



## SYLLABUS

### FOR

COURSE NUMBER & NAME: PAS 6510 Elective Rotation I

Clinical Year of 2024

CATALOG DESCRIPTION: This course is a five week supervised clinical practice experience designed to allow students to explore new areas of PA practice or reinforce and strengthen areas of perceived deficits. Students may also choose to utilize the elective rotation to evaluate, and be evaluated by, a potential employer.

PREREQUISITES: Successful completion of the didactic portion of the MS-PAS program

NUMBER HOURS CREDIT: Five (5) semester hours

MODE OF DELIVERY: \_\_\_ Online X On Ground \_\_\_ Hybrid

COURSE DIRECTOR: Brittany Syner, DMSc, PA-C

CHAIR: Brittany Syner, DMSc, PA-C

DEAN: Dave Rampersad, PhD

#### **Disability Services**

Center for Disability Services serves as the central contact point for all students with disabilities at Faulkner University including Alabama Christian College of Arts and Sciences, College of Education, Harris College of Business, V. P. Black College of Biblical Studies, Jones School of Law, and all extended campuses. Students are responsible for informing the University of their need for services and accommodations. Contact Disability Services at 334-386-7185, 1-800-879-9816, x7185, email Nichole Fussell at [nfussell@faulkner.edu](mailto:nfussell@faulkner.edu), or visit <http://www.faulkner.edu/undergrad/student-life/living-on-campus/student-services/project-key-for-disabilities/>.

#### **Student Access to Faculty and Administration**

Students may contact the appropriate director, dean, department chair, or the Vice President for Academic Affairs as needed; contact information is posted on the web and available at <http://www.faulkner.edu/studentlife/documents/FacultyandAdministration.pdf>.

#### **The Academic Center for Excellence (ACE)**

The ACE provides academic support to all Faulkner students in all disciplines. To learn about ACE services, schedule a face to face appointment with a tutor, or learn more about TutorMe (24/7 online tutoring) please visit the ACE website [www.faulkner.edu/ace](http://www.faulkner.edu/ace). You are welcome to visit the ACE in Brooks Hall 405. If you have questions after reading the website, please email them to [ace@faulkner.edu](mailto:ace@faulkner.edu).

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I. COURSE GOALS (PURPOSE):

- A. Apply the knowledge developed throughout the didactic courses to evaluate patients' history, physical findings, and diagnostics, in order to obtain a working diagnosis and in concert with their supervisor (s), create a treatment plan in the care of patients in the elective practice setting.
- B. Develop the attitudes, knowledge, and skills for competent care of individuals of various ages, socioeconomic statuses, and ethnic backgrounds; including disease prevention, recognition of disease presentation, and promotion of optimal health habits.
- C. Develop procedural and physical exam skills to enhance the depth and breadth of knowledge required in a competent PA.
- D. Demonstrate the appropriate behaviors related to the core values of professionalism (fostering patient-centered care, integrity and accountability, commitment to excellence, and fair and ethical stewardship of healthcare resources).

II. OUTCOMES AND OBJECTIVES:

- A. STUDENT LEARNING OUTCOMES: (B3.03a-c,e, B4.01) At the completion of this course, the student will have attained the following knowledge; interpersonal, clinical, and technical skills; professional behaviors; and clinical reasoning and problem-solving abilities

	Student Learning Outcome (SLO)	Assessment
<b>Medical Knowledge</b>		
E 1.	Demonstrate medical knowledge of the sciences necessary to provide patient care seen on the Elective SCPE.	SCPE Preceptor Evaluation of the Student, End of Rotation Examination
E 2.	Apply knowledge of published guidelines by providing clear and accurate patient education for the prevention of illness, harm and/or accidents including: <ul style="list-style-type: none"><li>1. Health promotion, health maintenance</li><li>2. Risk factor identification, and lifestyle/behavioral modification</li><li>3. Anticipatory guidance</li></ul>	SCPE Preceptor Evaluation of the Student, End of Rotation Examination
E 3.	Apply knowledge of pharmacotherapeutics in the medical management of patients seen on the Elective SCPE..	SCPE Preceptor Evaluation of the Student, End of Rotation Examination
<b>Interpersonal and Communication Skills</b>		

