University of Texas Rio Grande Valley
Physician Assistant Department
PHAS 7415 Bridge Clinical Track I
Medical Knowledge and Patient Care
Spring 2017

Course Number: PHAS 7415
Credit Hours: 4 Semester Credit Hour
Course Title: Bridge Clinical Track I
Course Location: On-line

Class Time(s):
This is the first of three 4week modules. The course is essentially self-paced except for dates and times when exams are to be taken. All of the Bridge Clinical Track modules are presented exclusively on-line, through the UTRGV Website, my.utrgv.edu, and then access Blackboard Learn by clicking on to the app at the left column area. There are no on-campus or classroom requirements. On-line access is available 24-hours a day, throughout the entire semester except on the dates that IT is updating the system and you will be advised about it. Within the time constraints and due dates, each module can be accomplished at the student’s own pace. The Course Facilitator is available for consultation during the hours posted via Blackboard Learn e-mail communication.

Required Texts:
No textbooks are required. All reading materials will be provided through Blackboard or an electronic database link through the UTRGV Library. See Appendix for list of resources.

In order for you to function best in the BBL course area you will need to utilize a Firefox browser.

Instructor & Contact Information:

Professor Name: Bassent Abdelbary, MBCHB, MPH, Doctoral candidate
Office Location: HSHE 2.142
Email address: Bassent.abdelbary@utrgv.edu
Phone contact: (956) 665-2298

All course correspondence will be through Blackboard course messages. Office hours – see the “Instructor Response Time” in the “Welcome” area of the BBL course.
Course Description:

This is an advanced clinical course designed to augment and update the existing clinical skills and knowledge of the primary care Physician Assistant. Learning objectives will focus on increasing the core competencies for the PA profession with focus on the medical knowledge competency.

Course Grading:

Module grade will be calculated based on the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Bridge Evaluation Form</td>
<td>10%</td>
</tr>
<tr>
<td>Case Studies</td>
<td>15%</td>
</tr>
<tr>
<td>Journal Reports</td>
<td>15%</td>
</tr>
<tr>
<td>Exams</td>
<td>40%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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</tbody>
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The final course grade will be recorded as:

- A: 90 – 100
- B: 80 - <90
- C: 70 - <80
- F: <70

Physician Assistant Core Competencies:

This course will prepare the student to meet certain PA competencies. The PHAS 7415 course outcomes and learning objectives relate to the Competencies for the Physician Assistant Profession (2012) as follows:

<table>
<thead>
<tr>
<th>Core Competencies for the PA Profession</th>
<th>Specific Competencies Addressed in</th>
</tr>
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<tbody>
<tr>
<td>Medical Knowledge:</td>
<td>• Competency 1 = evidence-based medicine</td>
</tr>
<tr>
<td></td>
<td>• Competency 2 = scientific principles related to patient care</td>
</tr>
<tr>
<td></td>
<td>• Competency 3 = etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions</td>
</tr>
<tr>
<td></td>
<td>• Competency 4 = signs and symptoms of medical and surgical conditions</td>
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<tr>
<td></td>
<td>• Competency 5 = appropriate diagnostic studies</td>
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<tr>
<td>Includes the synthesis of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention. Physician assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to</td>
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</table>
patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigative and analytic thinking approach to clinical situations. Physician assistants are expected to understand, evaluate, and apply the following to clinical scenarios:

| Competency 6 = management of general medical and surgical conditions to include pharmacologic and other treatment modalities  |
| Competency 7 = interventions for prevention of disease and health promotion/maintenance  |
| Competency 8 = screening methods to detect conditions in an asymptomatic individual  |
| Competency 9 = history and physical findings and diagnostic studies to formulate differential diagnoses  |

**Interpersonal & Communication Skills**

| N/A |

**Patient Care:**

Includes patient- and setting-specific assessment, evaluation, and management. Physician assistants must demonstrate care that is effective, safe, high quality, and equitable. Physician assistants are expected to:

| Competency 1 = work effectively with physicians and other health care professionals to provide patient-centered care  |
| Competency 2 = demonstrate compassionate and respectful behaviors when interacting with patients and their families  |
| Competency 3 = obtain essential and accurate information about their patients  |
| Competency 4 = make decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and informed clinical judgment  |
| Competency 5 = develop and implement patient management plans  |
| Competency 6 = counsel and educate patients and their families  |
| Competency 7 = perform medical and surgical procedures essential to their area of practice  |
| Competency 8 = provide health care services and education aimed at disease prevention and health maintenance  |
| Competency 9 = use information technology to support patient care decisions and patient education  |

**Professionalism**

<p>| N/A |</p>
<table>
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<tr>
<th>Practice-Based Learning &amp; Improvement</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems-Based Practice</td>
<td>N/A</td>
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</table>

**Students with Disabilities:**

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

**Learning and Assessment Activities:**

**Clinical Component**

The clinical component for achievement of the core competencies within each module is conducted at the current employment site. The student must identify a supervising physician to evaluate achievement. The evaluator must complete a Bridge Evaluation Form, and submit indicating an overall evaluation of performance at the end of the semester.

