maneuvers, as well as specific procedures necessary to diagnose, stage, treat disease, or reduce suffering.
- Recognize major abnormalities on PE, including life-threatening, emergent conditions
- Demonstrate a commitment to the basic tenets of professionalism and to their own

professional development, including reverence for human life, understanding that sympathy for suffering is a fundamental concern of the medical professional; commitment to the highest standards of integrity, respect, compassion, altruism, service and empathy in treating all patients, regardless of gender, race, sexual orientation, culture, socioeconomic status, religion, political affiliation, medical diagnosis, level of adherence, or health literacy/education level; an understanding of and respect for patient privacy and autonomy; and have the integrity to admit mistakes and lack of knowledge or skill, and a commitment to lifelong, self-directed learning and improvement

- Demonstrate the ability to investigate and evaluate care provided to patients and to continuously improve patient care skills based on constant self-evaluation, reflection, and life-long learning, including the capacity to recognize limitations in ones knowledge and skills, while demonstrating the skills necessary to continue the learning process throughout ones professional life, the ability to set learning and improvement goals, a commitment to continuously improve one’s medical knowledge and abilities/capabilities by incorporating formative evaluation and feedback into daily practice, and an understanding of the need to engage in lifelong learning in order to stay abreast of relevant scientific advances

**Teaching Strategies:**

The material in this class will be presented in lectures, small group discussions and clinical settings.

**Classroom Evaluation Methods:**

The class material will be evaluated in exams (50%) and written assignments (30%) and demonstration of skills (20%).

**Classroom Grading Scale:**

Alphabetic	Raw Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

**Attendance Policy**

Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor. Students missing more than 4 lectures may be dismissed from the course with an F. All clinical exercises must be completed. Missed clinical exercises can be made up in consultation with the instructor.

**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			

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/ School Physician Assistant Studies Date 12-30-13

Course No. or Level PA 635 Title Clinical Interventions and Diagnostics II

Semester hours 3 Clock hours: Lecture 2 Laboratory 3

Prerequisites PA 525

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, COURSE DESCRIPTION, course content or method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing COURSE DESCRIPTION Reamer Bushardt (Consultant)

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Summer 2017

Date of School/Department approval \_\_\_\_\_

**COURSE DESCRIPTION:**

This course builds upon foundational concepts underlying health and disease at both the individual and population levels begun in PA 525. Students advance their abilities to recognize, prevent and manage common clinical disorders; support the maintenance of optimal health; understand the pathophysiologic alterations underlying common medical illnesses; follow best practices for approaching patients with illness or health maintenance goals; reinforce clinical reasoning skills; recognize and use guidelines for preventive care and disease screening; and achieve a sound understanding of appropriate use of diagnostic and therapeutic interventions for clinical care across a wide spectrum of medical conditions in various settings. Additional emphasis is placed upon diagnostic interventions and analysis of radiologic and laboratory interventions. System covered will coincide with 521 and 523 including the following; cardiac,

pulmonary, gastrointestinal, and genitourinary.



**Department of Physician Assistant Studies  
PA 635: Clinical Interventions and Diagnostics II**

**Faculty:**  
**Office:**  
**Office hours**

**Semester:**  
**Credit Hours:**  
**Class time:**  
**Room:**

**Prerequisite:** PA 525  
**Co-requisites:** None

**COURSE DESCRIPTION:**

This course builds upon foundational concepts underlying health and disease at both the individual and population levels begun in PA 525. Students advance their abilities to recognize, prevent and manage common clinical disorders; support the maintenance of optimal health; understand the pathophysiologic alterations underlying common medical illnesses; follow best practices for approaching patients with illness or health maintenance goals; reinforce clinical reasoning skills; recognize and use guidelines for preventive care and disease screening; and achieve a sound understanding of appropriate use of diagnostic and therapeutic interventions for clinical care across a wide spectrum of medical conditions in various settings. Additional emphasis is placed upon diagnostic interventions and analysis of radiologic and laboratory interventions. System covered will coincide with 521 and 523 including the following; cardiac, pulmonary, gastrointestinal, and genitourinary.

**LEARNING OUTCOMES:**

- Demonstrate a working knowledge of the anatomy and physiology of the systems covered.
- Demonstrate a strong ability to accurately recognize the common clinical disorders within each discipline studied, including demographics, etiological factors, symptoms, physical exam findings, differential diagnosis, and natural history of disease.
- Display a firm understanding of the disease pathophysiology for common medical conditions within each discipline studied.
- Discuss the established approaches to diagnosis and treatment of the frequently encountered diseases within each discipline studied.
- Demonstrate strong clinical reasoning skills in assessment of the frequently encountered diseases within each discipline studied.

- Show familiarity with the guidelines for preventative care and disease screening within each discipline studied.
- Discuss the rationale for clinical diagnostic testing that may be utilized to define primary care problems.
- Perform basic laboratory and office-based procedures most often performed in the ambulatory care setting.
- Interpret diagnostic test results and evaluate those results to determine proper diagnosis and treatment.

**Textbook(s):**

**Required:**

**Instructional methods:**

The material in this class will be presented in lectures, small group discussions and practical work in the laboratory.

**Classroom Evaluation Methods:**

The lecture material will be evaluated in 4 exams through the semester with the final being a cumulative exam. Exam will form 60% of the grade. The remaining 40% will be determined from participation in group discussions (20%) and lab assessment.

**Classroom Grading Scale:**

<b>Alphabetic</b>	<b>Raw Score</b>
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

**Attendance Policy**

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

**ORGAN SYSTEMS, KNOWLEDGE AND SKILL AREAS:**

<b>Organ Systems and Disease Categories</b>		<b>Knowledge and Skill Areas</b>	
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			

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/ School Physician Assistant Studies Date 12-16-13

Course No. or Level PA 641 Title Integrative Pathophysiology and Pharmacotherapeutics III

Semester hours 4 Clock hours: Lecture 4 Laboratory 0

Prerequisites PA 631

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, COURSE DESCRIPTION, course content or method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing COURSE DESCRIPTION Reamer Bushardt (PA consultant)

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Fall 2017

Date of School/Department approval \_\_\_\_\_

**COURSE DESCRIPTION:**

This course builds upon foundational material delivered in PA 521 and PA 631, building the learner's capacity from identifying pathophysiologic alterations and disease to choosing the appropriate selection of pharmacologic intervention. The course follows an organ-system based sequencing established with concurrent courses 643 and 645, which provides alignment as pathophysiologic mechanisms are further explored and therapeutic drug classes are introduced. Each drug class is explored with attention to mechanisms of action, safety, tolerability, efficacy, selection and dosing, and adjustments for special populations. Organ systems covered in 641 are musculoskeletal, dermatologic, eyes, ears nose and throat (EENT) and obstetrics and gynecology (OB/GYN).



**Department of Physician Assistant Studies**  
**PA 641: Integrative Pathophysiology and Pharmacotherapeutics III**

**Faculty:**  
**Office:**  
**Office hours**

**Semester:**  
**Credit Hours:**  
**Class time:**  
**Room:**

**Prerequisite:** PA 631  
**Co-requisites:** None

**COURSE DESCRIPTION:**

This course builds upon foundational material delivered in PA 521 and PA 631, building the learner's capacity from identifying pathophysiologic alterations and disease to choosing the appropriate selection of pharmacologic intervention. The course follows an organ-system based sequencing established with concurrent courses 643 and 645, which provides alignment as pathophysiologic mechanisms are further explored and therapeutic drug classes are introduced. Each drug class is explored with attention to mechanisms of action, safety, tolerability, efficacy, selection and dosing, and adjustments for special populations. Organ systems covered in 641 are musculoskeletal, dermatologic, eyes, ears nose and throat (EENT) and obstetrics and gynecology (OB/GYN).

**LEARNING OUTCOMES:**

- Describe the basic concepts of pathophysiology at the cellular level related to injury, the self-defense mechanism, mutation, and cellular proliferation.
- Outline basic pathological factors that influence the disease process.
- Outline the various pathological processes related to the targeted body systems.
- Describe the impact and abnormal functions upon the organ(s) associated with the disease process of targeted body systems.
- Apply basic critical thinking skills that correlate the abnormal functions of body systems with the disease process
- Identify major therapeutic targets for drugs, key mechanism of actions of drugs and key characteristics of the pharmacokinetics of drugs, with attention to linking the targets to pathophysiologic facets of the disease process.
- Illustrate the impact of common disease processes, pregnancy and aging on the safety and



efficacy of drug therapies.

- Detail key differences in the pharmacologic effects of drugs and key safety issues related to prescribing for pediatric patients.
- Suggest strategies to prevent and recognize early drug-induced morbidity, such as decreased cognition or physical functioning.
- Use effectively widely recognized pharmacology or drug therapy resources and safety reporting systems.
- Provide evidence-based drug therapy education and adherence training to patients (and/or caregivers) and relate concerns to other professionals
- Make appropriate prescribing decisions for a wide array of disease processes by combining the S-T-E-P-S criteria with three acquired skill domains: (1) understand the major pharmacologic activity of commonly used agents for the treatment of acute and chronic disease, (2) incorporate knowledge of pharmacotherapeutics and patient-specific factors in order to make appropriate drug therapy selections, and (3) apply knowledge of pharmacology to patient cases to develop therapeutic regimens, monitoring plans, and patient education materials.
- Perform a drug therapy and functional assessment focusing on drugs that negatively impact or compete with the goals of rehabilitative care

**Textbook(s):**

**Required:**

**Instructional methods:**

The material in this class will be presented in lectures and small group discussions.

