YORK COLLEGE
OF
THE CITY UNIVERSITY OF NEW YORK

PROPOSAL TO ESTABLISH A GRADUATE PROGRAM IN
PHYSICIAN ASSISTANT STUDIES
LEADING TO THE
MASTER OF SCIENCE DEGREE IN PHYSICIAN ASSISTANT STUDIES

ANTICIPATED START DATE FALL 2016

SPONSORED BY THE DEPARTMENT OF HEALTH PROFESSIONS

APPROVED BY

YORK COLLEGE SENATE: December 2, 2014

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ABSTRACT

This proposal is a request to establish a Master of Science - Physician Assistant Studies Program (MSPAS) at York College in the School of Health Sciences and Professional Programs, CUNY.

Currently, York College’s BS Physician Assistant Program (PA) opened in 2004 and is nationally accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). Graduates of the program are qualified to sit for the national board examination as administered by the National Commission on Certification of the Physician Assistant (NCCPA). The published Standards of the ARC-PA, (September 1, 2010) contain the following statement regarding eligibility for continued accreditation: “Programs accredited prior to 2013 that do not currently offer a graduate degree must transition to conferring a graduate degree, which should be awarded by the sponsoring institution, upon all PA students who matriculate into the program after 2020” (ARC-PA Standards, 2012, p. 4). At this time, the large majority of existing programs are already graduate programs; 92% of all PA programs were granting master’s degrees according to the latest available Physician Assistant Education Association Survey Report (28th Annual Report, 2012, p.7). This proposal outlines the proposed MSPAS York College PA Program comprising 14 new and 27 revised courses. The current BS program is completed in 24 months (including two extended summer sessions), while the MS program will be completed in 28 months and will add an additional fall semester and make use of the winter session in the first year (in the current program no classes are offered during the first winter session). In addition, students will complete an electronic portfolio thesis alternative including a capstone evidence-based medicine project. The learning objectives and activities have been revised to reflect the higher level of critical thinking, content mastery, and performance required of a master’s level graduate.

EXECUTIVE SUMMARY

Overview
The Physician Assistant Program at York College was established in 2004 with support from: community leaders; multiple large, local healthcare facilities; multiple individual healthcare providers; and the York College faculty and administration with the overarching goals of addressing local healthcare needs while offering this particular career opportunity to the diverse CUNY student population. The program complements other health-related programs offered at York and furthers the positioning of York College as a choice for students considering careers in healthcare. The transition to the proposed Master of Science in Physician Assistant Studies degree is mandated by the national accrediting agency and also provides an opportunity to better adhere to revisions to the Accreditation Standards for Physician Assistant Education effective since 2010 in response to changes in the contemporary healthcare environment.

Need for Graduate Degree
- The most current edition of the Standards of the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) states that all PA programs “…must transition to conferring a graduate degree…”
- Currently 92% of all PA programs in the country already award a graduate degree.
- All remaining baccalaureate PA programs are currently transitioning to conferring a graduate degree.
Graduates of the York College Program are required to pass a national board examination administered by the National Commission on Certification of Physician Assistants (NCCPA) for continued practice. This examination is designed utilizing a methodology that determines acceptable scores through statistical analysis of performance by all examinees, effectively putting our students at a disadvantage by nature of attending a shorter program without graduate-level requirements.

Transitioning to a graduate degree will align both the actual contact hours of classroom instruction and hours spent on clinical rotations more closely with credits earned.

Key Curriculum and Admissions Changes Required

- An additional Fall semester and Winter session will be added to the didactic period so that the MS-PAS will be completed in 28 months (vs. 24 months for the current BS-PAS)
- As a result there will be one “overlap” semester in the Fall when the new cohort of incoming students will still be on campus as the previous cohort completes their didactic studies (see Student Interest/Enrollment section for a schematic representation).
- The new program is comprised of 14 new and 27 revised courses. These courses will expand coverage of Pharmacology, Physiology, Pathophysiology, Medicine and Clinical Thinking; and will add courses in relevant areas such as Public Health, Public Policy, Health Promotion and Evidence Based Medicine.
- An E-Portfolio will be included as a thesis alternative which will allow inclusion of artifacts throughout the program to demonstrate achievement of learning and practice outcomes. It will culminate in a critically appraised topic (CAT) project – a structured review of the best published medical evidence available to answer a clinical question. This process links the curriculum design with the highest-level, most relevant, desired learning outcomes.
- Learning objectives and activities have been revised to reflect the higher level of critical thinking, content mastery, and performance required of a master’s level graduate.
- Prerequisite requirements will now include a semester of Biochemistry and a semester of Microbiology in order to prepare students for several of the revised courses.
- The Graduate Record Examination (GRE) will be added to application requirements.
- The Program will become a participant in the Central Application Service for Physician Assistants (CASPA) in order to process the increasing volume of applications more effectively.

Faculty and Resources Needed

- Since the current PA Program will cease to exist, the new program can be implemented without additional FT faculty (however we will require replacement of a position recently lost due to resignation of one faculty member)
- Adjunct faculty needs will increase by 16 semester hours- approximately 0.75 FTE in order to cover the new courses.
- No increase in facilities is anticipated other than an additional classroom for the “overlap semester” in the Fall when there will be two didactic cohorts on campus.
- The outside reviewer found that faculty, facility resources, and clinical training sites were adequate to meet the needs of the proposed program (see Appendix J for specifics).

Financial Considerations

- The York College MSPAS is intended to be self-supporting. Factoring closer alignment with credits awarded and contact hours, increased revenue from the higher graduate tuition, program-
specific fees and additional revenue from the additional “overlap semester” we anticipate that the program will be self-sustaining as early as the second year of operation.

Program Start Date/Transition Considerations

- The graduate program will be offered in the 2016/2017 academic year, starting in September of 2016.
- One final baccalaureate class cohort will concurrently complete the clinical phase of the program in the 2016/2017 academic year, graduating in the summer of 2017.

