The University of Texas Rio Grande Valley
Physician Assistant Department

Patient Encounter II
Spring 2019

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>PHAS 5327</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours:</td>
<td>3 semester credit hours</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Patient Encounter II</td>
</tr>
</tbody>
</table>
| Course Location: | Lecture: ESTAC 1.112  
Lab: EHABE 2.134 and 2.135 |
| Course Dates: | January 14 – May 10 |
| Class Time(s): | Lecture: Monday & Wednesday 1:40 pm – 2:55 pm  
Lab A: Tuesday 8:00 am – 10:40 am Joseph  
Lab B: Tuesday 10:50 am – 1:30 pm Abdelbary  
Lab C: Tuesday 10:50 am – 1:30 pm Kiker  
Lab D: Tuesday 1:40 pm – 4:20 pm Baesa  
Lab E: Thursday 8:00 am – 10:40 am Dennett  
Lab F: Thursday 8:00 am – 10:40 am Yeh  
Lab G: Thursday 10:50 am – 1:30 pm Baesa  
Lab H: Thursday 1:40 pm – 4:20 pm Kiker |

**Required Texts & Materials:**

**Textbooks**
- Bates’ Guide to Physical Examination and History Taking by Lynn S. Bickley, 12e.

**Web links**

**Materials**
- Diagnostic set
- Percussion Hammer
- Eye chart (hand held)
- Bag (optional, but recommended)
Pocket pen light  Disposable ear specula  
Tuning fork - 256 and 512  Jacket, patch, and name tag  
Sphygmomanometer  
Stethoscope w/bell and diaphragm  
Scrub uniform (top and bottom, any color)  

Note: The PA patch will be attached to and centered on the left breast pocket of your jacket length coat. The name tag, identifying you as a physician assistant student, will be worn above the patch.

Instructor & Contact Information:

Professor Name: Bassent Abdelbary, MD, MPH, PhD  
Office Location: EHABE 2.142  
Office hours: M 12-1pm, T 8:30 – 10:30 am, TR 11 am-1 pm  
Email Address: Bassent.Abdelbary@UTRGV.EDU  
Phone Contact: (956) 665 – 2298

Professor Name: Christopher Dennett, MPAS, PA-C  
Office Location: EHABE 2.128  
Office hours: M 11 am -12pm, W 10 am-12 pm, TR 11 am-1pm  
Email Address: Christopher.dennett01@utrgv.edu  
Phone Contact: (956) 665 – 2298

Course Description:

This course is the second in a two-course series. It extends students' basic knowledge of history-taking and physical examination to more complex levels of understanding and application. Emphasis is placed on special populations and the abnormal patient with patient-centered and systematic frameworks. Patient education is introduced as an important part of health literacy and patient empowerment. Implications of culture, religion, adversity, and difficult situations on both subjective and objective data collection from the patient are discussed. Students continue to develop more advanced levels of clinical reasoning by applying concepts to real patients in clinical assignments followed by documenting, presenting, and practicing clinical decision-making in an apprentice format. The laboratory setting employs clinical scenarios, case studies, simulated patients, and role-play situations as opportunities to practice the application of skills and techniques. Students are assessed using written, verbal, and practical exercises. This course is a continuation of PHAS 5326, Patient Encounter I. Prerequisite: Admission into the Physician Assistant Studies Program and passing PHAS5326.

Course Grading:

Written Examination #1  15%  
Written Examination #2  15%
Written Examination #3 15%
Final Comprehensive Examination 20%
Practical Examination 20%
Assignment (average of 2 write ups) 15%

Total 100%

There will be no curving of the grades on any components of this course. All items listed in the evaluation methods are a requirement to complete the course. Forfeit of any of the above course requirements will result in an incomplete grade until all course requirements have been completed.

**Grading Scale:**

- A = 90.0 – 100
- B = 80.0 – < 90
- C = 70.0 – < 80
- F = < 70

**Students with Disabilities:**

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact **Student Accessibility Services (SAS)** as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services.

**Pregnancy, Pregnancy-related, and Parenting Accommodations**

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

**Student Accessibility Services:**

**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 ability@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 ability@utrgv.edu.
Learning and Assessment Activities:

Lectures
Lectures are provided during class time. They are used to convey critical information and background regarding the subject matter. They are intended as a supplement to the information already provided in the required textbook(s). Lectures are delivered utilizing student-centered techniques to promote active learning.