**Classroom Evaluation Methods:**

The class material will be evaluated in exams (70%) and written assignments (30%)

**Classroom Grading Scale:**

<b>Alphabetic</b>	<b>Raw Score</b>
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

**Attendance Policy**

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

**ORGAN SYSTEMS, KNOWLEDGE AND SKILL AREAS:**

<b>Organ Systems and Disease</b>		<b>Knowledge and Skill Areas</b>	
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<b>Categories</b>			
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	√		

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/ School Physician Assistant Studies Date 12-16-13

Course No. or Level PA 643 Title Clinical Assessment, Diagnosis, and Application III

Semester hours 5 Clock hours: Lecture 3 Laboratory 6

Prerequisites PA 633

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, COURSE DESCRIPTION, course content or method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing COURSE DESCRIPTION Reamer Bushardt (PA Consultant)

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Fall 2017

Date of School/Department approval \_\_\_\_\_

**COURSE DESCRIPTION:**

This course provides foundational knowledge, introduces practical skills, and develops professional attitudes and behaviors relevant to the clinical assessment of a patient. Students will apply evidence-based history taking and documentation. Instruction in the art of assessment is complemented by topics in evidence-based medicine and clinical problem solving. The course emphasizes the integration of physical examination and medical history taking with basic and other clinical sciences. Students will synthesize knowledge to demonstrate a rationale for selection of maneuvers and interpretation of findings. The course will also incorporate common diagnostic, prognostic, therapeutic, and palliative procedures consistent with the practice of medicine by a physician assistant. PA 643 is the third course in the 523, 633, 643 sequence, all of which cover similar concepts with different organ systems. PA 643 along with PA 641 and 645

cover musculoskeletal and dermatologic systems; eyes, ears nose and throat (EENT) and obstetrics and gynecology (OB/GYN).



**Department of Physician Assistant Studies**  
**PA 643: Clinical Assessment, Diagnosis, and Application III**

**Faculty:**  
**Office:**  
**Office hours**

**Semester:** Spring 2017  
**Credit Hours:** 5 (3, 6)  
**Class time:**  
**Room:**

**Prerequisite:** PA 633  
**Co-requisites:** None

**COURSE DESCRIPTION:**

This course provides foundational knowledge, introduces practical skills, and develops professional attitudes and behaviors relevant to the clinical assessment of a patient. Students will apply evidence-based history taking and documentation. Instruction in the art of assessment is complemented by topics in evidence-based medicine and clinical problem solving. The course emphasizes the integration of physical examination and medical history taking with basic and other clinical sciences. Students will synthesize knowledge to demonstrate a rationale for selection of maneuvers and interpretation of findings. The course will also incorporate common diagnostic, prognostic, therapeutic, and palliative procedures consistent with the practice of medicine by a physician assistant. PA 643 is the third course in the 523,633, 643 sequence, all of which cover similar concepts with different organ systems. PA 643 along with PA 641 and 645 cover musculoskeletal and dermatologic systems; eyes, ears nose and throat (EENT) and obstetrics and gynecology (OB/GYN).

**LEARNING OUTCOMES:**

- Demonstrate knowledge of the normal structure and function of the human body and each of its major organ systems, as it relates to findings on physical exam (PE)
- Understand the purpose of each PE technique in assessing patients
- Demonstrate knowledge of positive and negative findings for each of the PE technique
- Communicate and interact effectively with patients while performing a PE, demonstrating an empathic and patient-centered approach to the exam.
- Perform accurate complete and focused physical and mental status exam maneuvers, as well as specific procedures necessary to diagnose, stage, treat disease, or reduce suffering.
- Recognize major abnormalities on PE, including life-threatening, emergent conditions
- Demonstrate a commitment to the basic tenets of professionalism and to their own professional development, including reverence for human life, understanding that

sympathy for suffering is a fundamental concern of the medical professional; commitment to the highest standards of integrity, respect, compassion, altruism, service and empathy in treating all patients, regardless of gender, race, sexual orientation, culture, socioeconomic status, religion, political affiliation, medical diagnosis, level of adherence, or health literacy/education level; an understanding of and respect for patient privacy and autonomy; and have the integrity to admit mistakes and lack of knowledge or skill, and a commitment to lifelong, self-directed learning and improvement

- Demonstrate the ability to investigate and evaluate care provided to patients and to continuously improve patient care skills based on constant self-evaluation, reflection, and life-long learning, including the capacity to recognize limitations in ones knowledge and skills, while demonstrating the skills necessary to continue the learning process throughout ones professional life, the ability to set learning and improvement goals, a commitment to continuously improve one’s medical knowledge and abilities/capabilities by incorporating formative evaluation and feedback into daily practice, and an understanding of the need to engage in lifelong learning in order to stay abreast of relevant scientific advances

**Teaching Strategies:**

The material in this class will be presented in lectures, small group discussions and clinical settings.

**Classroom Evaluation Methods:**

The class material will be evaluated in exams (50%) and written assignments (30%) and demonstration of skills (20%).

**Classroom Grading Scale:**

Alphabetic	Raw Score
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

**Attendance Policy**

Students are expected to come to all classes. If you cannot come to class for any reason please contact the instructor. Students missing more than 4 lectures may be dismissed from the course with an F. All clinical exercises must be completed . Missed clinical exercises can be made up in consultation with the instructor.

**ORGAN SYSTEMS, KNOWLEDGE AND SKILL AREAS:**

Organ Systems and Disease Categories	Knowledge and Skill Areas
Cardiovascular System	History Taking and Performing <span style="float: right;">√</span>

		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	√		

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/ School Physician Assistant Studies Date 12-30-13

Course No. or Level PA 645 Title Clinical Interventions and Diagnostics III

Semester hours 3 Clock hours: Lecture 2 Laboratory 3

Prerequisites PA 635

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification N/A

(proposed change in course title, COURSE DESCRIPTION, course content or method of instruction)

substitute N/A

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing COURSE DESCRIPTION Reamer Bushardt (Consultant)

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Fall 2017

Date of School/Department approval \_\_\_\_\_

**COURSE DESCRIPTION:**

This course builds upon foundational concepts underlying health and disease at both the individual and population levels as presented in PA 525 and PA 635. Students will advance their abilities to recognize, prevent, and manage common clinical disorders; support the maintenance of optimal health; understand the pathophysiologic alterations underlying common medical illnesses; follow best practices for approaching patients with illness or health maintenance goals; reinforce clinical reasoning skills; recognize and use guidelines for preventive care and disease screening; and achieve a sound understanding of appropriate diagnostic and therapeutic interventions for clinical care across a wide spectrum of medical conditions in various settings. Additional emphasis is placed upon diagnostic interventions and analysis of radiologic and



laboratory interventions. Subjects covered will coincide with 641 and 643 i.e. musculoskeletal, dermatology, eyes, ears, nose and throat (EENT) and obstetrics and gynecology (OB/GYN).



**Department of Physician Assistant Studies  
PA 645: Clinical Interventions and Diagnostics III**

**Faculty:**  
**Office:**  
**Office hours**

**Semester:**  
**Credit Hours:**  
**Class time:**  
**Room:**

**Prerequisite:** PA 635  
**Co-requisites:** None

**COURSE DESCRIPTION:**

This course builds upon foundational concepts underlying health and disease at both the individual and population levels as presented in PA 525 and PA 635. Students will advance their abilities to recognize, prevent, and manage common clinical disorders; support the maintenance of optimal health; understand the pathophysiologic alterations underlying common medical illnesses; follow best practices for approaching patients with illness or health maintenance goals; reinforce clinical reasoning skills; recognize and use guidelines for preventive care and disease screening; and achieve a sound understanding of appropriate diagnostic and therapeutic interventions for clinical care across a wide spectrum of medical conditions in various settings. Additional emphasis is placed upon diagnostic interventions and analysis of radiologic and laboratory interventions. Subjects covered will coincide with 641 and 643 i.e. musculoskeletal, dermatology, eyes, ears, nose and throat (EENT) and obstetrics and gynecology (OB/GYN).

**LEARNING OUTCOMES:**

- Demonstrate a working knowledge of the anatomy and physiology of the systems covered.
- Demonstrate a strong ability to accurately recognize the common clinical disorders within each discipline studied, including demographics, etiological factors, symptoms, physical exam findings, differential diagnosis, and natural history of disease.
- Display a firm understanding of the disease pathophysiology for common medical conditions within each discipline studied.
- Discuss the established approaches to diagnosis and treatment of the frequently encountered diseases within each discipline studied.
- Demonstrate strong clinical reasoning skills in assessment of the frequently encountered diseases within each discipline studied.

- Show familiarity with the guidelines for preventative care and disease screening within each discipline studied.
- Discuss the rationale for clinical diagnostic testing that may be utilized to define primary care problems.
- Perform basic laboratory and office-based procedures most often performed in the ambulatory care setting.
- Interpret diagnostic test results and evaluate those results to determine proper diagnosis and treatment.

**Textbook(s):**

**Required:**

**Instructional methods:**

The material in this class will be presented in lectures, small group discussions and practical work in the laboratory.

**Classroom Evaluation Methods:**

The lecture material will be evaluated in 4 exams through the semester with the final being a cumulative exam. Exam will form 60% of the grade. The remaining 40% will be determined from participation in group discussions (20%) and lab assessment.

**Classroom Grading Scale:**

<b>Alphabetic</b>	<b>Raw Score</b>
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

**Attendance Policy**

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

**ORGAN SYSTEMS, KNOWLEDGE AND SKILL AREAS:**

<b>Organ Systems and Disease Categories</b>		<b>Knowledge and Skill Areas</b>	
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	√		

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/ School Physician Assistant Studies Date 12-5-13

Course No. or Level PA 710 Title Family Medicine Clerkship

Semester hours 3 Clock hours: Lecture \_\_\_\_\_ Laboratory \_\_\_\_\_ Clinical 150

Prerequisites Permission of Department

Enrollment expectation 5

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, COURSE DESCRIPTION, course content or method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing COURSE DESCRIPTION Reamer Bushardt (Consultant)

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Spring 2018

Date of School/Department approval \_\_\_\_\_

**COURSE DESCRIPTION:**

This clerkship provides students with experience, primarily in the outpatient evaluation of pediatric and adult patients in a community setting, which emphasizes prevention, health maintenance and the management of acute and chronic illnesses, under the supervision of experienced family medicine preceptors.