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E 4.	Establishes professional, interpersonal and communication skills with preceptors and clinical staff.	SCPE Preceptor Evaluation of the Student
E 5.	Integrates preceptor feedback and self-awareness to improve clinical performance.	SCPE Preceptor Evaluation of the Student
<b>Clinical and Technical Skills</b>		
E 6.	Perform a focused or comprehensive physical exam as indicated by the clinical presentation for patients presenting within the Elective SCPE.	SCPE Preceptor Evaluation of the Student
E 7.	Select and interpret appropriate diagnostic studies indicated for the evaluation of common conditions seen within the Elective SCPE.	SCPE Preceptor Evaluation of the Student, End of Rotation Examination
E 8.	Demonstrate ability to present an accurate and concise oral patient presentation.	SCPE Preceptor Evaluation of the Student
E 9.	Compose accurate and ethical medical record documentation.	SCPE Preceptor Evaluation of the Student
<b>Clinical Reasoning and Problem-Solving abilities</b>		
E 10.	Synthesize medical knowledge obtained during the didactic year to diagnose common medical and/or behavioral problems likely to be seen on the Elective SCPE.	SCPE Preceptor Evaluation of the Student, End of Rotation Examination
E 11.	Integrate clinical findings to formulate a differential diagnosis for patients seen on the Elective SCPE.	SCPE Preceptor Evaluation of the Student, End of Rotation Examination
<b>Patient Care and Professional Behaviors</b>		
E 12.	Provide patient counseling, resources, and referrals to patients in the Elective SCPE.	SCPE Preceptor Evaluation of the Student
E 13.	Demonstrates patient centered care that conveys compassion, respect, integrity, empathy for others, as well as sensitivity and openness to a diverse (religious, cultural, ethnic, gender, and sexual orientation) patient population.	SCPE Preceptor Evaluation of the Student
E 14.	Maintains professionalism and patient confidentiality in all interactions with patients and other healthcare workers.	SCPE Preceptor Evaluation of the Student

B. INSTRUCTIONAL OBJECTIVES:

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1. Interact with a patient in order to obtain an accurate problem-oriented history based on a patient's purpose of the visit during a focused or comprehensive patient encounter.
2. Perform a focused patient assessment based on the patient's presenting chief complaint.
3. Gain exposure to routine technical skills by observing, assisting, and/or performing common medical procedures within the elective rotation.
4. Demonstrate appropriate use of any required instruments or equipment
5. Provide the rationale for ordering clinical studies and interpret the findings clinical studies
6. Identify indications, techniques, and possible complications of commonly performed procedures in the Elective setting
7. Counsel patients on common diagnostic and laboratory tests such as patient preparation, procedure, possible complications, purpose of testing, risk/ benefits, alternatives, and cost effectiveness.
8. Utilize critical thinking skills to assimilate pertinent findings from your patient encounter (historical/ exam) to formulate differential and working diagnoses.
9. Integrate clinical findings and any external resources (research, journals, specialists) to differentiate among common emergent, acute, and chronic conditions.
10. Participate in the appropriate selection of common pharmaceutical and/or non- pharmaceutical therapies involved in the management of health conditions seen in the elective setting.
11. Provide appropriate patient counseling for the selected pharmacologic and/ or non-pharmacologic management.
12. Demonstrate your ability to write an initial history, exam and final disposition for a patient encounter.
13. Provide culturally aware, non-judgmental, patient-oriented care.
14. Deliver accurate oral patient presentation, with subjective and objective components, to preceptors and /or other medical professionals involved in the care of the patient.
15. Adapt communication style and message to the context of the interaction.
16. Create and sustain a therapeutic and ethically sound relationship with patients, including following all HIPAA guidelines.
17. Include patients in the decision- making process about clinical interventions
18. Apply the principles of health maintenance, disease prevention, and health promotion in patient centered care

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19. Exhibit integrity, accountability, and a commitment to excellence in the treatment of patients
20. Demonstrate appropriate professional demeanor, ethics, and respect for patient confidentiality.
21. Identify errors, assume accountability in order to be able to make appropriate corrections
22. Provide rationale for clinical decision making in the delivery of healthcare
23. Communicate in a patient centered and culturally sensitive manner to accurately obtain, interpret, and utilize subjective information
24. Demonstrate professionalism at all times in patient/colleague interactions such as in dress, demeanor, attendance, and participation.
25. Review and expand core knowledge by reading suggested/recommended textbooks, journal articles and/or other medical literature resources based on problems encountered
26. Locate, appraise, and assimilate scientific evidence, in order to improve the practice of medicine and ensure the safety and quality of patient care
27. Apply medical standards, clinical practice guidelines appropriately to clinical cases
28. Identify cost effective healthcare and resource allocation strategies that align with quality patient care.
29. Partner with supervising preceptor, healthcare and/or other members of the healthcare care team to deliver effective healthcare such as utilizing health care technology, providing clinical reasoning for interventions, assessing patient outcomes, improving the delivery and effectiveness of healthcare.
30. Advocate for and assist patients in obtaining resources (case management, referrals, financial aid etc.) to improve patient compliance and outcomes.