Conclusion

The Physician Assistant profession has expanded and developed to the point where master’s level education is now required. The York College/CUNY Physician’s Assistant Program proposal for a new MSPAS degree will assure that our students are able to meet the increased demands on physician assistants in the field by increasing the depth and breadth of content and expanding the level of critical thinking required to progress through the program, thereby increasing the practice knowledge that successful graduates will possess. Our faculty will continue to train graduates with excellent skills to serve the local community’s health care needs and will continue to admit students reflective of the diverse communities the college serves. Changes in credit requirements, length of the program and tuition/fee structures will result in an improved financial picture but the program will remain affordable in comparison to similar programs throughout the country. Throughout the lengthy process of preparing the program, the Missions of the College and the Program have been a central focus. The outside reviewer, Dr. Patrick Knott said, “York has managed to position itself in a community that provides outstanding diversity in its applicant pool. The rate at which graduates return to the community to practice is excellent, and the mission of being a community based training program whose students reflect the local population is very successful in this regard.” Transitioning to a graduate degree in the fashion proposed will enable the program’s continued success.

PURPOSE AND GOALS

Mission:
The York College Physician Assistant program seeks to recruit and educate students from the diverse surrounding communities to become highly competent, compassionate, and culturally aware providers of excellent medical care to underserved urban areas. Incorporated in our mission is a priority on increasing access to medical professional education for racial and ethnic minorities, financially disadvantaged students, and first-generation college graduates. Our program is committed to providing strong supports so that we may also expect high performance from our students. All students successfully completing the program are eligible to sit for the national PA board examination administered by the NCCPA and will have completed a didactic and clinical curriculum emphasizing urban medical care.

Our mission as a program grows out of the York College mission which emphasizes a vision of York as a “transformative urban institution” Our program has consistently produced graduates who become skilled health care providers in the surrounding urban community. In the exit survey of 2012 graduates, 82% reported an intention of working in an urban or inner city area. In a follow-up phone survey of 2012 and 2013 graduates, 73% of respondents were currently employed in urban settings (survey conducted in 2014 with response rate 88%). Also consistent with our mission is the diversity of our
student population. In the most recent self-study report to the ARC-PA (2010), it was noted that “while the York PA Program accounts for only 0.5% (25/5000) of all US PA students we account for nearly 3% (18/650) of all non-white PA students in the United States.” The program also serves its mission to foster diversity by consistently graduating PAs who are multilingual with the incoming class ranging from 37% to 75% Non-Native Speakers of English, many of whom are multilingual and speak 2-5 languages.

The program benefits greatly by being located at York where there is an emphasis on health-related programs and majors and where there is strong support in the form of preparatory classes in biology, chemistry, and behavioral sciences. The program complements existing programs in other health professions (Nursing, Occupational Therapy, Clinical Laboratory Science, Community Health Education, Movement Science, Social Work, and Health Science) and direct benefits include shared laboratories and (now required) inter-professional education opportunities. The faculty of the program are all seasoned practitioners with an average of 18.5 years of practice and 18 years of teaching experience. Unusual for a PA program, 4 out of 5 core faculty have doctoral degrees.

**NEED AND JUSTIFICATION**

Historically the Physician Assistant profession has been a competence-based one where a variety of degrees were offered (certificate of completion, associate, baccalaureate, and master’s level). The accrediting agency, the ARC-PA, concerned itself with whether the standards for PA education had been met rather than with the actual degree offered. However, since its inception in the mid-1960s, the profession has grown and developed to a point where the PA role is now far more complex and involves a much higher level of responsibility within the health care team. These changes necessitate a higher level of training and a longer preparation period. As noted above, 92% of PA programs in the US are currently granting graduate degrees (p.7 PAEA 28th Annual Report) and our accrediting agency, the ARC-PA, has stated that all programs must do so by 2020. The York College/CUNY PA Program seeks to make that transition sooner than the deadline and to accept its first class of masters level students in the Fall of 2016.

Updated projections from a 2008 American Association of Medical Colleges report (AAMC, 2008, p. 5) forecast a shortage of 65,800 primary care physicians by 2025 which can be partially addressed by an increase in physician productivity through greater use of midlevel providers such as physician assistants. According to projections by the U.S. Department of Labor, Bureau of Labor Statistics, there will be a 30% increase in PA jobs between 2010 and 2020 (Occupational Outlook Handbook, 2013). Our surveys of graduates indicate a nearly 100% employment rate which serves as evidence of our own New York City community’s continued need for PA graduates. The Affordable Care Act, the graying of America, and the projected shortage of physicians all point to this trend continuing over the next two decades.

A career as a physician assistant is attractive to many students who want to work in health care for many reasons. It offers a profession with direct patient care and a high degree of autonomy while requiring a shorter training period than medical school and residency. Because PAs are trained as generalists, they are able to switch from one area of medicine to another without additional schooling. Also surveys show that although PAs earn less than physicians, they are in general happier with the balance of work to personal life than are doctors. Both US World News and Report and Forbes.com have consistently identified physician assistant as one of the best jobs and one of the best master’s degrees.
http://money.usnews.com/careers/best-jobs/physician-assistant and http://www.forbes.com/sites/jacquelynsmith/2013/06/07/the-best-and-worst-masters-degrees-for-jobs-right-now (both retrieved 9/23/14). Salary expectations are very good for our graduates with a median salary in the range of $110K according to Salary.com (http://www1.salary.com/NY/New-York/Physician-Assistant-Medical-salary.html Retrieved 9/23/14) and as noted above, the vast majority of our students are employed within 1 year of graduation (in the Fall 2014 phone of August 2013 graduates, 19 of 20 were employed and the last was completing the credentialing process for a job).

There is another PA Program in the City University - at Sophie Davis/CCNY - that will also be proposing to convert to a master’s degree very soon. However, there is more than adequate student interest and supply to fill both programs which have been in co-existence since the York program opened in 2004.

STUDENT INTEREST/ENROLLMENT

A. Interest and Demand
York College has positioned itself as the CUNY campus in Queens with a strong commitment to health-related majors. In doing so, the College has addressed two of the surrounding community’s concerns – a need for training in professions with high demand and the need for more health care professionals to serve in the local hospitals and clinics. The Physician Assistant Program has been a major draw for students to the campus since its inception in 2004. The consistent excess of applicants to enrollment capacity (200-300 applicants annually over the past three admission cycles for 30 available seats) demonstrates the continued student interest in the profession. As mentioned above, there is consistent demand for the program and for our graduates and this is projected to continue for some time.