**Department of Physician Assistant Studies  
PA 710: Family Medicine Clerkship**

**COURSE DESCRIPTION:**

This clerkship provides students with experience, primarily in the outpatient evaluation of pediatric and adult patients in a community setting, which emphasizes prevention, health maintenance and the management of acute and chronic illnesses, under the supervision of experienced family medicine preceptors.

**INFORMATION:**

The preceptor and facility where the clerkship will take place will be determined individually in consultation with the Clinical Coordinator.

This four-week course provides the PA student with experience, primarily in the outpatient evaluation of pediatric and adult patients, in a community setting which emphasizes prevention, health maintenance and the management of acute and chronic illnesses. Special issues and problems related to comprehensive family health care needs are given additional focus.

**Evaluation**

The clinical clerkship grade will be based on:  
80% Evaluation submitted by preceptor  
20% clerkship exam

**Learning Outcomes**

At the completion of the rotation, the PA student should be able to accomplish the following skills within the subtopics listed below.

**History, Physical Examination and Other Assessments**

Perform a problem-oriented evaluation that includes an appropriate history and physical exam.  
Perform an accurate age-specific (pediatric, adolescent, adult and geriatric) health maintenance history and physical exam, including screening recommendations in current guidelines.

**Documentation**

- Record all encounters in either SOAP note, comprehensive work-up format and/or other formats associated with Electronic or other means (dictation, voice-recognition, etc.)

**Prevention and Health Maintenance**

Demonstrate knowledge of various resources for screening and health management utilizing current guidelines and evidence-based medicine recommendations.  
Demonstrate knowledge of immunization/vaccination schedules, recommendations, contraindications and side effects for all age groups.

Discuss screening test recommendations for patients in all age groups

Provide patient education/counseling on the following topics:

Alcohol and drug abuse	Medication adherence
Cancer screening/prevention	Prenatal counseling
Cardiac risk factor modification	Smoking cessation
Exercise	STD/pregnancy prevention
Home safety	Stress reduction
Immunizations	Weight loss
Management of hyperlipidemia	

### **Disease Specific Skills**

Identify the key historical aspects, differential diagnoses, physical examination, laboratory and diagnostic findings and proper management steps (including pharmacologic and non-pharmacologic treatment, patient education and follow-up) of the following frequently encountered problems:

- Abdominal pain
- Alcohol/substance abuse
- Anxiety disorders
- Asthma and COPD
- Bronchitis and pneumonia
- Chest pain
- CHF
- Contraception
- Dementia
- Depression
- Dermatitis/eczema
- Diabetes
- Diarrhea
- Dyspnea
- Earache
- Eating disorders
- Eye disorders
- Fatigue
- Fractures
- Headache
- Hematuria
- Hyperlipidemia
- Hypertension
- Irritable bowel syndrome
- Joint pain
- Low back pain
- Nausea and vomiting
- Obesity
- Osteoporosis
- Prostatitis
- Proteinuria
- Sexual dysfunction
- Sexually transmitted diseases
- Soft tissue injuries (sprains and strains)
- Thyroid disorders (hypo- and hyper-)
- Tumors of the skin
- Upper respiratory infections—all sites
- Urinary tract infections
- Vaginitis/vaginal discharge
- Weight loss

Perform or assist in the following simple office procedures:

- Incision and drainage
- Splinting
- Wound dressing
- Pap smears
- Removal of simple skin lesions
- Laceration repair
- Punch and shave biopsies
- Simple cryotherapy
- Throat swabbing

### **Biopsychosocial Model**

- Describe the biopsychosocial model of health care.
- Discuss the interpersonal factors which impact the course of a patient's illness and wellness.
- Discuss the impact a disease process or illness can have on a patient's family and other interpersonal relationships.
- Describe interpersonal processes that help or hinder effective medical care.
- Discuss possible means to bring a family together to talk about a patient's condition.
- Describe psychosocial interventions that a healthcare provider might use with a patient and/or family to enhance treatment outcome.

### **Community-based Health Care Practice**

- Inquire about community services and resources available for the patients in the community including services for the indigent, Medicare and Medicaid populations.
- Compare and contrast the processes of referral and consultation.
- Describe aspects of appropriate communication between the primary and secondary/tertiary health care providers.
- Write a consultation request, clearly delineating the question to be answered.
- Discuss how the use of consultants, medications and tests ordered is effected by patients' financial arrangements, geography, values and culture.



**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/ School Physician Assistant Studies Date 12-5-13

Course No. or Level PA 711 Title Obstetrics and Gynecology  
Clerkship

Semester hours 3 Clock hours: Lecture \_\_\_\_\_ Laboratory \_\_\_\_\_ Clinical 150

Prerequisites Permission of Department

Enrollment expectation 5

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, COURSE DESCRIPTION, course content or  
method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or  
program  
requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing COURSE DESCRIPTION Reamer Bushardt  
(Consultant)

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Spring 2018

Date of School/Department approval \_\_\_\_\_

**COURSE DESCRIPTION:**

This clerkship provides students with experience in managing common gynecologic issues and disorders. Obstetric experience will include labor and delivery plus routine prenatal and postpartum care under the supervision of experienced OB/Gyn preceptors.



**Department of Physician Assistant Studies  
PA 711: Obstetrics and Gynecology Clerkship**

**COURSE DESCRIPTION:**

This clerkship provides students with experience in managing common gynecologic issues and disorders. Obstetric experience will include labor and delivery plus routine prenatal and postpartum care under the supervision of experienced OB/Gyn preceptors.

**INFORMATION:**

The preceptor and facility where the clerkship will take place will be determined individually in consultation with the Clinical Coordinator.

This four week course provides the PA student with experience in managing common gynecologic issues and disorders. Obstetric experience will include labor and delivery plus routine prenatal and postpartum care. Experience will include inpatient and outpatient settings.

**Evaluation**

The clinical clerkship grade will be based on:  
80% Evaluation submitted by preceptor  
20% clerkship exam

**Learning Outcomes**

By the end of this rotation, students should be able to:

**Basic Science**

- Identify basic female reproductive and urinary tract anatomy
- Describe a normal menstrual cycle
- Describe basic maternal-fetal physiology and anatomy for each trimester
- Discuss common endocrine physiology and pathophysiology that impacts the female reproductive system

**History Taking**

Obtain routine problem-oriented and comprehensive gynecologic and obstetrics histories and document them in the appropriate format(s.) These would include the following topics:

- Routine prenatal visits

- Initial prenatal visit
- [Gynecologic visit for annual exam](#), including preventive health care
- Family planning visit
- Obstetrical visits
- Acute or chronic conditions arising in women's health
- Sexually transmitted infections
- Osteoporosis risk assessment
- Breast disease
- Urinary tract symptoms
- Menopausal symptoms
- Menstrual symptoms

### **Physical Examination**

Perform accurate physical examination techniques to include breast examination, complete pelvic exam (including speculum, bimanual techniques and recto-vaginal exam), assessment of fundus position and height, assessment of fetal growth, heart rate, and position, Leopold's maneuvers, and bedside assessment of stages of labor.

### **Ambulatory Setting Skills**

- Adjust interviewing, physical diagnosis and development of plan to outpatient setting (limited time).
- Observe referring physician and consultant roles and relationships.
- Observe the relationship of inpatient to outpatient care.
- Determine how services are obtained in an outpatient setting (PT, x-rays, social services, etc.).
- Find community resources and apply those to specific clinical problems
- Document SOAP notes.
- Present patients to precepting provider.
- Perform a Pap smear and interpret the results.
- Perform screening test for gonorrhea and chlamydia.
- Perform a wet preparation of vaginal discharge and interpret the results.
- Perform a urinalysis and interpret the results.

### **Specific Entities and Disorders**

For the following, define, discuss differential diagnoses, describe clinical manifestations, identify diagnostic testing and discuss management options:

- Vulvo-vaginal burning and vaginal discharge
- Sexually transmitted infections, including pelvic inflammatory disease
- Dysmenorrhea, including endometriosis
- Chronic pelvic pain
- Amenorrhea
- Normal and abnormal uterine bleeding
- Climacteric
- Premenstrual syndrome (Premenstrual dysphoria disorder)

- Uterine leiomyomas
- Pre-eclampsia and eclampsia
- Infertility
- Postpartum depression

For the following:

- Human sexuality
  - Explain how to take a sexual history.
  - Understand the prevalence of sexual dysfunction and some risk factors.
  - Describe factors affecting the sexual response.
  - Describe types of sexual dysfunction and how to evaluate women with these concerns.
  - Explain how the climacteric affects sexual function.
- Intimate partner violence
  - Discuss how to screen routinely for present or past violence and childhood abuse and how to recognize risk factors for abuse.
  - State the interventions indicated when a history of violence is revealed.
  - Describe how to assess patient safety and development of an emergency plan.
  - List community resources for women with a current or past history of violence.

### **Cervical cytology**

- State the risk factors for cervical neoplasia.
- Describe the recommendations for screening with cervical cytology.
- Describe the Bethesda system classification for cervical cytology.
- Discuss the evaluation and management of the woman with an abnormal pap smear including the following designations: ASCUS, LGSIL, HGSIL, AGUS, and suggests invasive squamous cell cancer.
- Discuss issues in the dilemma of selecting the best screening test for cervical cancer.

### **Disorders of the breast**

#### Breast pain

- Discuss the history and physical examination of a woman with breast pain.
- State the differential diagnosis.
- Describe how to evaluate and how to treat/counsel her.