Online Media & Technology:
Weblinks and iPad app recommendations are provided to supplement instruction. They are used to give students examples of demonstrations and techniques also discussed in lecture and laboratory. This ensures every student is engaged and attentive in the active learning process.

Laboratory Experience:
Laboratory experiences are designed to allow the student time to practice the practical application of the subject matter. Instruction during lab times is completely student-centered and interactive encouraging active learning. Students have the opportunity to work individually, in pairs and in group settings. Emphasis is placed on performance and practical application.

Written Examination(s):
There are three written examinations and one final written comprehensive examination for this course. Exams consist of multiple choice questions. One and a half minutes of time per question will be allotted on the examination. Please refer to the policy manual for testing failure and remediation. Retesting is not offered for written examinations in this course. All written examinations are delivered through Examplify app.

Practical Examination(s):
There is one practical examination for this course. The examination consist of a live interview and a live physical examination with a real simulated patient in an outpatient type setting. Your lab instructor will grade the examination. Students are expected to dress appropriately and conduct the interview, the physical examination and a brief patient education as if it was conducted in a real office setting. Time allotted for this practical exam is 20 minutes. The main purpose of this practical examination is to help build up the standard clinical skills and prepare students for their clinical experience during their second year. This is a clinical competency exam, students are expected to demonstrate clinical competency (accuracy and efficiency in conducting a timed focused medical encounter) within allotted 20 minutes time.

Clinical Assignments:
All students will be assigned clinical experiences in the local medical community. Assignments may include extended travel time and distance. Students cannot choose clinical sites. Students are required to obtain reliable transportation. Most assignments will occur during the off times on lab days, although some clinical sites request that students come at night or on the weekend. Students should practice gathering a medical history and performing a physical exam on a patient (or patients) while on
clinical assignments. This is not a shadowing experience. Students who are not given
the opportunity to interact with patients should contact the course instructor(s) as soon
as possible. Students will be required to turn in two write ups (one comprehensive
physical and one for a focused visit) and present both visits in lab. In addition to clinical
assignments, students are required to attend all sports physical examination drives in
the local community when and where assigned.

Course Goals:

1. Demonstrate appropriate medical terminology associated with the history and
   physical exam.
2. Set the stage, make the connection, establish the relationship and create the context
   in which medical care is delivered
3. Gather information to create a thorough/focused history of the patient’s illness or
   problem in an organized way.
4. Determine appropriate questions to ask in obtaining relevant patient medical history.
5. Utilize a systems approach to understand the rationale for the physical exam and
   relating exam to patient history.
6. Perform a thorough/focused age and gender appropriate physical exam, identifying
   normal/abnormal physical findings.
7. Assess the patient problems, develop a differential diagnosis list and appropriate
   management plans.
8. Communicate the history and physical findings in an organized and thorough oral
   and written form.
9. Provide patient education regarding prevention, pathogenesis, management,
   prognosis of the presenting condition.
10. Present various cases orally and demonstrate ability to discuss rationale for
    probable diagnosis.

Laboratory Goals:

1. Practice collecting the patient’s medical history and performing physical exam
2. Play the role of the physician assistant performing the medical interview and
   physical exam
3. Play the role of the patient who readily gives historical/medical data and the
   patient to be examined
4. Record, review, and evaluate history-taking performance
5. Practice the assigned physical exam techniques
6. Practice patient education techniques and communicating findings to the patient
7. Practice oral case presentation to the attending physician
8. Practice performing a focused encounter in a timely manner.

Learning Outcomes & Expected Competencies:
1. Understand and evaluate signs and symptoms of medical and surgical conditions.
2. Apply screening methods to detect conditions in an asymptomatic and symptomatic individual.
3. Apply history and physical findings and diagnostic studies to formulate differential diagnoses.
4. Create and sustain a therapeutic and ethically sound relationship with patients.
5. Use effective communication skills to elicit and provide information.
6. Adapt communication style and messages to the context of the interaction.
7. Demonstrate emotional resilience and stability, adaptability, flexibility and tolerance of ambiguity and anxiety.
9. Demonstrate caring and respectful behaviors when interacting with patients and their families.
10. Make decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence, and informed clinical judgment.
11. Conduct an efficient effective focused medical encounter in a timely manner.
12. Demonstrate accountability to patients, society, and the profession.
13. Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and abilities.