**Exams**

There will be three exams of 40 questions for the first three weeks. A final exam of 25 questions at the end of the fourth week. Each exam will be found at https://utrgv.myexammasater.com. All exams will open the Friday night that precedes the week and there will be 1000 minutes assigned to take it. The purpose of this is to allow you to "research" the questions. You will be able to leave the exam as needed and return to it without loss of time. A grade of 75 or higher must be earned on each exam. Individual feedback will be provided if the grade is less than 75 and the student will be allowed a onetime retake to improve their grade. If second attempt score is below 75,
the higher of the two scores will be recorded. Once a grade of 75 or better is earned/second attempt completed, each exam will be opened up for review.

In order for you to participate in the exams you will have to do the following:

Log on to https://utrgv.myexammaster.com and create an account using your UTRGV email only; other emails are not acceptable. Do not attempt to change your email after creating your account since changing the email will not give you access to your exam.

**Weekly assignments**

Each week of the four weeks of this module you will have a case study to work on and submit, as well as a journal article report that is relevant to your current practice; see instructions for submission in the BBL area. The case studies and areas for submitting your case study responses and journal report will be found in the “Course Materials” section of the Blackboard Learn course. Follow the schedule as noted in the “Course Materials – Week” area.

**Course Outcomes:**

1. Demonstrate Knowledge and identify the associated signs and symptoms of the common medical conditions/diseases.
2. Utilize and interpret diagnostics and lab findings of the common medical conditions/diseases.
3. Assess and develop a management plan based on the latest options in disease management and therapy.
4. Appropriately educate patients on all aspects of prescribed treatments and prevention measures associated with the most common disease.
5. Apply critical thinking skills to solve in depth case scenarios on an individual basis.
6. Recognize the role of research in the prevention and control of diseases.

**Course Outline & Schedule:**

Please be aware that the format of this course will require time and self-discipline – more than a typical classroom-based course might. You must be prepared to commit 8-10 hours per week to these studies.

**Mandatory Course Evaluation Period:**

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (http://my.utrgv.edu); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available:
Feb 15 – Feb 21 for Module 1 courses
Apr 12 – Apr 18 for Module 2 courses
Apr 12 – May 3 for full spring semester courses

Scholastic Integrity:

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

Plagiarism:

Specifically, written plagiarized work, defined as submitting as your own work that which contains direct or paraphrased quotes from another source, cannot be used in written assignments. Assignments must reflect the individual’s own work. Any violation of the scholastic integrity pledge will result in failure of the course and disciplinary actions deemed necessary and appropriate by the administration. Plagiarism of any kind will also result in a failing grade for the course. Safe Assign software will be used to detect plagiarism.

Sexual Harassment, Discrimination, and Violence:

In accordance with UT System regulations, your instructor is a “responsible employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free from sexual misconduct and discrimination.

Appendix:

Library Resources:
**AccessMedicine** “is a comprehensive online medical resource that provides medical students with a variety of resources needed to excel in basic science studies and clerkships.”

**AccessNeurology** provides ebooks, multimedia, assessments, and curriculum guides on neurology topics.

**AccessPediatrics** “covers the entire span of pediatric practice, from neonatology through adolescent medicine.”

**AccessPharmacy** “allows users to explore leading pharmacy references, search curriculum topics, research drugs and supplements.”

**AccessSurgery** “enhances medical knowledge and delivers quick answers to surgical inquiries – all in one place.”

**Anatomy TV** is an interactive 3-D human anatomy atlas which features assessment tools, labeled dissection slides, muscle function animations, annotated illustrations, video clips, and cross-sectional anatomy.

**ClinicalAccess** “is a one-of-a-kind clinical decision support tool offering targeted answers to more than 120,000 questions encountered at the point of care.”

**ClinicalKey** is a clinical search engine that supports clinical decisions by making it easier to find evidence-based information from hundreds of textbooks and medical journals.

**Cochrane Collaboration** includes abstracts of articles on evidence-based medicine.

**The Cochrane Library** "is a unique source of reliable and up-to-date information on the effects of interventions in health care...The Cochrane Library is designed to provide information and evidence to support decisions taken in health care and to inform those receiving care."

**JAMAevidence** provides Evidence based medical care ebooks, guides, calculators, glossary, and more.

**MEDICINEnetBASE** from CRC, MEDICINEnetBASE contains e-books on topics such as Clinical Medicine, General Reference and Medical Education, and Surgery.

**MEDLINE (Ovid)** “covers the international literature on biomedicine, including the allied health fields and the biological and physical sciences, humanities, and information science as they relate to medicine and health care. Information is indexed from approximately 5,600 journals published world-wide.”

**Micromedex** offers comprehensive evidence-based resources at the point of care for medication management, toxicology, and disease and condition management.

**CareNotes** has complete, easy-to-understand information to give to patients about their conditions, in both English and Spanish.

**PubMed** "a service of the National Library of Medicine, provides access to over 11 million MEDLINE citations back to the mid-1960’s and additional life science journals. PubMed includes links to many sites providing full text articles and other related resources."

**STAT!Ref** enables users to intuitively cross-search full-text titles, journals and evidence-based point-of-care authoritative resources. STAT!Ref provides the latest healthcare information in a customizable and convenient format. STAT!Ref goes where you go, accessible by desktop, laptop and wireless or web-enabled mobile devices.

**Up To Date** “is an evidence-based, physician-authored clinical decision support resource...” useful for making point-of-care decisions in a health care setting.