B. Enrollment Projections

STUDENT ENROLLMENT TABLE

<table>
<thead>
<tr>
<th>YEAR I</th>
<th>YEAR II</th>
<th>YEAR III</th>
<th>YEAR IV</th>
<th>YEAR V</th>
</tr>
</thead>
<tbody>
<tr>
<td>F-T</td>
<td>30</td>
<td>0</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>P-T</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sub-totals</td>
<td>30</td>
<td>0</td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>
*The proposed program admits 30 students each fall semester and spans 28 months which results in one overlap semester with three 30-student cohorts in the Fall of each year. The remaining semesters will have a total enrollment of 60, resulting in an average enrollment of 70.

The following table perhaps makes the distribution of students in any given cycle somewhat clearer:

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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<td>Year 1</td>
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<td>Year 2-</td>
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<tr>
<td>Year 3-</td>
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<tr>
<td>Total</td>
<td>90</td>
<td>60</td>
<td>60</td>
<td>60</td>
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</tbody>
</table>

C. Admission Requirements
- Completion of a bachelor’s degree with a cumulative GPA of 3.0 or higher
- 1 year of General Biology
- 1 year of General Chemistry
- 1 semester of Biochemistry
- 1 year of Human Anatomy and Physiology
- 1 semester of Microbiology – preferably Clinical Microbiology
- 1 semester of Statistics
- 1 year of behavioral sciences to include Psychology, Sociology, or Anthropology
- Graduate Record Examination (GRE)
- 500 hours of documented healthcare experience (volunteer or paid)
- Application to 1) CUNY and 2) CASPA (Central Application Service for Physician Assistants) requiring personal statement and references
- Personal Interview and Interview Exit Essay

Recommended
- 1 Semester of Organic Chemistry

The Human Anatomy & Physiology courses must have been taken within the previous 5 years. Science courses (Biology, Chemistry, Biochemistry and Microbiology) taken more than 10 years
ago will not be accepted. As an alternative to repeating the General Biology or General Chemistry courses, applicants may demonstrate adequate content knowledge by successful completion of the CLEP (College Level Equivalency Placement) Exam.

Progression requirements include maintenance of a cumulative (program coursework) GPA of 3.0 (B); there are no grades of D in any program coursework.

D. Selection Process
In the past, all admissions review and calculations have been done by the faculty and staff of the program. As we transition to the masters, we intend to begin to participate in CASPA (Central Application Service for Physician Assistants) which will handle collection of documents, screening for minimum requirements, calculation of GPAs etc. Those students who meet the minimum requirements for interview are assigned a score after faculty review and grading of all materials submitted. Students achieving a minimum preliminary score that could possibly result in admission are invited for an onsite interview which will be scored and added to the data received from CASPA. A numerical score will be obtained from the composite data and the top scorers will be offered admission. CASPA allows students to apply to multiple PA programs with a single submission of documents.

E. Advisement
As in the current program, each student will be assigned an advisor with whom they must meet every semester in the didactic phase and as needed during the clinical year.

**CURRICULUM**
Most of the expansion of the PA program to a master’s degree involves an increase in the Didactic Year instruction from the current baccalaureate program. Specifically, there will be 14 new courses:

- Applied Medical Sciences
- Introduction to E-Portfolio/Orientation
- Public Health
- Health Policy
- Pediatrics
- Obstetrics/Gynecology
- Medical Informatics/Evidence Based Medicine
- Health Promotion
- Pharmacology III
- Clinical Medicine III
- Clinical Correlations II
- PA-Portfolio I, II, and III.

This new coursework has been incorporated within the program in order to address the evolving ARC-PA Standards and because of the broadening scope of PA practice in the new health care system. The other MSPAS courses will cover material currently covered in existing baccalaureate PA courses but to a different extent and/or in a different sequence. The Clinical Phase for the MSPAS remains the same length of time with the same 9 five-week rotations as the current Baccalaureate PA program. The undergraduate BioMedical Ethics course currently offered by the Department of History and Philosophy is revised and will be offered as a PA program course within the Department of Health Professions.
The choice of an e-portfolio as a thesis alternative has precedent in New York State and will allow inclusion of artifacts to demonstrate achievement of learning and practice outcomes in a wide variety of contexts. Evidence-based medicine projects are an established thesis alternative component for Physician Assistant programs (Goldgar & Keahey, 2010; Zellmer, M & Hadley, R. 2004) and will be a central part of the ePortfolio produced by all students. The culminating project will be creation of a Critically Appraised Topic (CAT) which is a structured summary and critique of the best published medical evidence available to answer a clinical question. This has been successfully employed by the University of Utah PA Program and the Albany Medical College PA Program as a thesis alternative. An example of a similar project was published in the Journal of the Physician Assistant Education Association where the editor commented, “The high quality of the student-written paper illustrates the lasting value for the profession of teaching students the principles of searching, evaluating, integrating, and presenting evidence” (Goldgar and Keahey 2010).

The Didactic Phase will increase from 990 to 1245 contact hours, equivalent to approximately a 16 credit increase (calculated as 15 contact hours per credit). The increase assures adherence to all accreditation-mandated content and now more closely approaches national averages for specific content areas. Multiple individual courses have been identified as potential hybrid or online courses. Admission requirements will include completion of a baccalaureate degree containing prerequisite chemistry, biology, mathematics and behavioral science coursework.

Total number of credits in the degree will be 87 credits. This number is within the range of credits required by PA Programs nationwide in the 2010 PAEA Curriculum Study which reported a mean of 108.3 credit hours and a median of 104.0 credit hours (Std Dev 27.4).