**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. Online evaluations will be available:

- **Module 1** February 13 – 19
- **Module 2** April 10 – 16
- **Full Spring Semester** April 10 – May 1

**Course Drops:**

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third.
**Calendar of Activities**

The UTRGV academic calendar can be found at [https://my.utrgv.edu/home](https://my.utrgv.edu/home) at the bottom of the screen, prior to login. Some important dates for Spring 2019 include:

- **January 14**: First day of classes
- **January 17**: Last day to add a course or register for spring 2019
- **January 21**: Martin Luther King Jr. Day – NO classes
- **April 10**: Last day to drop a course; will count toward the 6-drop rule
- **April 19-20**: Easter Holiday – NO classes
- **May 2**: Study Day – NO classes
- **May 3-9**: Final Exams
- **May 10-11**: Commencement Exercises

**Attendance:**

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV’s attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations. Consult the Physician Assistant Department For Your Information (FYI) manual for more specific details.

**Make-up Examination:**

No allowances will be made for an exam being missed, other than for an unavoidable anticipated or unavoidable unanticipated absence. Make-up examinations are permitted for excused absences only (see criteria and definition of departmental excused absences in the policy manual under section titled *Punctuality and Absences*). Make-up examinations must be completed within 5 class (business) days upon the student’s return; otherwise a grade of "0" will be assigned. The content and format of any make-up examination is at the discretion of the course instructor.

**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 an 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.

**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](http://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.

### Course Outline & Schedule:

**01/14/2019 Motivational Interview**

Reading assignment: Assigned reading on BB.

Lecture and Lab Objectives:

1. Define behavior modification.
2. Identify behaviors that have positive and negative impact on health.
3. Define motivational interviewing.
4. Discuss the goals, spirit, and principles of motivational interviewing.
5. List the 4 core communication skills of motivational interviewing.
6. Review example scenarios of the motivational interviewing technique.
7. Apply motivational interviewing technique to promote behavior change in any patient.

**01/15/2019 & 01/17/2019 Laboratory 1**

Motivational Interview and SBIRT Training (ELABN 105) 11- 2:30 am (four lab groups together)

**01/16/2019 Teach Back Method**

Reading assignment: assigned readings on BB.

Lecture and Lab Objectives:

1. Define the teach-back method and its purpose
2. List key elements of effective teach-back
3. Demonstrate how to integrate teach-back into clinical encounters
4. Practice plain language techniques of health information delivery.
5. Review simulated examples of both effective and ineffective teach-back method techniques.

01/22/2019 & 01/24/2019 Laboratory 2

Teach Back Method (online module & in lab practice). Headphones and laptops will be required for this lab.

01/23/2019 Introduction to Health Literacy

Reading assignment: Assigned reading on BB

Lecture and Lab Objectives:

1. Define the goals of patient education.
2. Identify ways to build patient education into your practice.
3. Define health literacy.
4. List and discuss the DISCHARGE method for educating a patient.
5. Discuss health care experiences of patients with low literacy.
6. Describe impact of low health literacy on patient outcomes & health care costs.
7. Review plain language techniques to improve communication and adherence.
8. Review and plan the patient education interview.
10. Educate a simulated patient utilizing the DISCHARGE method and incorporating health literacy principles.

01/28/2019 & 01/30/2019 HEENT Abnormalities

Reading assignment: Bates Chapter 7

Lecture and Lab Objectives:

1. Define legally blind, myopia and presbyopia.
2. Locate lesion of visual pathway based upon visual field defect.
3. Correlate findings in the eye with other physical findings.
4. Differentiate paralytic from non-paralytic strabismus.
5. Differentiate variations of normal from abnormal findings in the HEENT exam.
6. Perform a fundoscopic exam to identify abnormalities.
7. Correctly interpret results of Weber and Rinne tests to help distinguish between conductive and sensorineural hearing loss.
8. Correlate physical findings of the mouth, throat, and neck with the medical history and other findings on the physical exam.
9. Recognize “suspicious” lymph nodes.
10. Provide appropriate instructions to patients.
11. Distinguish a diffusely enlarged thyroid gland from a nodular thyroid gland.
12. Practice obtaining history, performing exam and educating patients on specific chief complaints.
13. Practice for the practical exam (OSCE format).

