Course Number: PHAS 5137
Credit Hours: 1 Semester Credit Hour
Course Title: Preventive Medicine and Community Health
Course Location: EHABE 1.102
Course Dates: July 13 – August 18
Class Time(s): Tuesday 9:40 – 11:10 am
Thursday 9:40 – 11:10 am

Required Texts & Materials:

Additional reference material. Online text book: A short introduction to Epidemiology, Neil Pearce, 2nd Edition. A pdf of this is posted on Blackboard under the “Syllabus” tab

Instructor & Contact Information:

Professor Name: Bassent Abdelbary MD, MPH, PhD
Office Location: HSHE 2.142
Email address: Bassent.abdelbary@utrgv.edu
Phone contact: (956) 665-2298 ext. 3710

All course correspondence will be through Blackboard course messages.

Course Description:

PHAS 5137: This course is designed to provide students with a general background in public health issues at a national, state and local level. Especially issues that are unique to the Rio Grande Valley (RGV). Focus is placed on the acquisition of basic knowledge of prevention, community health education concepts, and knowledge from prenatal care to the elderly and to the possible solutions of community health problems.

Prerequisite: Admission into the Physician Assistant Studies Program.
**Course Grading:**

The following weighting system will be used in determining a final grade.

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of Course Exam</td>
<td>50%</td>
</tr>
<tr>
<td>Position Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Class Assignments</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

The final course grade will be based on the following scale:

- **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 5137 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 Preventive Medicine and Community Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Knowledge</td>
<td>Competency 7: Interventions for prevention of disease and health promotion/maintenance</td>
</tr>
<tr>
<td></td>
<td>Competency 8: Screening methods to detect conditions in an asymptomatic individual</td>
</tr>
<tr>
<td>Interpersonal &amp; Communication Skills</td>
<td>Competency 4: Work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group</td>
</tr>
<tr>
<td>Patient Care</td>
<td>Competency 6: Counsel and educate patients and their families</td>
</tr>
<tr>
<td>Competency</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>8</td>
<td>Provide health care services and education aimed at disease prevention and health maintenance</td>
</tr>
<tr>
<td>3</td>
<td>Accountability to patients, society, and the profession</td>
</tr>
<tr>
<td>4</td>
<td>Commitment to excellence and ongoing professional development</td>
</tr>
<tr>
<td>Practice-Based Learning &amp; Improvement</td>
<td>Competency 3: Apply knowledge of study designs and statistical methods to the appraisal of clinical literature and other information on diagnostic and therapeutic effectiveness</td>
</tr>
<tr>
<td>Systems-Based Practice</td>
<td>Competency 1: Effectively interact with different types of medical practice and delivery systems</td>
</tr>
<tr>
<td></td>
<td>Competency 4: advocate for quality patient care and assist patients in dealing with system complexities</td>
</tr>
<tr>
<td></td>
<td>Competency 8: Recognize and appropriately address system biases that contribute to health care disparities</td>
</tr>
<tr>
<td></td>
<td>Competency 9: Apply the concepts of population health to patient care</td>
</tr>
</tbody>
</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:

All course components must be completed. Students who do not complete all components of the course will not be allowed to take the written examination.

Lectures:

Lectures are provided both before and 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. Instructors will utilize flipped classroom techniques, mini-lectures, and case-based learning to deliver content.

Homework assignments:

There are two homework assignments in this course each worth 100 points. The average of these assignments will constitute 20% of your final grade. Homework assignments will be due on Sundays at 11:59 pm, please consult with the course plan for specific dates.

Late Homework Policy:

Homework will be DUE by 11:59 pm. on Sundays (consult with course plan for specific dates). Late work will not be accepted. If circumstances arise that will make on-time submission a problem, you MUST contact the course instructor prior to the deadline for extension approval. Failure to do so will result in a score of zero points.

Position Paper:

The purpose of a position paper is to generate support on an issue. It describes a position on an issue and the rational for that position. The position paper is based on facts that provide a solid foundation for your argument. In the position paper you should:

- Use evidence to support your position, such as statistical evidence or dates and events.
- Validate your position with authoritative references.
- Examine the strengths and weaknesses of your position.
- Evaluate possible solutions and suggest courses of action.
The following structure is typical of a position paper:

An introduction

- Identification of the issue
- Statement of the position

The body

- Background information
- Supporting evidence or facts
- A discussion of both sides of the issue

A conclusion

- Suggested courses of action
- Possible solutions

Please choose one of the following topics for your position paper and limit your paper to 600-900 words. Position paper is due on or before Sunday August 13th at 11:59 PM. This is an individual work project, the assignment link will be Safe Assign enabled to detect plagiarism.