<table>
<thead>
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<th>Didactic Phase</th>
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<tbody>
<tr>
<td><strong>Course</strong></td>
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<td><strong>Fall Semester (#1)</strong></td>
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<tr>
<td>HPPA 500</td>
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<td>HPPA 504</td>
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<td>HPPA 506</td>
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<td>HPPA 512</td>
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<td>HPPA 514</td>
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<tr>
<td><strong>Winter Session (#2)</strong></td>
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<td>HPPA 526</td>
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<td>HPPA 528</td>
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</tbody>
</table>
COST ASSESSMENT

A. Faculty

At the present time, we anticipate that we will be able to implement this program without requiring any additional full time faculty except replacement of a recently resigned core faculty position with the functional description of Academic Coordinator. As is the case in the current program, adjuncts will be needed to provide specific content expertise and additional adjunct coverage will be required simply due to the increase in total contact hours. Since all of the full time faculty are currently assigned to the baccalaureate PA program which will cease to exist, there will be no need to replace them in existing programs. As in the current program, it is required that some of the core faculty will receive release time for administrative and accreditation related duties. The Director and Associate Director will each receive 10.5 hours of
release time, the Academic and Clinical Coordinators will each receive 6 hours of release time, and the Doctoral Lecturer will receive 3 hours of release time. In addition to the full time core faculty, there is also a Medical Director as required by ARC-PA standards. This last is a part time position, typically compensated at 0.2 FTE annually.

The Expert Review by Dr. Patrick Knott (See Appendix J) observed that, “The faculty have the training, clinical experience, and graduate degrees necessary to lead the program. The percent of faculty with doctoral degrees is higher than at most programs….There are adequate faculty to run the program, and teaching loads appear very full, though manageable. …… Review of the program documents that outline the number of clinical sites shows that there are adequate numbers [of clinical support faculty] that the program requires to teach students in their clinical rotations.”

Additional staffing needs, which are identical to those in the current program, are a College Office Assistant and an Assistant to HEO. These were deemed necessary in order to address the ARC-PA standard requiring sufficient human resources to perform admission activities, maintenance of records for the program’s self-study, and maintenance of records for the required annual report. In addition, the annotation to standard A1.08 contains the statement”…They include sufficient administrative and technical support staff to support faculty in accomplishing their assigned tasks.” (Accreditation Standards for Physician Assistant Education 4th Ed. ARC-PA).

B. Facilities and Equipment
Since the changes in the program will principally be in the didactic year and mostly in courses which do not require laboratory or other specialized equipment, there will be minimal need for new facilities. The major change will be that we will require an additional classroom to accommodate the “overlap” semester where there will be one cohort beginning the didactic phase (Fall Semester 1) while another is finishing the didactic phase (Fall Semester 5). The only other additional space required will be laboratory space for the Clinical Skills class (HPPA 556) during that overlap semester; however we believe we will be able to address that with currently available laboratory space.

C. Library and Instructional Materials
The York College PA Program was established in 2004. In the years since its inception, the library at York has gradually added materials and resources for our students. For example at the present time, there is a collection of medical reference books, shared access to a large number of medical journals electronically via the CUNY library system, Up-to-Date (an evidence-based medicine clinical decision-making resource), and Access Medicine (an electronic library of books, videos, and other materials for students of medicine and related basic sciences). Since the 2013-2014 academic year, the program has also been allowed to charge materials fees for courses which require disposables – such as laboratory supplies. This has allowed us to support our students in many of the practical skills courses in the program. Therefore, we do not anticipate any significant change in our library or instructional materials needs as we transition to a master’s degree.
APPENDICES

APPENDIX A – COURSE DESCRIPTIONS FOR REQUIRED COURSES:

DIDACTIC PHASE

HPPA 500 H-WEB Orientation and Introduction to E-Portfolio  
Semester # 1(FA)
1 Credit, 15 Hours (Hybrid)
Introductory course of the E-Portfolio series of courses. Orientation to the program-specific requirements, resources, policies and procedures applicable throughout the didactic and clinical phases. Medical terminology, inter-professional role awareness; introductions to critical thinking, professionalism and intellectual honesty. This course may be offered in a face-to-face or online hybrid format

HPPA 502 Physical Diagnosis I  
Semester # 1(FA)
3 Credits, 70 Hours (2 Hours Lecture, 3 Hours Laboratory)
First of a two-course sequence; instruction in eliciting complete medical history, performing a comprehensive physical examination and proper documentation.

HPPA 504 Clinical Anatomy  
Semester # 1(FA)
3 Credits, 70 hours (2 Hours Lecture, 2 Hours Recitation, 1 Hour Laboratory)
Clinically focused embryology, gross anatomy and neuroanatomy. Provides an understanding of the developmental, structural and functional anatomy of the human body relevant to the needs of the physician assistant. Incorporates the use of virtual dissection simulations, diagnostic images, video and anatomical models. Associations are made with clinical physiology, pathophysiology and clinical medicine.

HPPA 506 Applied Medical Sciences  
Semester # 1(FA)
3 Credits, 45 Hours (3 Hours Lecture)
Normal functioning of human cells, tissues and organs; and homeostatic neurologic and endocrine regulation systems; and foundations of genetics and molecular mechanisms of health and disease. To the depth and breadth necessary for application to clinical practice as a Physician Assistant.

HPPA 508 Interviewing and Counseling  
Semester # 1(FA)
1 Credit, 15 Hours (1 Hour Lecture)
Analysis and simulation of health professional-patient interactions. Psychosocial factors impacting physical and emotional health. Includes analysis and simulation of inter-professional healthcare provider interactions.