**01/29/2019 & 01/30/2019 Laboratory 3**

HEENT Cases

**02/04/2019 Thorax Abnormalities**

Reading assignment: Bates Chapter 8

**Lecture and Lab Objectives:**

1. Position patient properly and provide the patient proper instructions.
2. Correlate findings from physical exam with medical history and other physical findings.
3. Interpret abnormal findings on inspection, such as deformities, retraction, or impaired respiratory movement.
4. Interpret abnormal findings on palpation, such as tenderness, masses, respiratory expansion, and tactile fremitus.
5. Interpret abnormal findings on percussion, such as hyper-resonance in the lung fields.
6. Interpret abnormal findings on auscultation, such as adventitious breath sounds or normal breath sounds in abnormal areas.
7. Recognize impact of patient’s behavior on respiratory conditions.
8. Appreciate the impact of respiratory disorders on patient’s daily life.
9. Perform using correct technique to examine the thorax and lungs.
10. Practice obtaining history, performing exam and educating patients on specific chief complaints.
11. Practice for the practical exam (OSCE format).

**02/05/2019 & 02/07/2019 Laboratory 4**

Lung Cases

**02/06/2019 CVD & PVD Abnormalities**

Reading assignment: Bates Chapters 9 & 12

**Lecture and Lab Objectives:**

1. Position patient properly and give the patient proper instructions.
2. Identify variations in heart sounds.
3. List and explain the mechanisms of bruits and murmurs.
4. Describe systolic and diastolic murmurs.
5. Correlate physical findings with historical data to identify the murmur.
6. Differentiate innocent, physiologic, and pathologic murmurs.
7. Identify mechanisms and patterns of edema.
8. Differentiate chronic arterial insufficiency from chronic venous insufficiency.
10. Evaluate competency of venous valves appropriately.
11. Differentiate Raynaud’s phenomenon from Raynaud’s disease.
12. Identify signs and symptoms associated with DVT.
13. List risk factors for varicose veins.
14. Practice obtaining history, performing exam and educating patients on specific chief complaints.
15. Practice for the practical exam (OSCE format).

**02/11/2019 Exam 1**

Exam 1 will cover material up to 02/04/2019 lecture.

**02/12/2019 & 02/14/2019 Laboratory 5**

CVD & PVD Cases

**02/13/2019 Abdominal Abnormalities**

Reading assignment: Bates Chapter 11

Lecture and Lab Objectives:

1. Elicit features of a patient’s abdominal pain, including location, radiation, duration, associated symptoms, and weight change, exacerbating and remitting factors, surgery, medications, and family history.
2. Identify and interpret the significance of enlarged organs.
3. Distinguish abdominal wall masses from abdominal cavity masses.
4. Appreciate patient’s comfort/discomfort throughout the abdominal exam.
5. Describe and define principal types of pathophysiologic mechanisms of abdominal pain (i.e. Obstruction, peritoneal irritation, abnormal motility, and referred pain).
6. Describe the relative likelihood of common causes of abdominal pain according to the quadrant in which the pain is located.
7. Generate a differential diagnosis based on history and location of physical findings.
8. Employ special techniques to assess abdominal complaints (i.e., ascites, cholecystitis, appendicitis, cirrhosis, acute abdomen, etc.)
9. Practice obtaining history, performing exam and educating patients on specific chief complaints.
10. Practice for the practical exam (OSCE format).

**02/18/2019 MSK Abnormalities**
Reading assignment: Bates Chapters 16

Lecture and Lab Objectives:

1. Perform specialized exams and identify abnormal signs to assess integrity of joint(s)
2. Distinguish joint changes/deformities of rheumatoid arthritis from osteoarthritis and other common conditions.
3. Distinguish abnormal curvatures of the spine from variations of normal.
4. Differentiate variations of normal from abnormalities of the feet which require treatment.
5. Correlate physical findings with historical data.
6. Practice obtaining history, performing exam and educating patients on specific chief complaints.
7. Practice for the practical exam (OSCE format).

02/19/2019 & 02/21/2019 Laboratory 6

Abdominal & MSK Cases

02/20/2019 Nervous System Abnormalities

Reading assignment: Bates Chapter 17

Lecture and Lab Objectives:

1. Perform specialized tests and identify abnormal signs to assess the nervous system
2. Correlate physical findings with historical data.
3. Distinguish normal from abnormal findings on the neurologic examination.
4. Recognize physical examination findings that may signify neurologic disease (including disturbances of consciousness, cognition, language, vision, hearing, equilibrium, motor function, somatic sensation, and autonomic function).
5. Practice obtaining history, performing exam and educating patients on specific chief complaints.
6. Practice for the practical exam (OSCE format).