#### Nipple discharge

- Discuss the history and physical examination of a woman with a complaint of nipple discharge.

- State the differential diagnosis of nipple discharge.
- Describe how to evaluate a woman with nipple discharge.

#### Breast lump

- Discuss the differential diagnosis of a breast lump when found in women of ages 20, 40, and 60 years.
- Explain methods of evaluation and diagnosis, including imaging, biopsy, and fine-needle aspiration (FNA.) Observe mammogram.
- List 5 risk factors for breast cancer.
- Describe the psychological impact of the finding of a breast lump or abnormal mammogram and the diagnosis of breast cancer.

### **Urologic disorders**

#### Urinary incontinence

- Describe the history taken for urinary incontinence
- Discuss three types of urinary incontinence (stress, urge, over flow) and how to distinguish them with history, examination, and evaluation.
- Discuss the management options for women with each type of urinary incontinence.

#### Dysuria

- Discuss the differential diagnosis for dysuria.
- Compare urine dipstick, microscopic urinalysis, and urine culture as to indications, sensitivity, specificity, and cost effectiveness in treating cystitis.
- Explain the recommended therapy for uncomplicated UTI.
- List the factors seen with “complicated” UTI and how therapy varies from uncomplicated infections.
- State the definition of recurrent cystitis, management by the primary care physician, and indications for referral to a urologist.

#### Significant hematuria:

- Discuss the definition and differential diagnosis for significant hematuria.
- Describe the evaluation of a patient with this complaint.
- Explain when urologic consultation is appropriate.

### **Pharmacology**

Explain the mechanism of action, effectiveness, benefits and risks, financial considerations of the various methods of contraception, including emergency contraception.

Discuss the role of preconception vitamins and reduced risk of birth defects.

Name drugs contraindicated in early and late pregnancy

Discuss current treatment guidelines for STDs

Discuss current guidelines for Hormone Replacement Therapy (HRT)

Describe pain control options during and immediately after labor/delivery

### **Routine antepartum care**

Discuss the methods to:

- Diagnose pregnancy
- Assess gestational age
- Distinguish an at-risk pregnancy
- Assess fetal growth, well-being, and maturity

Describe:

- Routine testing performed throughout a low risk pregnancy
- Basic nutritional needs of a pregnant woman
- Risk factors for and prevention of Rh isoimmunization.
- Role of AFP screening

### **Other pregnancy-related care**

Discuss early pregnancy loss, including ectopic pregnancies

Perform or assist in performance of an uncomplicated vaginal delivery

Discuss the evaluation of bleeding during pregnancy

Discuss causes of and methods to reduce low birth weight infants

Discuss common causes of antepartum and intrapartum complications

Discuss common postpartum complications

Interpret simple fetal monitoring strips

### **Surgical Obstetrics and Gynecology**

Discuss surgical treatment for common gynecologic premalignant and malignant lesions

Discuss various indications for techniques of hysterectomy

Discuss risks, benefits and modes of female sterilization

Discuss operative obstetrics, including forceps, cesarean sections, and postpartum tubal ligations

Tie a surgical knot (hand and instrument)

Demonstrate the repair of a surgical laceration, including wound dressing and routine wound care

### **Preventive care and health maintenance**

Using the ACOG guidelines, discuss the routine preventive health care for leading causes of morbidity and mortality for women at all life stages.

Screen for and recognize:

- Depression and anxiety.
- Substance abuse including alcohol.
- Eating disorders.

Discuss current guidelines, appropriate timelines, patient education and counseling for:

- Contraceptive (including non-pharmacologic) options
- Preconception care
- Routine antepartum care
- Routine postpartum care

- Sexually transmitted disease prevention and management
- Self breast examination/mammography
- PAP smears

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/ School Physician Assistant Studies Date 12-5--13

Course No. or Level PA 712 Title Pediatrics Clerkship

Semester hours 3 Clock hours: Lecture      Laboratory      Clinical 150

Prerequisites Permission of Department

Enrollment expectation 5

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, COURSE DESCRIPTION, course content or  
method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or  
program  
requirement.)

alternate       
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing COURSE DESCRIPTION Reamer Bushardt  
**(Consultant)**

Department Chairperson's/Dean's Signature     

Provost's Signature     

Date of Implementation Spring 2018

Date of School/Department approval     

**COURSE DESCRIPTION:**

This clerkship provides students with extensive clinical exposure to aspects of Pediatrics under the supervision of experienced Pediatric preceptors.





**Department of Physician Assistant Studies  
PA 712: Pediatrics Clerkship**

**COURSE DESCRIPTION:**

This clerkship provides students with extensive clinical exposure to aspects of Pediatrics under the supervision of experienced Pediatric preceptors.

**INFORMATION:**

The preceptor and facility where the clerkship will take place will be determined individually in consultation with the Clinical Coordinator.

This four week course provides the PA student with experience in the outpatient evaluation and care of pediatric patients. The student will have the opportunity to perform well child exams as well as problem-oriented exams under the supervision of a pediatrician.

**Evaluation**

The clinical clerkship grade will be based on:  
80% Evaluation submitted by preceptor  
20% clerkship exam

**Learning Outcomes**

**History, Physical Examination and Other Assessments**

1. Obtain an age-appropriate history of developmental milestones as well as a standard medical history for all aged children and adolescents.
2. Demonstrate familiarity with the screening tools [e.g. Ages and Stages Questionnaires (ASQ) for the younger ages; Parent's Evaluation of Developmental Status (PEDS) for the older; Modified Checklist for Autism in Toddlers (MCHAT) at the 18 and 24 month; Denver Developmental.]
3. Obtain aspects of social and family history directly from adolescent and teen patients.
4. Obtain a sexual history, substance abuse history and sexual abuse history directly from adolescent and teen patients.
5. Perform an age-appropriate physical exam on a well child, adolescent or teen patient, to include assessment for congenital and developmental disorders.

**Documentation**

6. Record encounters in SOAP note, comprehensive work-up formats, or in other formats including electronic medical records.

**Prevention and Health Maintenance**

7. Explain currently recommended immunization schedules for pediatric patients, including those in high risk populations.

8. Explain nutritional requirements for infants, toddlers, preschool, and school-age children.

9. Discuss screening test recommendations for pediatric patients in all age groups

10. Explain key issues in pediatric patient education for the following issues:

- exercise
- fire safety
- gun safety
- home, school, & playground safety
- infant feeding
- medication use and side effects
- Nutrition
- oral/dental health
- problems of adolescence
- school readiness
- smoking and other substance abuse
- STD and pregnancy prevention
- toilet training

### **Disease Specific Skills**

11. Perform problem-oriented evaluation to include the key historical, physical, and laboratory and diagnostic findings and proper management (to include pharmacologic treatment and patient education) of the following frequently encountered conditions:

- abdominal and pelvic pain
- accidental poisoning
- acne and other dermatologic disorders
- acute gastroenteritis
- attention deficit disorders
- affective disorders
- anemias (including sickle cell)
- asthma
- allergies
- bronchitis/bronchiolitis
- child abuse
- croup
- eating disorders
- eye disorders
- failure to thrive
- fever
- headaches
- otitis media and externa
- pharyngitis
- rashes
- rhinitis
- scoliosis
- seizure disorders
- sprains, strains and fractures
- systolic heart murmurs
- upper respiratory infections
- urinary tract infection

11. Perform or assist in the following simple office procedures.

- incision and drainage
- splinting
- dressing
- laceration repair
- simple cryotherapy
- throat swabbing
- urinary catheterization (infants)

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/ School Physician Assistant Studies Date 12-10-13

Course No. or Level PA 713 Title Psychiatry Clerkship

Semester hours 3 Clock hours: Lecture \_\_\_\_\_ Laboratory \_\_\_\_\_ Clinical 150

Prerequisites Permission of Department

Enrollment expectation 5

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, COURSE DESCRIPTION, course content or method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing COURSE DESCRIPTION Reamer Bushardt (Consultant)

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Spring 2018

Date of School/Department approval \_\_\_\_\_

**COURSE DESCRIPTION:**

This clerkship provides students with extensive clinical exposure to the major aspects of Psychiatric care under the supervision of an experienced preceptor.



**Department of Physician Assistant Studies  
PA 713: Psychiatry Clerkship**

**COURSE DESCRIPTION:**

This clerkship provides students with extensive clinical exposure to the major aspects of Psychiatric care under the supervision of an experienced preceptor.

**INFORMATION:**

The preceptor and facility where the clerkship will take place will be determined individually in consultation with the Clinical Coordinator.

This four week course provides the PA student with experience evaluation of psychiatric patients and diagnosis and management of psychiatric conditions.

**Evaluation**

The clinical clerkship grade will be based on:

80% Evaluation submitted by preceptor

20% clerkship exam

**Learning Outcomes**

At the completion of this rotation, the student should be able to perform the following skills in these general areas:

**History-Taking/Physical Exam and Assessment**

- Obtain information from the patient interview, family contacts, old charts, and outpatient providers to complete a thorough assessment of the following areas:
  - History of Present Illness-Complete assessment of symptomatology, chronological order of events, recent stressors and precipitants, level of functioning
  - Past Medical History
  - Past Psychiatric History
  - Substance Abuse History
  - Family History
  - Social History
  - Developmental History
- Apply the patient-centered clinical method in patient encounters
- List reasonable differential diagnoses based on a basic understanding of DSM-IV criteria to include all 5 axes for depressive disorders, anxiety disorders, personality disorders, neuroses, psychoses, schizophrenia, substance abuse disorders, adolescent psychiatric illnesses, and behavior disorders

- Complete a comprehensive mental status examination (MSE)
- Assess a patient for dangerousness to self (including suicide) and/or others
- Explain and appropriately apply criteria for inpatient hospitalization
- Judge if a patient is medically stable enough for and during psychiatric hospitalization
- Demonstrate the ability to conduct a thorough interview with substance abusing patients that will detail drug-using histories, prior treatment, patient motivation for treatment and co-morbidity.
- Distinguish between dementia and delirium
- Explain general concepts of neuropsychological testing used to assess preschool, school-aged, adolescent and geriatric patients
- Explain various diagnostic conditions seen during childhood and adolescence including: ADHD, Conduct Disorder, Anxiety Disorders, Oppositional Defiant Disorder, Autism, Spectrum Disorders, Personality Disorders, Obsessive-Compulsive Disorders, Substance Abuse Disorders and Learning Disabilities.