HPPA 510 PA Profession  
Semester # 1(FA)
2 Credits, 30 Hours (2 Hours lecture)
Introduction to the role of the PA, with an emphasis on the history, training, practice characteristics and certification process. Physician Assistant credentialing and employment, medico-legal concerns, analysis of current issues affecting PA practice and the PA role in the healthcare system.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Credits</th>
<th>Hours (Format)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPPA 512</td>
<td>H-WEB Health Promotion and Disease Prevention</td>
<td># 1(FA)</td>
<td>2</td>
<td>30 (Hybrid)</td>
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<td></td>
<td>Health promotion and disease prevention strategies will be explored, utilizing evidence-based medicine to address common health issues. Students will learn to screen for common diseases and predictors of disease as well as to design appropriate interventions and lifestyle modifications to promote optimal health for their patients. This course may be offered in a face-to-face or online hybrid format.</td>
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<tr>
<td>HPPA 514</td>
<td>Biomedical Ethics</td>
<td># 1(FA)</td>
<td>2</td>
<td>30 (2 Hours Lecture)</td>
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<td>This course examines ethical issues embedded in the organization, practice and delivery of healthcare in the United States. Special emphasis is placed on the experience of physician assistants, patients and families.</td>
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<td>HPPA 516</td>
<td>H-WEB Public Health</td>
<td># 2 (WI)</td>
<td>2</td>
<td>30 (Hybrid)</td>
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<td>Principles of population-based health maintenance efforts; epidemiology, research methods and statistical analysis of health data; community health needs and resources; and the physician assistant role in public health. This course may be offered in a face-to-face or online hybrid format.</td>
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<tr>
<td>HPPA 518</td>
<td>H-WEB Health Policy</td>
<td># 2 (WI)</td>
<td>2</td>
<td>30 (Hybrid)</td>
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<tr>
<td></td>
<td>Organization and administration of the health care system in the United States with exploration of current issues including but not limited to healthcare equity, quality and accessibility; workforce and financing. This course may be offered in a face-to-face or online hybrid format.</td>
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<tr>
<td>HPPA 520</td>
<td>Pharmacology I</td>
<td># 3 (SP)</td>
<td>2</td>
<td>45 (2 Hours Lecture, 1 Hour Recitation)</td>
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<td>First of a three-course sequence; the study of pharmacological principles as they apply to the practice of medicine. Prototypical drugs in each major class are considered in detail. This course provides the student with foundation pharmacological knowledge and skills to enable basic competency in prescriptive skills. Introduction to practical prescription writing.</td>
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<tr>
<td>HPPA 522</td>
<td>Physical Diagnosis II</td>
<td># 3 (SP)</td>
<td>3</td>
<td>70 (2 Hours Lecture, 3 Hours Laboratory)</td>
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<td></td>
<td>Continued exploration of the strategies and skills of medical history taking and physical examination. Includes practical laboratory sessions and a clinical fieldwork component.</td>
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<tr>
<td>HPPA 524</td>
<td>Pathophysiology</td>
<td># 3 (SP)</td>
<td>3</td>
<td>45 (3 Hours Lecture)</td>
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<td>Introduction to the study of pathophysiology and serves as a foundation for the clinical medicine courses. Students are expected to apply their knowledge of anatomy and clinical physiology. Subject matter covered will be supported by including select clinical correlations each lecture.</td>
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<tr>
<td>HPPA 526</td>
<td>Pediatrics</td>
<td># 3 (SP)</td>
<td>2</td>
<td>30 (2 Hours Lecture)</td>
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</table>
Foundations of pediatric medicine from birth through adolescence including the well-child examination, preventive healthcare, routine screening, and recognition and management of common pediatric conditions. Special emphasis will be placed on Physician Assistant practice in an urban setting.

**HPPA 528 Clinical Medicine I  
Semester # 3 (SP)**

3 Credits, 90hrs (3 Hours Lecture, 3 Hours Recitation)
First of a three-course sequence designed to familiarize the student with various internal medicine problems. Foundations in hematology, endocrinology, pulmonology, dermatology and cardiology for Physician Assistant clinical practice. Includes brief overviews of the pertinent anatomy and physiology. Each disease entity is considered in terms of etiology, pathophysiology, clinical presentation, diagnostics, patient education, treatment and referral.

**HPPA 530 H-WEB Evidence Based Medicine and Health Informatics  
Semester # 3 (SP)**

2 Credits, 30 Hours (Hybrid)
Introduction to principles of evidence based medicine (EBM) and its application to clinical practice. Topics will include formulation of a medical question, implementation of a search, evaluation of potential sources of evidence and application of search results to clinical practice. Also covered are theoretical and practical aspects of processing, utilization and communication of the medical literature as it relates to use of electronic health records, medical coding and billing, use of medical calculators, and shared decision making. This course may be offered as a face-to-face or online hybrid format.

**HPPA 532 Surgery  
Semester # 3 (SP)**

4 Credits, 60 Hours (4 Hours Lecture)
Fundamentals of the diagnosis and management of surgical disorders; general surgery, orthopedics and other surgical subspecialties; principles of anesthesia; and other topics relevant to surgical practice.

**HPPA 534 Diagnostic Studies  
Semester # 4 (SU)**

1 Credit, 45 Hours (1 Hour Lecture, 2 Hours Laboratory)
The indications, limitations, methods and interpretation of medical procedures. Students will observe and perform simulations of selected clinical laboratory, diagnostic imaging and diagnostic endoscopy procedures.

**HPPA 536 Pharmacology II  
Semester # 4 (SU)**

2 Credits, 30 Hours (2 Hours Lecture)
A continuation of Pharmacology I; further exploration of pharmacologic principals as they apply to future prescriptive practice as a Physician Assistant.

**HPPA 538 Obstetrics/Gynecology  
Semester # 4 (SU)**

2 Credits, 30 Hours (2 Hours Lecture)
Foundations of women’s healthcare including prenatal, obstetric, and gynecologic care. Health promotion and disease prevention, labor and delivery care, and recognition and management of common gynecologic conditions will be considered with emphasis on Physician Assistant practice in an urban setting.

**HPPA 540 Clinical Correlations Seminar I  
Semester # 4 (SU)**

1 Credit, 30 Hours (2 Hours Laboratory)
First of a two-course sequence. This problem-based learning course is taught in small group format, and will develop the student’s critical thinking skills by working through clinical case scenarios. Emphasizes differential diagnosis, diagnosis and treatment of diseases commonly seen in urban health care settings. Incorporates evidence based medicine techniques.

HPPA 542 Clinical Medicine II
2 Credits, 60 Hours (2 Hours Lecture, 2 Hours Recitation)
Second of a three-course sequence designed to familiarize the student with various internal medicine problems. Foundations in gastroenterology, nephrology, ophthalmology, and ENT (Ear, Nose, and Throat) disorders needed for Physician Assistant clinical practice. Includes brief overviews of the pertinent anatomy and physiology. Each disease entity is considered in terms of etiology, pathophysiology, clinical presentation, diagnostics, patient education, treatment and referral.

HPPA 544 Primary Care
3 Credits, 45 Hours (3 Hours Lecture)
Adult ambulatory medicine with an emphasis on urban health care. This course will take a problem-based approach to the diagnosis, treatment and continuing management of common outpatient complaints using evidence based medicine. The latter part of the course will deal with special concerns of geriatric patients.