III. COURSE PREMISE, PHILOSOPHY, AND METHODOLOGY:

- A. This course is a five week supervised clinical practice experience in an elective setting and is designed to provide exposures to patients across the lifespan and include management of acute and chronic conditions as well as opportunities to provide preventive care and patient education. Unique opportunities to be an integral part of a multidisciplinary team are expected. Education may occur in varied clinical settings and is designed to provide encounters necessary to acquire the requisite competencies of a practicing physician assistant.

IV. OUTLINE OF TOPICS TO BE COVERED:

- A. CARDIOLOGY

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- i. Cardiac disorders • Blood vessel and lymphatic disorders • Peripheral vascular disease • Heart disease o Cardiomyopathy • Congenital heart disease • Coronary heart disease • Heart failure • Infectious heart disease • Pericardial disease o Valvular heart disease • Hypertension • Lipid disorders • Shock • Systemic arrhythmias/conduction disorders
- B. PULMONOLOGY
  - i. Pulmonary diseases • Acute respiratory failure • Acute respiratory distress syndrome • Airway disorders • Disorders of pulmonary circulation • Environmental and occupational lung disorders • Interstitial lung disease • Pleural diseases • Pulmonary infections • Pulmonary neoplasms • Sleep-related breathing disorders
- C. GASTROINTESTINAL/NUTRITIONAL
  - i. Biliary tract disorders
  - ii. Gastrointestinal disease • Anorectal diseases • Colon and rectum diseases • Esophageal diseases • Gastric diseases • Small intestine diseases
  - iii. Hepatic disorders
  - iv. Nutritional disorders
  - v. Pancreatic disorders
- D. ORTHOPEDICS/RHEUMATOLOGY
  - i. Disorders of the musculoskeletal system • Ankle/foot disorders • Back/spine disorders • Hip disorders • Infectious disorders • Knee disorders • Shoulder disorders • Upper extremity disorders
  - ii. Rheumatologic disorders
- E. HEENOT (Head, Ears, Eyes, Nose, Oral Cavity, and Throat)
  - i. Ear disorders
  - ii. Eye disorders
  - iii. Laryngeal disorders
  - iv. Nose and paranasal sinus disorders
  - v. Oral cavity disorders
  - vi. Pharyngeal disorders
- F. OBSTETRICS/GYNECOLOGY
  - i. Gynecology disorders • Breast disorders • Cervical disorders • Contraception • Menopause • Menstrual disorders • Ovarian disorders • Uterine and adnexal disorders • Vaginal/vulvar disorders Obstetric disorders • Complicated pregnancy • Perinatal care • Uncomplicated pregnancy
- G. ENDOCRINOLOGY
  - i. Diabetes mellitus and hypoglycemia • Endocrine disorders • Disorders of the adrenal gland • Hypothalamus and pituitary gland disorders • Metabolic bone disease • Multiple endocrine neoplasia • Thyroid and parathyroid gland disorders
- H. NEUROLOGY
  - i. Developmental delay disorders
  - ii. Disorders related to altitude

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- iii. Neurologic disorders • Dementia • Infectious disorders • Intracranial and spinal masses • Movement disorders • Multiple sclerosis • Myasthenia gravis • Peripheral nerve disorders • Seizure disorders • Sensory disturbances • Traumatic brain injury • Types of headache • Vascular disorders Neurologic manifestation of chronic disease

I. PSYCHIATRY/BEHAVIORAL MEDICINE

- i. Psychiatric disorders • Anxiety disorders • Chronic pain disorders • Delirium • Disruptive, impulse-control, and conduct disorders • Feeding or eating disorders • Mood disorders • Neurodevelopmental disorders • Obsessive-compulsive related disorders • Personality disorders • Psychosexual disorders • Schizophrenia spectrum and other psychotic disorders • Sleep-wake disorders • Somatic symptom and related disorders • Stress and adjustment disorders • Substance-related disorders • Suicide and suicidal ideation • Trauma and stressor related disorders