### Management

- Formulate a basic treatment plan including the following:
  - 1) Acute stabilization
  - 1) Medication management
  - 2) Psychosocial interventions
  - 3) Group and individual therapy
  - 4) Discharge planning (for in-patients)
- Display basic familiarity with basic pharmacologic principles, indications and dosing of drugs in the following categories: SSRI's, tricyclic antidepressants, mood stabilizers, MAO inhibitors, bupropion, trazodone, anxiolytics including benzodiazepines, antipsychotics, neuroleptics, and drugs utilized in the treatment of ADD/ADHD
- Name at least 3 major side-effects and contraindications of each of the above medications
- Display an awareness of both potentially common and lethal drug interactions
- Gain experience with the basic principles of intoxication, withdrawal and detoxification for major categories of drugs of abuse (opiates, benzodiazepines, alcohol)
- Demonstrate a basic understanding of individual, group and family treatment as it relates to inpatient and outpatient psychiatry
- Explain the concepts involved in 12-Step and related programs
- Understand the indications for use of ECT in acute psychiatric inpatients

- Demonstrate knowledge of community sites relating to persons with severe mental illness. These sites may include but are not limited to psychosocial rehab programs, employment programs, day hospitals, transitional shelters, crisis beds, and patient residences.
- Explain fundamentals of psychotherapy, group therapy, family therapy, cognitive behavioral therapy
- Provide patients presenting with insomnia basic sleep hygiene advice.

#### Documentation

- Document the full history, mental status examination, basic differential diagnosis, basic diagnostic formulation and basic treatment plan in the medical record for the outpatient setting
- Document the full history, mental status examination, hospital course, basic differential diagnosis, basic diagnostic formulation and basic treatment plan in the discharge summary for the inpatient setting
- Provide appropriate documentation on patients seen in the ER or as inpatient consultations (if applicable) including a complete HPI, MSE, and clinical rationale for triage decisions and treatment recommendations

#### Professionalism

- Demonstrate effective communication with supervisors and referring professionals
- Demonstrate respectful, empathic, non-judgmental and rapport-building skills with psychiatric patients and their families
- Work effectively as part of a multidisciplinary team and incorporate treatment perspectives provided from team members in areas such as Social Work, Psychology, Pharmacy, Nursing and Certified Addiction Counselors
- Gain experience in placement of patients internally and in community programs for psychiatric and substance abuse services
- Recognize and adapt to cultural differences
- Demonstrate a sensitivity and awareness of the patient's culture, age, gender, socioeconomic status, sexual orientation, religion and spirituality, and disabilities
- Use ethical behavior with respect for patient confidentiality
- Establish and maintain professional boundaries

#### Medical-Legal Issues

Advocate for quality patient care and assist patients in dealing with system complexities

Demonstrate a basic understanding of medical-legal issues as they relate to inpatient psychiatry

- 1) Voluntary and involuntary admission procedures and paperwork
- 2) Testifying in hearings
- 3) Court ordered patients
- 4) Issues of confidentiality
- 5) Forced medications/medication panels

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/ School Physician Assistant Studies Date 12-10-13

Course No. or Level PA 714 Title Emergency Medicine Clerkship

Semester hours 3 Clock hours: Lecture \_\_\_\_\_ Laboratory \_\_\_\_\_ Clinical 150

Prerequisites Permission of Department

Enrollment expectation 5

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, COURSE DESCRIPTION, course content or method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing COURSE DESCRIPTION Reamer Bushardt (Consultant)

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Spring 2018

Date of School/Department approval \_\_\_\_\_

**COURSE DESCRIPTION:**

This clerkship provides students with experience in triage, evaluation and management of patients in the emergency department under the supervision of experienced preceptors.





**Department of Physician Assistant Studies  
PA 714: Emergency Medicine Clerkship**

**COURSE DESCRIPTION:**

This clerkship provides students with experience in triage, evaluation and management of patients in the emergency department under the supervision of experienced preceptors.

**INFORMATION:**

The preceptor and facility where the clerkship will take place will be determined individually in consultation with the Clinical Coordinator.

This four week clinical course provides the PA student with experience in triage, evaluation and management of patients in the emergency department.

Suggested Reference: Rosen: Emergency Medicine: Concepts and Clinical Practice, current edition, Mosby, Inc.

**Evaluation**

The clinical clerkship grade will be based on:  
80% Evaluation submitted by preceptor  
20% clerkship exam

**Learning Outcomes**

Listed are the required minimum Learning Outcomes for the Emergency Medicine rotation. Students are responsible for these objectives whether or not clinical examples are seen during their experience. Students are also responsible for assigned readings and case presentations.

- Quickly and accurately perceive problems which are emergencies.
- Determine whether vital signs are stable or unstable.
- Develop competence in wound management.
- Demonstrate sterile technique and universal precautions.
- Perform a thorough, focused, problem-specific history and physical exam.
- Discuss or demonstrate common outpatient surgical procedures.
- Identify cardinal presentations of common emergent medical conditions.
- Recognize one's capabilities and limitations for emergency situations.
- Demonstrate sensitivity to the needs of family members of injured or ill patients.
- Recognize the need to coordinate and assure access to follow-up care.

**History Taking and Physical Examination**

- Perform a problem-oriented history and physical examination while focusing on the simultaneous gathering of information and concurrent provision of urgent management. The history taking and physical examination must relate to the particular emergent problem and include pertinent negatives for all likely differential diagnoses.

### **Communication and Documentation**

- Appropriately document the initial and ongoing relevant history, physical examination and laboratory findings, in addition to the assessment(s) and management plans.
- Present patients to the preceptor in a well-organized and efficient manner.
- Document special cases appropriately (medico-legal considerations) utilizing the appropriate format for the practice site.
  - Provide appropriate patient or caregiver education to include (at least):
    - Explanation of likely diagnosis
    - Description of further evaluation and management plans
    - Explanation of pharmacologic and non-pharmacologic therapies
    - Utilization of “Teach-back” method

### **Laboratory and Diagnostic Skills and Interpretation**

The student will be able to obtain the following:

- Venous and arterial blood samples
- Fecal material for occult blood via rectal exam
- Urine via clean catch or catheter
- Cultures/gram stains from wound, throat, genitourinary tract

The student will appropriately utilize and recognize significant abnormal findings for the following laboratory tests:

- CBC with differential
- PT and PTT
- Fecal occult blood
- Urinalysis/culture
- Electrolytes and blood chemistry
- Manually calculate anion gap
- Urine and serum HCG
- Arterial blood gases
- Cardiac enzymes (CK, CK-MB, troponin)
- Spinal fluid studies
- Electrocardiogram

### **Radiologic Studies**

The student will demonstrate the appropriate selection and interpretation of common imaging studies with emphasis on chest Xrays, abdominal Xrays, KUBs, extremity and spine films, bedside ultrasound and Computerized Tomography (CT Scans.) Students will be able to interpret common extremity radiographic findings unique to children (Salter-Harris.)

### **Procedural Skills**

The student will be able to perform or assist in the performance of the following:

- Injections
- Venipuncture and arterial puncture
- Femoral artery and vein sticks
- Nasogastric tube insertion
- Insertion of intravenous catheter
- Catheterization of bladder
- Administer oxygen by mask or nasal cannula
- Simple, superficial Incision and Drainage (I&D) of abscesses
- Apply fiberglass splints including: volar, gutter, spica, sugar tong
- Apply knee immobilizers, ankle air casts, stabilizing footwear, slings
- Fracture reduction/correct dislocation

### **Wound Care**

The student will be able to care for wounds of all types including: burns, lacerations, punctures, gunshot wounds, and bites. Skills include:

- Achieving adequate anesthesia via infiltration or digital blocks.
- Demonstrating thorough wound exploration, cleaning and irrigation.
- Closing wounds with both cutaneous and subcutaneous sutures and non-suture materials if appropriate.
- Applying and changing dressings.
- Wound packing and repacking.
- Assessing wounds for infection or risk of infection.
- Removing sutures and staples.
- Assessing need for tetanus immunization.