HPPA 546 Clinical Medicine III
2 Credits, 60 Hours (2 Hours Lecture, 2 Hours Recitation)
Third of a three-course sequence designed to familiarize the student with various internal medicine problems. Foundations in rheumatology, neurology, infectious disease and genetic disorders for Physician Assistant clinical practice. Includes brief overviews of the pertinent anatomy and physiology. Each disease entity is considered in terms of etiology, pathophysiology, clinical presentation, diagnostics, patient education, treatment and referral.

HPPA 548 Pharmacology III
3 Credits, 45 Hours (3 Hours Lecture)
A continuation of Pharmacology II; further exploration of pharmacologic principals as they apply to future prescriptive practice as a Physician Assistant.

HPPA 550 Psychiatry
2 Credits, 30 Hours (2 Hours Lecture)
Introduction to the basic tenets of clinical psychiatry and emphasizes the biopsychosocial approach to patient treatment, which analyzes the sociological, cultural and psychological factors that influence an individual’s illness.

HPPA 552 Clinical Correlations Seminar II
1 Credit, 30 Hours (2 Hours Laboratory)
Continuation of Clinical Correlations Seminar I, utilizes increasingly complex multi-system clinical case scenarios. This problem-based learning course is taught in small group format, and will develop the student’s critical thinking skills by working through clinical case scenarios. Emphasizes differential diagnosis, diagnosis and treatment of diseases commonly encountered in urban health care settings. Incorporates evidence based medicine techniques.
HPPA 554 Emergency Medicine  
**Semester # 5 (FA)**
3 Credits, 45 Hours (3 Hours Lecture)  
Fundamentals of care for clinical problems seen in the emergency setting. Emphasizes problems commonly seen in an urban emergency room.

HPPA 556 Clinical Skills  
**Semester # 5 (FA)**
1 Credit, 45 Hours (1 Hour Lecture, 2 Hours Laboratory)  
Practical sessions introducing basic skills necessary for clinical practice as a physician assistant. Includes instruction in electrocardiography, suturing and casting/splinting.

**CLINICAL PHASE**

HPPA 600 WEB PA-Portfolio I  
**Semester # 6 (SP)**
2 Credits, 30 Hours (Online)  
First of a series, runs concurrently with clinical rotations to facilitate the design and development of an electronic portfolio demonstrating integrative learning, professional development and evidence-based critical thinking. Selected assignments require appropriate electronic documentation of learning activities and experiences pertaining to self-assessment, intellectual inquiry, and professional skill development.

HPPA 610 WEB PA-Portfolio II  
**Semester # 7 (SU)**
2 Credits, 30 Hours (Online)  
Second of a series, runs concurrently with clinical rotations to facilitate the design and development of an electronic portfolio demonstrating integrative learning, professional development and evidence-based critical thinking. Selected assignments require appropriate electronic documentation of learning activities and experiences pertaining to self-assessment, intellectual inquiry, and professional skill development.

HPPA 620 WEB PA-Portfolio III  
**Semester # 8 (FA)**
2 Credits, 30 Hours (Online)  
Third and final in a series, runs concurrently with clinical rotations to facilitate the design and development of an electronic portfolio demonstrating integrative learning, professional development and evidence-based critical thinking. Selected assignments require appropriate electronic documentation of learning activities and experiences pertaining to self-assessment, intellectual inquiry, and professional skill development.

HPPA 650 Surgery Clinical Rotation  
**Semester # 6 or 7 or 8**
2 Credits, 5 Weeks  
This five-week rotation takes place in an inpatient hospital setting and also includes outpatient surgical clinic duties. Students are required to attend available conferences/lectures, participate in daily rounds and take call when scheduled. This rotation will provide the student with the opportunity to acquire skills and knowledge necessary to diagnose and treat patients with surgical problems. Under the supervision of a preceptor, students will progressively assume responsibility to provide surgical services. Students are required to attend available conferences/lectures, and take call when scheduled.
HPPA 652 Internal Medicine Clinical Rotation  
Semester # 6 or 7 or 8  
2 Credits, 5 Weeks  
This five-week rotation takes place in a hospital setting. Students are required to attend available conferences/lectures, participate in daily rounds and take call when scheduled. This rotation will provide the student with the opportunity to acquire skills and knowledge necessary to diagnose and treat patients with medical problems. Students are required to attend available conferences/lectures, and take call when scheduled.

HPPA 654 Pediatric Clinical Rotation  
Semester # 6 or 7 or 8  
2 Credits, 5 Weeks  
This five-week rotation takes place in a hospital (including outpatient clinic), clinic and/or private office setting. Students are assigned full-time to inpatient and/or outpatient pediatric departments/clinics/offices and, under supervision, participate in pediatric care. This rotation will provide the student with the opportunity to acquire skills and knowledge required to care for pediatric patients. Students are required to attend available conferences/lectures, participate in daily rounds (if performed at the rotation site) and take call when scheduled.

HPPA 656 Emergency Medicine Clinical Rotation  
Semester # 6 or 7 or 8  
2 Credits, 5 Weeks  
This five-week rotation takes place in the hospital emergency department. Students are required to attend available conferences/lectures, and work the day, evening, night or weekend shift as assigned. This rotation will provide the student with the opportunity to acquire skills and knowledge necessary to diagnose and treat patients with emergency and urgent medical problems. Under the supervision of a preceptor, students will progressively assume responsibility to provide emergency medical services. Students will be able to identify life-threatening conditions and, when appropriate, provide urgent intervention as a member of the emergency department health care team. Students are required to attend available conferences/lectures, and work the day, evening, night or weekend shift as assigned.

HPPA 658 Long Term Care Clinical Rotation  
Semester # 6 or 7 or 8  
2 Credits, 5 Weeks  
This five-week rotation takes place in nursing homes, specialized geriatric facilities, and chronic care facilities. Students are required to attend available conferences/lectures, participate in daily rounds and take call when scheduled. This rotation provides the student with the opportunity to acquire the skills and knowledge necessary to diagnose and treat elder patients with medical, functional and social/family support problems. In addition, younger patients with chronic conditions requiring long term care may also be cared for. Emphasis is placed on comprehensive assessment, appropriate clinical decision making and management of medical problems - both acute and chronic - commonly encountered in the geriatric population. Students are required to attend available conferences/lectures, and take call when scheduled.