J. UROLOGY/RENAL

- i. Electrolyte and acid/base disorders
- ii. Poisoning
- iii. Renal disorders
- iv. Urologic disorders • Genitourinary tract disorders • Infectious diseases of the genitourinary tract • Male infertility • Sexual dysfunction • Stone disease

K. DERMATOLOGY

- i. Dermatologic disorders by type • Blistering • Crusted • Erythemic • Inflammatory • Papular • Pigmented • Pustular • Scaling • Vesicular • Violaceous Disorders related to environmental exposure
- ii. Skin manifestations of chronic disease
- iii. Wounds and injuries

L. HEMATOLOGY

- i. Blood disorders • Anemias • Malignant neoplasias • Polycythemia Disorders of hemostasis and thrombosis • Coagulation disorders • Platelet disorders

M. INFECTIOUS DISEASES

- i. Bacterial and chlamydial diseases • Fungal diseases • Human immunodeficiency virus and acquired immunodeficiency syndrome • Mycobacterial disease • Protozoal and helminthic diseases • Spirochetal disease • Viral and rickettsial diseases

As patient contact experiences will differ day to day and rotation to rotation not all disease states will necessarily be observed, however students will be responsible to supplement their learning through case studies and other learning scenarios.

V. RESOURCES:

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A. REQUIRED TEXTBOOKS: Didactic Textbooks

VI. METHODS OF STUDENT EVALUATION/ASSESSMENT: Student success in the course will be determined based on their performance on the following assessment methods:

A. Formal:

1. End of Rotation Preceptor Evaluation of the Student: This evaluation is part of the Student Clinical Performance Evaluation Form. The end-of-rotation evaluation, or final evaluation, is a summative assessment of the student's performance using the Student Clinical Performance Evaluation Form. It is a required assessment of the student from the preceptors to help demonstrate that student learning objectives are being met at the end of each rotation. This evaluates the student's general performance, ability to meet student learning objectives, and demonstration of professional values at the SCPE site.
2. High Yield Topics: The student must use the outline and rubric, provided on Canvas, to outline each topic that was found to be deficient on PACKRAT 1. Topic outlines are due by the final day of the elective rotation.
3. Patient Presentation: A presentation of a patient via zoom or google meet. The student will be provided a rubric on Canvas.
4. Assignments:
  - Mid-rotation Preceptor Evaluation of the Student: This evaluation is part of the Student Clinical Performance Evaluation Form. The mid-term evaluation is a formative assessment completed using the Student Clinical Performance Evaluation Form that allows the student to discuss their performance half way through each clinical rotation. The mid-term evaluations are required from the preceptors to help demonstrate that course objectives are being met. This allows the program to address deficiencies in a timely manner. The preceptor evaluates the student based on student learning objectives specific to each individual course. The mid-rotation evaluation form is completed by the preceptor. This form allows for dialogue with the preceptor regarding the student's performance, up to this point and if the student was prepared for the rotation. It provides guidance for the student on areas that need to be improved. If a student is scored at a '3' or below, the student must email the DCE within 48 hours of the evaluation so that any remediation can be initiated.
  - Student Evaluation of the preceptor: The student evaluates the preceptor and site after each rotation. The evaluation is used to ensure that the preceptors are continuing to satisfy learning outcomes and safety of the rotation.



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- Rotation Specific Skills Checklist: This is a formative assessment of the students' skills, knowledge, and professional values. The purpose of this evaluation is to provide the clinical team an understanding of the proficiency of certain rotation specific skills. The information assists in providing additional training resources to the students in their clinical year. The preceptor indicates satisfactory (S) or needs improvement (NI) next to the skill assessed.
- Kaplan: The student will complete two, 60 question Kaplan tests, in test mode, during the rotation. The first test will be due by Wednesday of week three, and the second test will be due by Wednesday of week 5.
- Patient Encounter Tracking Data: The student will document all patient encounters in CORE, a software system that tracks demographics, conditions, diagnostic codes, etc.
  - Patient logs should be entered daily, and students should log every patient encounter.
- Clinical hours: The student will document all clinical experience hours in Core. The student must document at least 1,200 total clinical hours prior to graduation.