Available topics:

1. Legalizing marijuana use
2. Defunding planned parenthood
3. Teen sex education and teen pregnancy
4. Smoking ban in public places
5. HIV screening “know your status campaign”
6. Texas school lunch program
7. WIC program

Final Written Examination:

There is only one comprehensive examination for this course. It is worth 50% of the overall grade. The exam consists of multiple choice. One minute per question will be allotted on the examination. Please refer to the FYI Handbook for testing failure policies. Written examination will be delivered through the SofTest-M app on Apple iPad.

Final exam will be held on Thursday August 17, 2017.

Retesting Policy:
Retesting is not offered for written examination in this course.
Course Outcomes:
1. Recognize the need for prevention and mitigation for the community and population.
2. Discuss the role of public health service from a world, national, state and local level.
3. Discuss and list potential needs for specific subpopulations.
4. Employ population health concepts in clinical scenarios.
5. Evaluate a public health problem in the local community.

Learning Objectives:
At the end of course, the student will be able to:

- Discuss the public health problems related to the emergence and re-emergence of selected diseases in the United States. (Course outcome 1-3) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3)(Competency - Systems-Based Practice 1, 4, 8-9)
- Distinguish the effect of cultural, social and economic variables on disease and access to health care subsequent disparities. (Course outcomes 1-2) (Competency - Systems-Based Practice 4, 8-9)
- Discuss the various disease rates and their importance. (Course outcome 4-5) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3) (Competency - Systems-Based Practice 1, 4)
- Identify and describe the Epidemiological study designs and their value in population health advancement. (Course outcomes 4, 5) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3) (Competency - Systems-Based Practice 1, 4, 9)
- Compare and contrast various surveillance technique and their importance. (Course outcome 1, 2, 5) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6,8) (Competency - Professionalism 3-4) (Competency - Systems-Based Practice 1 & 9)
- Develop a list of strategies for health promotion and their application in settings such as the community and schools. (Course outcomes 3-5) (Competency – Medical Knowledge 7-8) (Competency – Patient care 6-8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3) (Competency - Systems-Based Practice 1, 9)
- Compare and contrast various subpopulation specific needs and evaluate the current public health role. (Course outcome 3, 5) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6-8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3) (Competency - Systems-Based Practice 1, 9)
### Preventive Medicine and Community Health Course Plan

<table>
<thead>
<tr>
<th>Week 1</th>
<th>July 13, 2017</th>
<th>• Introduction and overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>July 18, 2017</td>
<td>• Elders</td>
</tr>
<tr>
<td></td>
<td>July 20, 2017</td>
<td>• Minority health</td>
</tr>
<tr>
<td>Week 3</td>
<td>July 25, 2017</td>
<td>• Environmental Health and safety</td>
</tr>
<tr>
<td></td>
<td>July 27, 2017</td>
<td>• Maternal child and adolescent health</td>
</tr>
<tr>
<td>Week 4</td>
<td>August 1st, 2017</td>
<td>• The Study of disease in the community</td>
</tr>
<tr>
<td></td>
<td>August 3rd, 2017</td>
<td>• Prevention and control of disease</td>
</tr>
<tr>
<td>Week 5</td>
<td>August 8th, 2017</td>
<td>• Health promotion and health education</td>
</tr>
<tr>
<td></td>
<td>August 10th, 2017</td>
<td>• Mental Health and drug related issues</td>
</tr>
<tr>
<td>Week 6</td>
<td>August 15, 2017</td>
<td>• Review</td>
</tr>
<tr>
<td></td>
<td>August 17th, 2017</td>
<td>• Final Exam</td>
</tr>
</tbody>
</table>

**Position Paper due Sunday August 13th, 2017 at 11:59 PM.**
PHAS 5137 Objectives:

07/13/17
- Introduction and overview

Reading Assignment:
- An Introduction to Community & Public Health (chapters 1 & 2)

Objectives:

1. Define key terms linked to community health. (Course outcome 1-5) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency - Professionalism 3-4) (Competency - Systems-Based Practice 9)
2. Describe the five major determinant of health and factors influencing community health. (Course outcome 1, 2) (Competency - Interpersonal & Communication Skills 4) (Competency - Systems-Based Practice 1 & 9)
3. Describe the purpose of the Healthy People 2020 goals and objectives. (Course outcome 1, 2) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6) (Competency - Professionalism 3-4) (Competency - Systems-Based Practice 1 & 9)
4. List & discuss various health organizations and their role in public and community health. (Course outcome 1, 2) (Competency - Interpersonal & Communication Skills 4) (Competency - Professionalism 3-4) (Competency - Systems-Based Practice 1 & 9)

07/18/17 – 07/20/2017
- Elders and minority health

Reading Assignment
- An Introduction to Community & Public Health (chapters 9 & 10)
- Posted assigned readings

Objectives:

1. Identify the characteristics of aging population. (Course outcome 1-3) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3)(Competency - Systems-Based Practice 1, 4, 8-9)
2. Define fertility and mortality rates and how they affect life expectancy. *(Course outcome 1-3) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3)(Competency - Systems-Based Practice 1, 4, 8-9)*

3. Explain how health behaviors can improve the quality of later life. *(Course outcome 1-3) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3)(Competency - Systems-Based Practice 1, 4, 8-9)*

4. Explain the concept of diversity & minority population in the United States. *(Course outcome 1-3) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3)(Competency - Systems-Based Practice 1, 4, 8-9)*

5. Explain the role of socioeconomic status plays in health disparities among racial and ethnic minorities. *(Course outcome 1-3) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3)(Competency - Systems-Based Practice 1, 4, 8-9)*

**Reading Assignment:**

- An Introduction to Community & Public Health (chapters 14, 15 & 16)
- Posted assigned readings

**Objectives:**

1. List various types of pollutants that threaten the safety of our environment. *(Course outcome 3-5) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3)(Competency - Systems-Based Practice 1, 4, 8-9)*

2. List strategies for prevention and control of injuries in the community. *(Course outcome 1-3) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency -
3. List and discuss some of the contributing factors to domestic and youth violence.
   (Course outcome 1-3) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3)(Competency - Systems-Based Practice 1, 4, 8-9)

4. List and discuss issues related to work place safety including but not limited to injuries and violence. (Course outcome 1-3) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3)(Competency - Systems-Based Practice 1, 4, 8-9)

07/27/17

- Maternal child and adolescent health

Reading Assignment:

- An Introduction to Community & Public Health (chapters 7 & 8)
- Posted assigned readings

Objectives:

1. Define and explain the importance of maternal and child health as an indicator for society’s health. (Course outcome 1-5) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3)(Competency - Systems-Based Practice 1, 4, 8-9)

2. Identify consequences of teen age pregnancies. (Course outcome 1-3) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3)(Competency - Systems-Based Practice 1, 4, 8-9)

3. Identify the leading causes of childhood morbidity and mortality. (Course outcome 1-3) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3)(Competency - Systems-Based Practice 1, 4, 8-9)

4. Outline the health profiles for various age groups (adolescents and young adults). (Course outcome 1-3) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care
Reading Assignment:

- An Introduction to Community & Public Health (chapter 3)
- Neil Pearce (chapters 1-2)
- Posted assigned readings

Objectives:

1. Define some epidemiologic terms and their significance. (Course outcome 1, 2, 5) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6-8) (Competency - Professionalism 3-4) (Competency - Systems-Based Practice 1 & 9)

2. Discuss some of the commonly used rates in epidemiology. (Course outcome 1, 2, 5) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6-8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3) (Competency - Systems-Based Practice 1 & 9)

3. Calculate a variety of rates from the appropriate data. (Course outcome 1, 2, 5) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6-8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3) (Competency - Systems-Based Practice 1 & 9)

4. Define some standardized measures of health. (Course outcome 1, 2, 5) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3) (Competency - Systems-Based Practice 1 & 9)

5. List and describe various types of epidemiologic studies and explain the purpose of each. (Course outcome 1, 2, 5) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3) (Competency - Systems-Based Practice 1 & 9)
Reading Assignment

- An Introduction to Community & Public Health (chapter 4)
- Posted assigned readings

Objectives:

1. Explain the differences between communicable and non-communicable disease. *(Course outcome 1, 2, 5) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3) (Competency - Systems-Based Practice 1 & 9)*
2. Explain various modes of transmission and communicable disease multicausation model. *(Course outcome 1, 2, 5) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3) (Competency - Systems-Based Practice 1 & 9)*
3. Explain the difference between primary, secondary and tertiary prevention. *(Course outcome 1, 2, 5) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3) (Competency - Systems-Based Practice 1 & 9)*
4. List and discuss approaches to non-communicable disease control in the community. *(Course outcome 1, 2, 5) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3) (Competency - Systems-Based Practice 1 & 9)*
5. Define and explain the importance of health screening. *(Course outcome 1, 2, 5) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3) (Competency - Systems-Based Practice 1 & 9)*
Reading Assignment

- An Introduction to Community & Public Health (chapters 5 & 6)
- Posted assigned readings

Objectives:

1. Identify assumptions underlying the process of community organization. *(Course outcome 1, 2, 5) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3) (Competency - Systems-Based Practice 1, 8 & 9)*

2. List the steps for community organizing/ building. *(Course outcome 1, 2, 5) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3) (Competency - Systems-Based Practice 1, 8 & 9)*

3. Define health promotion and list the steps involved in creating a health promotion program. *(Course outcome 1, 2, 5) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3) (Competency - Systems-Based Practice 1, 8 & 9)*

4. Define the term needs assessment and list the steps involved in the process. *(Course outcome 1, 2, 5) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3) (Competency - Systems-Based Practice 1, 8 & 9)*

5. Describe school health programs and their role as a component of the community and public health. *(Course outcome 1, 2, 5) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3) (Competency - Systems-Based Practice 1, 8 & 9)*
Reading Assignment:

- An Introduction to Community & Public Health (chapters 11 & 12)
- Posted assigned readings

Objectives:

1. Define mental health and list major causes of mental disorders. (Course outcome 1-3) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3)(Competency - Systems-Based Practice 1, 4, 8-9)

2. Discuss how cultural differences can impact the diagnosis of mental disorders. (Course outcome 1-3) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3)(Competency - Systems-Based Practice 1, 4, 8-9)

3. List and briefly describe basic approaches to treat mental disorders. (Course outcome 1-3) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3)(Competency - Systems-Based Practice 1, 4, 8-9)

4. List and discuss the risk factors for alcohol and drug abuse and their abuse trend in various age group. (Course outcome 1-3) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3)(Competency - Systems-Based Practice 1, 4, 8-9)

5. List and discuss effective community and school drug abuse prevention program. (Course outcome 1-3) (Competency – Medical Knowledge 7-8) (Competency - Interpersonal & Communication Skills 4) (Competency – Patient care 6, 8) (Competency - Professionalism 3-4) (Competency - Practice-Based Learning & Improvement 3)(Competency - Systems-Based Practice 1, 4, 8-9)

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:

July 2 – July 11, 2017 for the summer I term
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.

Absence Definitions:

Students are expected to attend all required activities. An absence is any instance when a student is not physically present in a course or at an activity. Students should not assume they are allowed any absences at their discretion or for their personal convenience. Absences are considered acceptable only when unavoidable, which include two types of circumstances:
1. When unavoidable and anticipated (e.g.: presentation at a professional meeting, etc.). Students are strongly encouraged to schedule anticipated absences during vacation periods to avoid conflict with scheduled courses.
2. When unavoidable and unanticipated (e.g.: personal illness or family tragedy, etc.).

Actions Required by the Student:
In the event of any of these absences, students must (in advance when anticipated, and as soon as possible when unanticipated):
1. Notify their faculty (e.g. course faculty, clinical faculty, clinical attending, or preceptor, etc.);

AND
2. The Department Chair or Assistant Department Chair

Make-up Examination:

No allowances will be made for an exam being missed, other than for an unavoidable anticipated or unavoidable unanticipated absence. In this event, the nature of the make-up exam will be at the faculty’s discretion. It is the student’s responsibility to schedule a make-up examination with the course faculty or clinical faculty. Make-up examinations must be scheduled within 24-hours of the student’s return for an unavoidable unanticipated absence. Make-up examinations must be scheduled prior to the unavoidable anticipated absences with the course faculty or clinical faculty. Failure to schedule a make-up examination within the appropriate time limits stated above will result in a grade of "zero" for that exam. An unexcused absence from an exam may result in a grade of "zero" for that exam.
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.