### **Problem Oriented Objectives**

The student will be able to perform a focused history and physical, create a differential diagnosis, indicate appropriate diagnostic studies and formulate a treatment plan for the following:

- Rectal bleeding
- Hematuria
- Non-penetrating abdominal trauma
- Blunt trauma to the chest
- Blunt trauma to the head/neck
- Acute low back pain/neck pain
- Spinal Cord trauma
- Pneumothorax
- Shock (all forms)/Coma/Loss of consciousness
- Cranial and peripheral nerve injuries
- Acute abdominal pain
- Burns/Smoke inhalation/Lightning and electrical injuries
- Anaphylaxis
- Altered mental status
- Cellulitis
- DVT/PE
- Sickle cell crisis
- Hyperglycemia/DKA
- Chest pain
- Dehydration
- Poisoning
- Venomous/Animal Bites
- Stroke
- Seizures
- Vaginal bleeding
- Headache
- Respiratory Distress
- Fever

The student will be able to recognize and state an acceptable plan of management for the following:

## **Surgical**

- Foreign bodies
- Puncture Wounds/Lacerations (including pediatric, facial, and when to refer)
- Epistaxis
- Thrombosed hemorrhoid
- Ingrown toenail
- Paronychia
- Partial thickness burns
- Abscesses
- cellulitis
- Fractures including extremities, c-spine, blow out, facial, stress
- Sprains, strains and dislocations
- Compartment syndrome
- Bites and rabies risk assessment
- Eye injuries

## **Medical**

- Chest pain/dysrhythmias
- Acute diarrhea/vomiting
- Upper and lower GI bleed
- Abdominal/pelvic pain
- Insulin Reaction
- Pneumonia differential
- Psychosis
- Syncope
- Croup/epiglottitis
- Drug overdose
- Common dermatoses
- Thrombolytic therapy considerations (patients on Coumadin)
- Heat stroke
- Gout
- Transfusion treatment and reaction
- Urinary Retention (male and female)
- Asthma
- Child abuse
- Rape
- Sexually transmitted infections
- Vertigo
- Hypothermia
- Carbon monoxide poisoning
- ENT/Dental and Ophthalmologic Emergencies
- Chest pain/Acute MI
- Stroke

## **Specific Considerations**

### **Motor Vehicle Accidents/Traumatic Injuries**

The student will be able to evaluate the patient who has been involved in a motor vehicle collision; occupational, domestic or recreational injuries with emphasis on:

- Reviewing reports and accepting transfers from EMS
- Mechanism of injury
- Evaluation and protection of cervical spine
- Appropriate use of imaging studies
- NEXUS criteria
- Ottawa rules for knee and ankle injuries
- Appropriate follow-up and recommendations
- Currently approved guidelines for use of imaging techniques

### **Medico-Legal Aspects of Emergency Medicine**

The student will demonstrate proficiency of fundamental medico-legal aspects of emergency medical practice, including:

- Compare and contrast informed consent and implied consent
- Discuss application of HIPAA regulations
- Appropriate medico-legal documentation for motor vehicle or occupational injuries
- Discuss legal criteria of reporting to external agencies (i.e. Social Services, law enforcement)

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/ School Physician Assistant Studies Date 12-5-13

Course No. or Level PA 715 Title Internal Medicine - Inpatient Clerkship

Semester hours 3 Clock hours: Lecture \_\_\_\_\_ Laboratory \_\_\_\_\_ Clinical 150

Prerequisites Permission of Department

Enrollment expectation 5

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, COURSE DESCRIPTION, course content or method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing COURSE DESCRIPTION Reamer Bushardt (Consultant)

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Spring 2018

Date of School/Department approval \_\_\_\_\_

**COURSE DESCRIPTION:**

This clerkship provides students with extensive clinical exposure to the major aspects of inpatient Internal Medicine care under the supervision of experienced physician and PA preceptors.



**Department of Physician Assistant Studies  
PA 715: Internal Medicine – Inpatient Clerkship**

**COURSE DESCRIPTION:**

This clerkship provides students with extensive clinical exposure to the major aspects of inpatient Internal Medicine care under the supervision of experienced physician and PA preceptors.

**INFORMATION:**

The preceptor and facility where the clerkship will take place will be determined individually in consultation with the Clinical Coordinator.

These two Internal Medicine 4-week clinical courses PA 715 and 716 provide the PA student with experience in internal medicine and medicine specialties in the inpatient and outpatient settings. In PA 715 (inpatient) the student will gain in-depth knowledge of a variety of medical problems and learn the skills necessary for providing patient care in an inpatient setting (at least 80% of the time) for four weeks.

**Evaluation**

The clinical clerkship grade will be based on:  
80% Evaluation submitted by preceptor  
20% clerkship exam

**Learning Outcomes**

At the completion of the two courses, the PA student should be able to accomplish the following skills within the area described within each sub topic.

**History, Physical Examination and Other Assessments**

1. Perform a complete evaluation, to include medical history, physical examination, and appropriate laboratory studies, for common medical diseases and illnesses for an adult patient in both the inpatient and outpatient settings.
2. Perform a problem-oriented evaluation, to include directed medical history, focused physical examination, and appropriate laboratory studies, for an adult presenting with a medical disease or illness.

**Documentation**

3. Record an accurate complete evaluation in standard written format.
4. Record an accurate problem-oriented patient write-up in SOAP format.
5. Demonstrate proficiency with written, word-processed or dictated hospital admission document for the inpatient setting.
6. Demonstrate proficiency with documenting progress notes in both inpatient and outpatient settings.

7. Write clear and understandable consultation requests for inpatient and outpatient medical problems.
8. Document in written, word-processed or dictated format a hospital discharge summary.

### **Disease-Specific Skills: Assessment and Management**

9. Summarize the key historical aspects, differential diagnoses, physical examination, laboratory and diagnostic findings and proper management steps (including pharmacologic treatment, non-pharmacologic treatment and patient education) of the following frequently encountered problems:

#### Cardiac and Vascular Diseases

Aortic aneurysm	Myocardial infarction
Arterial occlusion	Rheumatic heart disease
Atrial fibrillation	Coronary artery disease
Cardiomyopathy	Thrombophlebitis
Complete Heart Block	Valvular disorders
Congenital heart disease	Venous insufficiency
Congestive heart failure	Ventricular arrhythmias
Hypertension	
Infective endocarditis	

#### Pulmonary Diseases

Acute respiratory failure	
Asthma	
Bronchitis (acute and chronic)	Pulmonary Embolism
COPD	Restrictive Lung Disease
Lung Cancer	Sarcoidosis
Pneumonia	Tuberculosis
Pneumothorax	

#### Neurologic Diseases

ALS	
Alzheimer's	
Encephalopathies	
Non-migraine headaches	Seizure disorders
Migraines	Stroke
Multiple sclerosis	TIA
Myasthenia Gravis	Vertigo
Non-Alzheimer's dementias	
Parkinson's disease	
Peripheral neuropathies	

#### Endocrinologic Diseases

Addison's disease	Pituitary disorders
Cushing's syndrome	Thyroid disorders

Diabetes mellitus

#### Gastrointestinal Diseases

Cholelithiasis	Neoplasms
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Crohns disease  
Cirrhosis  
Diverticular disease  
Esophageal disorders  
Gastritis/gastric ulcer  
Irritable Bowel Disorder  
Hepatitis

Pancreatitis  
Peptic ulcer disease  
Rectal Disorders  
Reflux esophagitis  
Regional enteritis  
Ulcerative colitis

#### Renal Diseases

Acute renal injury  
Chronic kidney disease  
Infections of urinary tract  
Renal Cell Carcinoma  
Renal lithiasis  
Nephritis  
Nephropathies

#### Rheumatologic/Autoimmune Diseases

Gout  
Osteoarthritis  
Polymyalgia rheumatica

Rheumatoid arthritis  
Sarcoidosis  
Systemic lupus erythematosus

#### Hematologic/Oncologic Diseases

Acute and chronic leukemias  
Agranulocytosis (aplastic anemia)  
Anemias  
Breast cancer  
Colon cancer  
Hemoglobinopathies

Lung cancer  
Lymphomas  
Myeloma  
Oral cancers  
Platelet disorders  
Polycythemia vera  
Prostate cancer  
Skin Cancers

#### Infectious Diseases/Allergic Disorders

Allergic disorders  
HIV disorders  
Influenza  
Sepsis

#### **Laboratory and Diagnostic Skills:**

5. Explain the rationale for ordering the following investigative studies and interpret their results:

ABG's  
Amylase  
ANA titer  
ASO titer  
BNP  
Bone Densitometry  
Bone Scan  
Cardiac Isoenzymes

Serum calcium  
Serum electrolytes, glucose, BUN, Serum creatinine  
Serum magnesium  
Serum proteins  
Serum uric acid  
Spinal fluid analysis, cell count, culture

CBC/differential; indices	Spirometry, peak flows
Chest, Abdominal and KUB Xrays	Stool guaiac
Cholesterol, HDL, LDL	Thyroid functions
Coagulation studies	Triglycerides
C-reactive protein	Upper and lower GI series
CT and MRI	Urinalysis
Cultures (blood, urine, sputum, synovial fluid, throat)	Urine Microalbumin
Hepatitis antigen/antibody testing	Vitamin D
IVP	
Lipase	
Lipids	
Liver enzymes	
Monospot	
Nuclear Scans	
Oral cholecystogram/ultrasound	
Prostate Specific Antigen	
RA titer	
Sedimentation rate	

6. Explain the basic function of the EKG and demonstrate ability to determine rate, rhythm, bundle branch blocks, axis deviations, hypertrophy, ischemia and infarction.

### **Prevention and Health Maintenance**

7. Describe various resources for screening and health management such as the US Preventive Services Task Force Guide to Preventive Services and others based upon evidence-based principles.

8. Demonstrate knowledge of immunization schedules, recommendations, contraindications and side effects for adult age groups.

9. Recommend screening tests based upon accepted guidelines for patients in adult age groups

10. Provide effective patient education on the following topics:

alcohol and drug abuse	
cancer screening/prevention	
cardiac risk factor modification	management of hyperlipidemia
DASH (salt-restricted) diet	smoking cessation
diabetic diet	STD/pregnancy prevention
exercise	stress reduction
home safety	weight loss or gain
immunizations	

11. Perform or assist in the following procedures:

arterial blood gas  
lumbar puncture  
thoracentesis  
urinary catheterization  
venipuncture and IV line placement

### **Biopsychosocial Model**

12. Describe the biopsychosocial model of health care.
13. Discuss the interpersonal factors which impact the course of a patient's illness and wellness.
14. Discuss the impact a disease process or illness in a patient can have on his or her family and other interpersonal relationships.
15. Describe interpersonal processes that help or hinder effective medical care.
16. Discuss possible means to bring a family together to talk about a patient's condition.
17. Describe psychosocial interventions that a healthcare provider might use with a patient and/or family to enhance treatment outcome.
18. Discuss the following: Advance Directives, Health Care Power of Attorney, and Do Not Resuscitate Orders

### **Community-based Health Care Practice**

18. Inquire about community services and resources available for the patients in inpatient and outpatient settings, including services for the indigent, Medicare and Medicaid populations.
19. Compare and contrast the processes of referral and consultation, both for inpatient and outpatient settings.
20. Describe aspects of appropriate communication between the primary and secondary/tertiary care health care providers.
21. Write a consultation request, clearly delineating the question to be answered.
22. Write a medical consultant report to a requesting provider.
23. Discuss how the use of consultants, medications and tests ordered is affected by patients' financial arrangements, geography, values and culture.