B. Informal Assessment:

5. Students are expected to exhibit professional behavior in areas of ongoing professional development, attendance and punctuality, communication, attire, respect and cultural intelligence, critical curiosity and reflection. The professionalism rubric delineates expectations and consequences of behavior which does not meet expectations within this course. More severe consequences may be necessary for instances of serious professionalism infractions or persistent unprofessional behavior. All students are encouraged to refer to the College of Health Sciences handbook's Student Conduct policy (linked below) for a comprehensive understanding of potential actions and measures in response to such behavior. This policy outlines the steps to be taken and emphasizes the significance of upholding professionalism standards within the College of Health Sciences.

1. [CHS Graduate Student Handbook](#)
- ii. NO late assignments will be accepted in the clinical year. Any assignments not turned in by their due date will result in a zero.
- iii. Repeat late assignments will result in a zero and professionalism infraction.
- iv. Any documents uploaded for an assignment must be scanned. Pictures taken of documents will not be accepted. Submissions submitted in any other format on the due date will be considered a zero.
  1. There are a number of free apps that will scan documents.

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- VII. COURSE GRADING: Students must achieve a course grade of 80% or higher overall to pass the course.

A: 90-100%  
B: 80-89.9%  
C: 70-79.9%  
D: 60-69.9%  
F: < 59.9 %

Successful graduation is dependent on passing all courses in the Physician Assistant Studies Program with a final grade of 80% and above in all didactic and clinical year courses. However, a student will be allowed to receive two final grades of a “C” (70-79%) in didactic or clinical courses and still be allowed to progress in the program without delay in graduation. A student receiving a final course grade of “D” or below in didactic or clinical year will be automatically dismissed by the program. A student receiving a third final course grade of a “C” in didactic or clinical year will be automatically dismissed by the program. Note: There is no rounding of final course grades. Final course grade values with decimal points will be truncated to the whole number, for instance, a 72.2 will reflect as a 72 and a 72.9 will also reflect as a 72.

COMPONENT	%
Preceptor Evaluation	15
Patient Presentation	55
Written Assignment	20
Assignments	10
Totals	100

- VIII. COURSE CALENDAR: See clinical rotation schedule. Students will be expected to work shifts that align with the preceptor's schedule and should expect to work at least 120 hours during the rotation.

IX. COURSE DIRECTOR CONTACT INFORMATION

Name: Brittany Syner, DMSc, PA-C

City: Montgomery

Office Location: HSC 1415A

Access Hours: M-F 8-5

Phone: 3343867450

Email: [bsyner@faulkner.edu](mailto:bsyner@faulkner.edu)

Response Time to Grading: Will return graded assignments within seven (7) working days from the due date.

Response Time to Emails: Will respond to pertinent course related emails within 2 working days.

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X. ACADEMIC POLICIES

Refer to the PA Student Handbook, as well as general Faulkner publications, for a list of all policies.

1. Attendance and Professionalism: While on rotations, the student is expected to be an attentive, active participant as well as cordial, courteous, and respectful to preceptors, ancillary staff, and fellow students. Active participation is expected and will be notated during the evaluation. The operation of cell phones or other electronic devices must be limited to an inaudible mode so as not to disrupt patients or staff. If the student is consistently late for a rotation points may be deducted from the final evaluation for acting in an unprofessional manner.
2. A specific note related to the use of technology within this program is provided here for reference:
  - A. Use of technology in the classroom: Student use of cell phones, messaging devices and other technology and/or electronic devices (for example, but not limited to: recording devices, music players, PDAs, computers) is prohibited in classes unless specifically permitted by the instructor, and at public events (for example, but not limited to: concerts, convocations, theater productions, lectures) unless specifically permitted by the event sponsor.
  - B. Electronic Mail: Email is the official form of communication at Faulkner University. Every Faulkner student is assigned an email account. Students are required to read their Faulkner email every day and to maintain an email mailbox that is not “full,” to accept incoming emails. The School does not use personal email accounts to communicate with enrolled students. Just as the instructor has provided a response time to emails, the student is expected to respond to emails in a timely manner. Emails should be checked daily (multiple times a day) in order to ensure students are receiving all communications.
  - C. Canvas: All quizzes and many exams will be administered via Canvas, the University’s Learning Management System (LMS). Students should be proficient in the use of Canvas. If issues are experienced, the student may contact Faulkner Online’s Educational Technology Specialist for assistance.
  - D. Other classroom technology: Many classes utilize technological study tools (e.g. CORE, Kaplan). All students should become familiar with these platforms and use them during the course.