02/25/2019 Male Genitalia and Hernia


Lecture Objectives:

1. Review anatomy and physiology of male genitalia, including changes with age.
2. Position patient properly for exam.
3. Demonstrate correct technique for exam.
4. Distinguish direct hernias from indirect and femoral hernias based on presentation and physical findings.
5. Differentiate scrotal masses (i.e., hydrocele, varicocele, scrotal hernia, tumor of the testis, epidermoid cysts, acute orchitis, acute epididymitis, torsion of spermatic cord).
6. Properly identify cryptorchidism.
7. Describe and define causes penile abnormalities (i.e., phimosis, paraphimosis, urethral stricture, hypospadias, epispadias, Peyronie’s disease, priapism)
8. Correlate physical findings with the historical data.

**02/26/2019 & 02/28/2019 Laboratory 7**

MSK and Neuro Cases

**02/27/2019 Female History and Physical**


Lecture and Lab Objectives:

1. Discuss anatomy and physiology of the female genitalia, including changes that occur with age (i.e., puberty).
2. Identify equipment unique to the female pelvic exam.
3. Develop proper technique and systematic approach for pelvic exam.
4. Provide the patient proper instructions before and during the exam.
5. Identify common abnormalities of the female genital tract (i.e. urethrocele, cystocele, rectocele, enlarged or infected Bartholin’s gland, uterine prolapsed, etc.)
6. Distinguish a parous os from a non-parous os.
7. Differentiate common forms of vaginitis (i.e. Trichomonas, Candida, bacterial vaginosis) from atrophic vaginitis.
8. Identify possible positions of uterus and cervix.
9. Identify adnexal masses on bimanual exam.
10. Correlate physical findings with the historical data.

**03/04/2019 Exam II**

Exam II will cover material up to 02/25/2019 lecture.

**03/05/2019 & 03/07/2019 Laboratory 8**

Female and Male Exam

**03/06/2019 The Anus, Rectum and Prostate**
Reading assignment: Bates’ Guide to Physical Examination & History Chapter 15.

Lecture and Lab Objectives:

1. Discuss anatomy and physiology of the anus, rectum, and prostate.
2. Position patient properly for exam.
3. Demonstrate correct order and technique for exam.
4. Describe and define abnormalities of the anus and rectum (i.e., fistula, fissure, external and internal hemorrhoids, polyps)
5. Differentiate a normal prostate from benign prostatic hypertrophy, cancer of the prostate, and acute prostatitis.
6. Correlate physical findings with the historical data.

03/18/2019 Sports Physical

Reading assignment: assigned readings on BB.

Lecture Objectives:

1. Perform key components necessary to clear athletes for participation.
2. Identify conditions which prevent athletes from short term or long term participation.
3. Identify signs and symptoms of concussion and post-concussion syndrome.

03/19/2019 & 03/21/2019 Clinic Day 1

Students will go out to their assigned clinic and do 1 comprehensive exam and 1 focus exam to prepare for their write up assignments. Students who are not assigned to a clinic will attend the lab for practice.

03/20/2019 Documentation H& P

Reading assignment: Assigned reading on BB.

Objectives:

4. Identify appropriate information to be included in the patient’s chart.
5. Compare and contrast SOAP notes and complete patient write-ups.
6. Analyze changes made to a patient’s chart.

03/25/2019 Pregnant H&P

Reading assignment: Bates’ Guide Chapter 19
Lecture Objectives:

1. Discuss physical changes that occur in the pregnant female.
2. Elicit history specific to the pregnant patient.
3. List common complaints in the pregnant patient.
4. Position patient properly for exam.
5. Recognize normal variations in physical finding in the pregnant female (i.e., lower blood pressure, weight gain, skin changes, breast enlargement, HEENT changes).
6. Measure fundal height.
7. Perform Leopold’s maneuvers.

03/26/2019 & 03/28/2019 Clinic Day 2

Students will go out to their assigned clinic and do 1 comprehensive exam and 1 focus exam to prepare for their write up assignments. Students who are not assigned to a clinic will attend the lab for practice.

03/27/2019 OB Education

Reading assignment: Assigned readings on BB.