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/ School Physician Assistant Studies Date 12-5-13

Course No. or Level PA 716 Title Internal Medicine - Outpatient Clerkship

Semester hours 3 Clock hours: Lecture \_\_\_\_\_ Laboratory \_\_\_\_\_ Clinical 150

Prerequisites Permission of Department

Enrollment expectation 5

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, COURSE DESCRIPTION, course content or method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate \_\_\_\_\_  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing COURSE DESCRIPTION Reamer Bushardt (Consultant)

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Spring 2018

Date of School/Department approval \_\_\_\_\_

**COURSE DESCRIPTION:**

This clerkship provides students with extensive clinical exposure to the major aspects of outpatient Internal Medicine care under the supervision of experienced physician and PA preceptors.



**Department of Physician Assistant Studies  
PA 716: Internal Medicine – Outpatient Clerkship**

**COURSE DESCRIPTION:**

This clerkship provides students with extensive clinical exposure to the major aspects of outpatient Internal Medicine care under the supervision of experienced physician and PA preceptors.

**INFORMATION:**

The preceptor and facility where the clerkship will take place will be determined individually in consultation with the Clinical Coordinator.

These two Internal Medicine 4-week clinical courses provide the PA student with experience in internal medicine and medicine specialties. In PA 716 (outpatient) the student will gain in-depth knowledge of a variety of medical problems and learn the skills necessary for providing patient care in an out-patient setting (at least 80% of the time) for four weeks.

**Evaluation**

The clinical clerkship grade will be based on:  
80% Evaluation submitted by preceptor  
20% clerkship exam

**Learning Outcomes**

At the completion of the two Internal Medicine courses, the PA student should be able to accomplish the following skills within the area described within each sub topic.

**History, Physical Examination and Other Assessments**

1. Perform a complete evaluation, to include medical history, physical examination, and appropriate laboratory studies, for common medical diseases and illnesses for an adult patient in both the inpatient and outpatient settings.
2. Perform a problem-oriented evaluation, to include directed medical history, focused physical examination, and appropriate laboratory studies, for an adult presenting with a medical disease or illness.

**Documentation**

3. Record an accurate complete evaluation in standard written format.
4. Record an accurate problem-oriented patient write-up in SOAP format.
5. Demonstrate proficiency with written, word-processed or dictated hospital admission document for the inpatient setting.
6. Demonstrate proficiency with documenting progress notes in both inpatient and outpatient settings.
7. Write clear and understandable consultation requests for inpatient and outpatient medical problems.

8. Document in written, word-processed or dictated format a hospital discharge summary.

**Disease-Specific Skills: Assessment and Management**

9. Summarize the key historical aspects, differential diagnoses, physical examination, laboratory and diagnostic findings and proper management steps (including pharmacologic treatment, non-pharmacologic treatment and patient education) of the following frequently encountered problems:

Cardiac and Vascular Diseases

Aortic aneurysm	Myocardial infarction
Arterial occlusion	Rheumatic heart disease
Atrial fibrillation	Coronary artery disease
Cardiomyopathy	Thrombophlebitis
Complete Heart Block	Valvular disorders
Congenital heart disease	Venous insufficiency
Congestive heart failure	Ventricular arrhythmias
Hypertension	
Infective endocarditis	

Pulmonary Diseases

Acute respiratory failure	
Asthma	Pulmonary Embolism
Bronchitis (acute and chronic)	Restrictive Lung Disease
COPD	Sarcoidosis
Lung Cancer	Tuberculosis
Pneumonia	
Pneumothorax	

Neurologic Diseases

ALS	
Alzheimer's	
Encephalopathies	
Non-migraine headaches	Seizure disorders
Migraines	Stroke
Multiple sclerosis	TIA
Myasthenia Gravis	Vertigo
Non-Alzheimer's dementias	
Parkinson's disease	
Peripheral neuropathies	

Endocrinologic Diseases

Addison's disease	Pituitary disorders
Cushing's syndrome	Thyroid disorders

Diabetes mellitus

Gastrointestinal Diseases

Cholelithiasis	Neoplasms
Crohns disease	Pancreatitis
Cirrhosis	Peptic ulcer disease
Diverticular disease	Rectal Disorders

Esophageal disorders  
Gastritis/gastric ulcer  
Irritable Bowel Disorder  
Hepatitis

Reflux esophagitis  
Regional enteritis  
Ulcerative colitis

Renal Diseases

Acute renal injury  
Chronic kidney disease  
Infections of urinary tract  
Renal Cell Carcinoma  
Renal lithiasis  
Nephritis  
Nephropathies

Rheumatologic/Autoimmune Diseases

Gout  
Osteoarthritis  
Polymyalgia rheumatica

Rheumatoid arthritis  
Sarcoidosis  
Systemic lupus erythematosus

Hematologic/Oncologic Diseases

Acute and chronic leukemias  
Agranulocytosis (aplastic anemia)  
Anemias  
Breast cancer  
Colon cancer  
Hemoglobinopathies

Lung cancer  
Lymphomas  
Myeloma  
Oral cancers  
Platelet disorders  
Polycythemia vera  
Prostate cancer  
Skin Cancers

Infectious Diseases/Allergic Disorders

Allergic disorders  
HIV disorders  
Influenza  
Sepsis

**Laboratory and Diagnostic Skills:**

5. Explain the rationale for ordering the following investigative studies and interpret their results:

ABG's  
Amylase  
ANA titer  
ASO titer  
BNP  
Bone Densitometry  
Bone Scan  
Cardiac Isoenzymes  
CBC/differential; indices

Serum calcium  
Serum electrolytes, glucose, BUN, Serum creatinine  
Serum magnesium  
Serum proteins  
Serum uric acid  
Spinal fluid analysis, cell count, culture  
Spirometry, peak flows

Chest, Abdominal and KUB Xrays	Stool guaiac
Cholesterol, HDL, LDL	Thyroid functions
Coagulation studies	Triglycerides
C-reactive protein	Upper and lower GI series
CT and MRI	Urinalysis
Cultures (blood, urine, sputum, synovial fluid, throat)	Urine Microalbumin
Hepatitis antigen/antibody testing	Vitamin D
IVP	
Lipase	
Lipids	
Liver enzymes	
Monospot	
Nuclear Scans	
Oral cholecystogram/ultrasound	
Prostate Specific Antigen	
RA titer	
Sedimentation rate	

6. Explain the basic function of the EKG and demonstrate ability to determine rate, rhythm, bundle branch blocks, axis deviations, hypertrophy, ischemia and infarction.

### **Prevention and Health Maintenance**

7. Describe various resources for screening and health management such as the US Preventive Services Task Force Guide to Preventive Services and others based upon evidence-based principles.

8. Demonstrate knowledge of immunization schedules, recommendations, contraindications and side effects for adult age groups.

9. Recommend screening tests based upon accepted guidelines for patients in adult age groups

10. Provide effective patient education on the following topics:

alcohol and drug abuse

cancer screening/prevention

cardiac risk factor modification

DASH (salt-restricted) diet

diabetic diet

exercise

home safety

immunizations

management of hyperlipidemia

smoking cessation

STD/pregnancy prevention

stress reduction

weight loss or gain

11. Perform or assist in the following procedures:

arterial blood gas

lumbar puncture

thoracentesis

urinary catheterization

venipuncture and IV line placement



## **Biopsychosocial Model**

- 12.** Describe the biopsychosocial model of health care.
- 13.** Discuss the interpersonal factors which impact the course of a patient's illness and wellness.
- 14.** Discuss the impact a disease process or illness in a patient can have on his or her family and other interpersonal relationships.
- 15.** Describe interpersonal processes that help or hinder effective medical care.
- 16.** Discuss possible means to bring a family together to talk about a patient's condition.
- 17.** Describe psychosocial interventions that a healthcare provider might use with a patient and/or family to enhance treatment outcome.
- 18.** Discuss the following: Advance Directives, Health Care Power of Attorney, and Do Not Resuscitate Orders

## **Community-based Health Care Practice**

- 18.** Inquire about community services and resources available for the patients in inpatient and outpatient settings, including services for the indigent, Medicare and Medicaid populations.
- 19.** Compare and contrast the processes of referral and consultation, both for inpatient and outpatient settings.
- 20.** Describe aspects of appropriate communication between the primary and secondary/tertiary care health care providers.
- 21.** Write a consultation request, clearly delineating the question to be answered.
- 22.** Write a medical consultant report to a requesting provider.
- 23.** Discuss how the use of consultants, medications and tests ordered is affected by patients' financial arrangements, geography, values and culture.





**Department of Physician Assistant Studies  
PA 717: General Surgery Clerkship**

**COURSE DESCRIPTION:**

This clerkship provides students with hands-on experience in general surgery through exposure to the operating room, to pre- and post-operative management and to out-patient surgical management and follow-up.

**INFORMATION:**

The preceptor and facility where the clerkship will take place will be determined individually in consultation with the Clinical Coordinator.

This 4-week rotation provides the PA student with hands-on experience in general surgery through exposure to the operating room, to pre- and post-operative management and to out-patient surgical management and follow-up.