HPPA 660 Psychiatry Clinical Rotation  
Semester # 6 or 7 or 8  
2 Credits, 5 Weeks  
This five-week rotation takes place in a psychiatric hospital, hospital psychiatric department or clinic setting. Students are required to attend available conferences/lectures and participate in daily patient care as a member of the mental health care team. This rotation will provide the student with the opportunity to acquire skills and knowledge necessary to diagnose and treat patients with psychiatric and...
behavioral problems. Students are required to attend available conferences/lectures and participate in daily patient care as a member of the mental health care team and work the day, evening, night or weekend shift as assigned.

**HPPA 662 Obstetrics/Gynecology Clinical Rotation**  
**Semester # 6 or 7 or 8**  
**2 Credits, 5 Weeks**  
This clinical rotation will provide the student with the opportunity to acquire skills and knowledge necessary to diagnose and treat female patients presenting for obstetrical and/or gynecological medical care. Students are required to attend available conferences/lectures, participate in daily rounds and take call when scheduled.

**HPPA 664 Ambulatory Care Clinical Rotation**  
**Semester # 6 or 7 or 8**  
**2 Credits, 5 Weeks**  
This five-week rotation takes place in an outpatient ambulatory care setting such as an outpatient clinic or physician office. This rotation will provide the student with the opportunity to acquire skills and knowledge necessary to diagnose and treat adult patients presenting with primary care medical problems. Students are required to attend available conferences/lectures, and take call when scheduled.

**HPPA 668 Family Practice Clinical Rotation**  
**Semester # 6 or 7 or 8**  
**2 Credits, 5 Weeks**  
This five-week rotation takes place in an outpatient ambulatory care setting such as an outpatient clinic or physician office. This clinical clerkship will provide the student with the opportunity to acquire skills and knowledge necessary to diagnose and treat patients of all ages presenting with primary care medical problems. Students are required to attend available conferences/lectures, participate in daily rounds and take call when scheduled.

**Total Degree Credits: 87**  
**Total Degree Hours: 3180 (1245 Hours Didactic Phase + 1890 Hours Clinical Phase)**  
**Total # Courses: 41**  
**Program Time Duration: 28 months**
APPENDIX B – SYLLABI FOR NEW COURSES

COURSE SYLLABUS

Course Number  HPPA 500 H-WEB

Course Name  Orientation and Introduction to E-Portfolio

Prerequisite(s)  All prerequisites required for admission to the PA program and official acceptance into the program.

Instructor  TBD
  Office Location: 112 SC
  Office Hours: Open-Door Policy or by appointment
  Phone: (718) 262-xxxx
  E-mail: sample@york.cuny.edu

The course director is John Doe. All core PA faculty participate in the first-day orientation session. Library faculty may present a resource lecture.

Course Description
1 Credit, 15 Hours (Hybrid)
Introductory course of the E-Portfolio series of courses. Orientation to the program-specific requirements, resources, policies and procedures applicable throughout the didactic and clinical phases. Medical terminology, inter-professional role awareness; introductions to critical thinking, professionalism and intellectual honesty. This course may be offered in a face-to-face or online hybrid format.

Course Purpose
This course serves as a guide to the rules, regulations and policies of the program including use of the electronic portfolio system. It also outlines expectations for behaviors in both the classroom and clinical practice settings. Critical thinking foundations are introduced. Students are also introduced to the language of healthcare and the inter-professional healthcare setting.

Instructional Methods
Lectures, computer laboratory sessions, programmed learning, and an on-line component delivered through the Blackboard learning management system.

Topic Outline
Medical Terminology
Inter-Professional Role Awareness
Critical Thinking
Professionalism
Electronic Portfolio
Program Orientation
Program Policies and Procedures

**Learning Objectives**
Upon completion of this course, the student will be able to:

**Medical Terminology**
- Analyze the component parts of medical terms
- Propose definitions of unfamiliar terms through analysis of prefixes, suffixes and combining forms
- Interpret common types of medical record documentation
- Define common terms pertaining to the symptoms, diagnosis and treatment of all major body systems
- Translate common patient presentations into medical terms

**Inter-Professional Role Awareness**
- Define various specialty practice fields and associated healthcare providers
- Differentiate various healthcare professional roles

**Critical Thinking**
- Formulate an example of an argument
- Demonstrate skills in elementary inductive and deductive reasoning
- Analyze sources and statements for credibility
- Identify and understand basic fallacies of thought
- Identify assumptions upon which conclusions depend
- Evaluate causal explanations
- Apply critical thinking principles to test-taking and clinical practice

**Professionalism**
- Define and list characteristics of professionalism in PA Practice
- Describe the role of professional organizations and legal regulation in setting standards of professional behavior
- Evaluate scenarios of student behavior for intellectual honesty
- Contrast plagiarism and paraphrasing

**Electronic Portfolio**
- Discuss the conceptual framework of an e-portfolio
- Create and sign-in to an e-portfolio account
- Identify appropriate forms of evidence
- Utilize medical research resources available to the York PA student
- Demonstrate the ability to upload documents, graphics, and computer presentations to the e-portfolio system
- Post the concept map produced for the Clinical Physiology PA course
- Describe how e-portfolios are evaluated
- Define core PA program faculty roles
- Calculate PA program-specific grade point average
- Describe PA program-specific academic regulations
- Describe PA program-specific rules of conduct
- List learning resources available to PA students
- Adhere to PA program-specific advisement policies