Lecture Objectives:

1. Calculate the estimated date of confinement (EDC).
2. Assess a patient’s feelings regarding pregnancy.
3. Review and discuss physical changes during pregnancy.
4. Outline the routine prenatal care for the uncomplicated pregnancy.
5. List the possible warning signs during pregnancy.
6. Discuss family planning options.
7. Review the ACOG guidelines for well woman visit.
8. Educate a female patient regarding her needs in a well woman visit given her age.

04/01/2019 Newborn H&P


Lecture Objectives:

1. List APGAR scoring system.
2. Classify newborn’s birth weight and gestational age.
3. Develop technique for examining newborn while sleeping and while active.
4. Develop technique to examine a patient who cannot follow instructions (i.e., getting newborn to open eyes to assess red reflex).
5. Perform general survey.
6. Correctly assess vital signs and head circumference.
7. Identify variations of normal unique to the newborn (i.e., lanugo, varnix, cseosa, Mongolian spots, acrocyanosis, fontanelles, molding, caput).
8. List and describe reflexes unique to the newborn and when the reflexes disappear.
9. Identify pertinent maternal information.

---

**04/02/2019 & 04/04/2019 Laboratory 9**

Oral Presentations

---

**04/03/2018 Child and Adolescent H & P**

Reading assignment: Bates’ Guide Chapter 18

Lecture Objectives:

1. Interact with parent/guardian.
2. Respect parents’ opinions about child’s health.
3. Respect child’s developing personality and ego.
4. Gather feeding history (i.e., breast fed or bottle fed, amount and frequency, baby food, solid foods, and variety of foods).
5. Inquire about sleep patterns.
6. Observe interaction between patient and parent(s) and sibling(s).
7. Discuss preventive measures and safety measures.
8. Address parents’ concerns about child’s growth and development.
9. Inquire about patient’s voiding and stooling (i.e., number of wet diapers and bowel movements per day, toilet training, bed wetting).
10. Perform vital signs.
11. Develop technique for examining an uncooperative child.
12. Recognize and assess developmental milestones.
13. Express findings to patient, parents, and supervisor.

---

**04/08/2019 Black Monday**

NO PE Exam

---

**04/09/2019 & 04/11/2019 Laboratory 10**

Oral Presentations

---

**04/10/2019 Newborn to Adolescent Education**

Reading assignment: assigned readings on BB

Lecture Objectives:

1. Review the vaccination schedule.
2. Identify safety issues and hazards around the house.
3. Demonstrate to parents how to dose medication and store it properly
4. Review the HEADSSS protocol
5. Discuss important milestones for the adolescent age group
6. Address sources of stress for the adolescent age group

**04/15/2019 Practical Exam Review**

Review what to expect for the practical exam.

**04/16/20198 & 04/18/2019 Practical Exam**

Practical Exam (even group numbers)

**04/17/2019 Geriatric H & P**

Reading assignment: Bates’ Guide Chapter 20

Lecture Objectives:

1. Discuss the importance of understanding atypical presentation in this population
2. Explain particular concerns regarding accurate history taking, medication compliance and nutritional status in older adults.
3. Describe the potential impact on health status and quality of life in the older adult with unrecognized functional decline.
4. Recall potentially normal age related findings for each organ system.
5. List and discuss clinical considerations for common physiologic changes in older adults.

**04/22/2019 Alternative and Integrative Medicine**

Reading assignment: assigned readings on BB.

Lecture Objectives:

1. Define complementary and alternative medicine.
2. Define integrative medicine
3. Identify common modalities for alternative / integrative medicine.
4. Apply information about alternative/ integrative medicine in discussions with patients.

**04/23/2019 & 04/25/2019 Practical Exam**

Practical Exam (odd group numbers)
**04/24/2019 Nutrition Education**

Reading assignment: assigned readings on BB.

Lecture Objectives:

1. List the five components of a nutritional assessment of a patient.
2. Describe the role of anthropometric measures in the evaluation of the health and development of your patient.
3. List 5 basic history questions that provide valuable information regarding past nutritional issues that should be asked during medical history taking.
4. Identify sources of information online to further your knowledge of nutrition in medicine.
5. Educate patients regarding common nutritional items.

**04/29/2019 No Class/ Review**

**05/01/2019 Written Exam III**

Exam four will include material up to 04/24/2019 lecture.

**Comprehensive Exam during Final Weeks: 05/06/2019 1:15 – 3:00 pm**