**Evaluation**

The clinical clerkship grade will be based on:

- 80% Evaluation submitted by preceptor
- 20% clerkship exam

**Learning Outcomes**

By the completion of the rotation, the student should be proficient in:

History Taking

- Take a problem-oriented and comprehensive history for a patient presenting with a potential surgical diagnosis.
- Perform a pre-operative history that is appropriate to the patient's complaint, including query for comorbidities that can impact a surgical procedure.
- Perform focused post-operative histories (in-patient and out-patient) for the purpose of gathering information about potential complications and routine post-surgical inquiry.

Physical Examination

- Perform focused examinations based upon the patient's subjective complaints in the evaluation of potential surgical diagnoses.
- Discuss or perform special tests in the assessment of common surgical diagnoses.
- Perform post-operative physical examination that is focused on surveying for post-operative complications and routine wound checks.

## Documentation

- Appropriately document the history and physical examination, as well as the assessment and plan, for problem-focused and comprehensive work-ups in surgical patients.
- Demonstrate the appropriate documentation of admission, pre-operative, and post-operative orders.
- Discuss the elements that are included in a surgical procedure note.
- Demonstrate documentation of daily progress notes.
- Discuss the elements that are included in a discharge summary.
- Appropriately document an out-patient note for a pre- or post-operative surgical patient.
- Discuss the documentation required for informed consent.

## Communication

- Present patients to the preceptor or consultant in a well-organized and efficient manner.
- Document special cases appropriately (medico-legal considerations) utilizing the appropriate format for the practice site.
- Provide appropriate patient or caregiver education to include (at least):
  - Explanation of likely diagnosis
  - Description of further evaluation to include labs and imaging studies
  - Explanation of surgical and procedural options, including providing informed consent
  - Explanation of pharmacologic and non-pharmacologic therapies, including specifics regarding wound care and post-operative complications
  - Utilization of “Teach-back” method

## Fundamental Knowledge

- Identify common surgical instruments, including knives/scalpels, forceps, scissors, retractors and others.
- Discuss surgical anatomy for common procedures performed in the general surgery specialty. This would include, but not be limited to, the abdomen, thyroid/neck, skin structures, lymph nodes, breasts, local neuroanatomy and local vasculature.
- Discuss anatomic and physiologic principles of airway management and local/regional/spinal anesthesia during surgical procedures.

## Surgery-Specific Skills

- Demonstrate proper technique for scrubbing, gowning and gloving.
- Discuss sterile technique, including appropriate draping, patient preparation and movement in and around a sterile field.
- Discuss methods for avoiding exposure to blood and other body fluids.
- Identify the action to take in the event of inadvertent exposure blood-borne or other body

fluids.

- Demonstrate techniques involved in assisting during surgical cases in the operating suite.
- Discuss fundamentals of local, regional and general anesthesia.
- Demonstrate fundamental suture techniques, including mattress, interrupted, continuous, corner, and subcuticular.
- Identify various suture materials (absorbable and non-absorbable) and discuss indications for using them
- Demonstrate instrument and hand tying of basic surgical knots.
- Demonstrate suture and staple removal.
- Demonstrate appropriate dressing techniques for common wounds and incisions.
- Discuss the use and management of surgical drains.
- Discuss techniques for surgical biopsy (including fine-needle aspiration, excisional, and techniques utilizing imaging-guided skills)
- Discuss techniques for incision and drainage.

### Pharmacology

- Discuss fundamental principles of agents utilized in surgery specialties for anesthesia, analgesia and amnesia.
- Discuss post-operative pain management, including PCA pumps.
- Discuss pharmacologic prophylaxis and management of surgical infections, including MRSA
- Discuss the prophylaxis and management of venous thromboembolism.

### Disease-Specific Skills

For the following, discuss the pathophysiology, key historical and physical findings, differential diagnosis, laboratory and diagnostic procedure results and management steps:

- Abscesses, boils and carbuncles
- Abdominal trauma
- Acute Abdomen
- Anorectal disorders
- Arterial disorders
- Biliary Tract disorders
- Bowel and other GI tract disorders
- Breast Masses
- GI Tract Neoplasms
- Hernias
- Lymph Node Masses
- Parathyroid Disorders
- Post-operative complications
- Renal and Adrenal Masses
- Splenic Rupture
- Thyroid Masses
- Venous disorders

For the following, identify physiologic principles and treatment measures:

- Fluid and electrolyte management
- Post-operative nutrition
- Wound healing (primary intention, secondary intention and delayed closure)

Discuss the identification of and the prevention/management for the following complications:

- Adhesions
- Atelectasis
- Compression/Compartment Syndrome
- Dehiscence
- Deep Vein Thrombosis/Pulmonary Embolus

- Evisceration
- Gangrene
- Hypertension/Hypotension
- Nausea and Vomiting
- Pneumonia/Pneumonitis
- Wound Hematoma
- Wound Infection

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/ School Physician Assistant Studies Date 12-5-13

Course No. or Level PA 718 Title Elective Clerkship

Semester hours 3 Clock hours: Lecture      Laboratory      Clinical 150

Prerequisites Permission of Department

Enrollment expectation 5

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, COURSE DESCRIPTION, course content or  
method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or  
program  
requirement.)

alternate       
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing COURSE DESCRIPTION Peter King

Department Chairperson's/Dean's Signature     

Provost's Signature     

Date of Implementation Spring 2018

Date of School/Department approval     

**COURSE DESCRIPTION:**

This clerkship provides students with extensive clinical exposure to the major aspects of an area of medicine selected in consultation with the clinical coordinator, under the supervision of experienced preceptors.



**Department of Physician Assistant Studies  
PA 718: Elective Clerkship**

**COURSE DESCRIPTION:**

This clerkship provides students with extensive clinical exposure to the major aspects of an area of medicine selected in consultation with the clinical coordinator, under the supervision of experienced preceptors.

**INFORMATION:**

The preceptor and facility where the clerkship will take place will be determined individually in consultation with the Clinical Coordinator.

This 4-week rotation provides the PA student with an opportunity to investigate an area of medicine that is of special interest.

**Evaluation**

The clinical clerkship grade will be based on:  
80% Evaluation submitted by preceptor  
20% clerkship exam

**Learning Outcomes**

Will be determined by the clinical coordinator depending on the area of medicine chosen



**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED  
NEW COURSE or MODIFICATION OF AN EXISTING COURSE**

Department/ School Physician Assistant Studies Date 12-12-13

Course No. or Level PA 720 Title PA Capstone

Semester hours 3 Clock hours: Lecture 3 Laboratory 0

Prerequisites 0

Enrollment expectation 30

Indicate any course for which this course is a (an)

modification N/A  
(proposed change in course title, COURSE DESCRIPTION, course content or method of instruction)

substitute N/A  
(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate N?A  
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing COURSE DESCRIPTION Ruth Wittmann-Price

Department Chairperson's/Dean's Signature \_\_\_\_\_

Provost's Signature \_\_\_\_\_

Date of Implementation Fall 2018

Date of School/Department approval \_\_\_\_\_

**COURSE DESCRIPTION:**

This course will emphasize test-taking skills, testing practice, and critical thinking. Emphasis will be placed on prioritization and delegation. Learners will review critical medical concepts and content needed for their success as a professional PA.



**Department of Physician Assistant Studies  
PA 720: Capstone**

**Credit Hours:** (3)  
**Day and time:** TBA  
**Location:** TBA

**Prerequisites:** completion of 6 clerkships  
**Co-requisites:** None

**COURSE DESCRIPTION:**

This course will emphasize test-taking skills, testing practice, and critical thinking. Emphasis will be placed on prioritization and delegation. Learners will review critical medical concepts and content needed for their success as a professional PA. Computerized testing will be used to gauge learners' mastery of professional concepts and content.

**Learning Outcomes: At the conclusion of this course, the learner will be able to:**

1. Understand test-taking strategies
2. Determine differential diagnosis
3. Explain ethical issues inherent in care of specific populations
4. Synthesize diagnostics to arrive at appropriate diagnosis
5. Discuss patient care interventions
6. Analyze patient outcomes for best practice

**Teaching Strategies:**

Teaching strategies will consist of lecture, audio-visual aids, class discussions, class and clinical group work, class presentations, seminars, written assignments, paper and pencil tests, role-play, & computer-assisted instructions & testing.

Textbook(s):

Required:

Paulk, D. Agnew, D. (2010). *Physician Assistant Review Guide*. Sudbury MA; Jones and Bartlett.

**METHODS OF EVALUATION:**

Successful completion of this course is dependent upon earning grades of B or better and maintaining a cumulative GPA of 3.0 or better in the current graduate grading system. Both the didactic portion and the clinical portion of this course must be completed successfully in order to pass the course.

**Classroom Evaluation Methods:**

12 Unit exams	60%
Final Exam	40%
Clinical component and case studies	P/F
<b>TOTAL</b>	<b>100%</b>

**Classroom Grading Scale:**

<b>Alphabetic</b>	<b>Raw Score</b>
A	94-100
B+	90-93
B	87-89
C+	83-86
C	80-82
F	79 or below

**Topical Outline**

<b>Week/ date</b>	<b>Content:</b>	<b>Evaluation Methods:</b>
1	Test – taking Strategies	
2	Skin disorders	1. Unit Exam
3	Head and Neck disorders	2. Unit Exam
4	Thorax and Lung disorders	3. Unit Exam
5	Cardiac disorders	4. Unit Exam
6	Breast and Axillae disorders	5. Unit Exam
7	Abdominal and GI disorders	6. Unit Exam
8	GYN and Male Genitalia disorders	7. Unit Exam
9	Musculoskeletal Disorders	8. Unit Exam
10	Nervous system disorders	9. Unit Exam
11	Psychiatric disorders	10. Unit Exam
12	Case studies	11. Unit Exam
13	Case studies	12. Unit Exam
14	Case studies	
Exam/Final		Comprehensive Exam