**Weekly and Unit Schedule**

<table>
<thead>
<tr>
<th>WEEK #:</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>1. 8/29/16</td>
<td>First-day Program Orientation to Policies and Procedures</td>
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<tr>
<td></td>
<td>Reading: Student Didactic Handbook</td>
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<tr>
<td>2. 9/12/16</td>
<td>PA Student “Survival Skills”</td>
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<tr>
<td></td>
<td>Reading: PA Student Didactic Handbook</td>
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<tr>
<td>3. 9/19/16</td>
<td><strong>Online Unit # 1</strong>: Introduction to Medical Terminology</td>
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<td>(See online unit instructions)</td>
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<td>4. 9/26/16</td>
<td>Medical Terminology – Professional Roles, Medical Records and</td>
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<td>Diagnostic Tools</td>
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<td>Reading: Willis Ch. 3, 4</td>
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<td>5. 10/3/16</td>
<td>Medical Terminology – Body Systems</td>
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<td>Reading: Willis Ch. 5 – 10</td>
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<td>10/3/16</td>
<td><strong>Medical Terminology Examination</strong></td>
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<td>6. 10/10/16-10/16/16</td>
<td><strong>Online Unit # 2</strong>: Teamwork Training and Inter-professional Awareness</td>
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<td>(See online unit instructions)</td>
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<td>7. 10/17/16</td>
<td>Professionalism and Intellectual Honesty</td>
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<td>Reading: PA Student Clinical Handbook</td>
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<td>8. 10/24/16</td>
<td>Introduction to York College Medical Research Resources</td>
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<td>(Conducted in York College Library)</td>
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<tr>
<td>9. 10/31/16-11/6/16</td>
<td><strong>Online Unit # 3</strong>: Generating a medical topic presentation</td>
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<td>(See online unit instructions)</td>
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<tr>
<td>10/31/16</td>
<td><strong>Examination</strong></td>
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<tr>
<td>10. 11/7/16</td>
<td>E-Portfolio Theory and Examples</td>
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<td>Complete Wordpress Online Tutorial</td>
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<tr>
<td>11. 11/14/16-11/20/16</td>
<td><strong>Online Unit # 4</strong>: E-Portfolio Resources and Sign-On</td>
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<td>(See online unit instructions)</td>
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<tr>
<td>12. 11/21/16</td>
<td>Critical Thinking Basics</td>
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<td>Credibility; Logic and Arguments</td>
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<td>Reading: Moore Ch. 1-3</td>
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<td>13. 11/28/16</td>
<td>Inductive and Deductive Reasoning; Causal Explanation</td>
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<td>Critical Thinking Applications in Test-Taking and Clinical Practice</td>
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<td></td>
<td>Reading: Moore Ch. 8, 10 &amp; 11</td>
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<td>14. 12/5/16-12/11/16</td>
<td><strong>Online Unit # 5 E-Portfolio Uploads</strong></td>
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<td><strong>TBD</strong></td>
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<td><strong>Final Examination</strong></td>
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</table>
Online Units
Each online unit consists of two sections:
1. Study and Learning Activities
2. Discussions and Assignments

Unit 1: Introduction to Medical Terminology
Initial Response Due: 9/22/16 Midnight
Replies to Others Due: 9/25/16 Midnight

1. Study and Learning Activities
   - Read this unit’s introduction
   - Read Chapters 10-17 in Medical Terminology text (Willis)
   - Complete the chapter exercises in Willis (Ch. 10-17)
2. Discussions and Assignments
   - Select three medical reports contained in the readings and identify twenty medical terms
   - Separate the terms into their prefix/root/suffix and define each section, including the origin
   - Use the terms in one continuous fictional patient narrative; feel free to be creative to include all the terms.
   - Respond to the answers posted by two fellow students

Unit 2: Teamwork Training and Inter-professional Awareness
Initial Response Due: 10/13/16 Midnight
Replies to Others Due: 10/16/16 Midnight

1. Study and Learning Activities
   - Read this unit’s introduction
   - Read Chapters 4, 5 and 6 in Introduction to Public Health
   - Watch the Sue Sheridan (Medical Errors) video posted on the Blackboard LMS
   - Watch Vignette Lg001 (Medical Assistant Scenario) video posted on the Blackboard LMS.
   - View the Slideshow presentation on Inter-professional Awareness posted on the Blackboard LMS.
2. Discussions and Assignments
   - Respond to the following questions:
     A. What were the main system failures that allowed the errors to occur as described by Sue Sheridan?
     B. What best practices (at least two) can you identify in the Medical Assistant vignette promoting interprofessional collaboration that prevented a tragic outcome in the disoriented patient?
   - Respond to the answers posted by two fellow students.
Unit 3: Generating a Medical Topic Presentation
Initial Response Due: 11/3/16 Midnight
Response to Others Due: 11/6/16

1. Study and learning Activities
   - Read Unit Introduction
   - Read Access Medicine Pathophysiology Cases # 109, 110 and 114 (Available via York College Library -> Electronic Books -> Access Medicine

2. Discussions and Assignments
   - Using the presentation template provided in the Blackboard LMS, choose one of the Pathophysiology Case Presentations to complete a presentation on the main medical disorder of the selected case. Additional information required to complete the diagnostics, differential diagnosis and treatment section can be found in the relevant textbooks available via the Access Medicine resource.
   - Post your completed presentation in the Discussion Section of the Blackboard LMS.
   - View and respond to the presentations posted by two fellow students

Unit 4: E-Portfolio Resources and Sign-On
Initial Response Due: 11/17/16 Midnight
Response to Others Due: 11/20/16

1. Study and learning Activities
   - Read Unit Introduction
   - View WordPress Tutorial posted on Blackboard LMS

2. Discussions and Assignments
   - Create shell WordPress account and Simple Home Page with Name
   - Respond to the following questions:
     A. Describe your experience with creating an account and creating your home page. Include any suggestions on how to best navigate the process
     - Respond to the descriptions posted by two fellow students.

Unit 5: E-Portfolio Uploads
Initial Response Due: 12/8/16
Response to Others Due: 12/11/16

1. Study and learning Activities
   - Read Unit Introduction

2. Discussions and Assignments
- Choose one of the course products as listed in the unit introduction to upload.
- Prepare and upload the selected course product.
- View and respond to the course products uploaded by two fellow students.

Additional Course Information
Additional physician assistant program academic regulations; progression and retention criteria; letter grade computation; examination review policies; grade appeal and grievance information; advisement policies; and rules of conduct are contained in the 2016 Physician Assistant Student Handbook.

Grading Criteria
Medical Terminology Examination 25%
Mid-Term Examination 25%
Final Examination 25%
Online Units 25%

Required Resources


York College Physician Assistant Program Student Handbook (2016).
Supplied by program.

Supplied by program.

Suggested Resources
Merriam-Webster Online Medical Dictionary (Free, with Pronunciations)
http://www.merriam-webster.com/dictionary/
Policy on Students with Disabilities
Students with a disability are encouraged to see the professor about accommodations during the first week of class so that you have the necessary tools to succeed in this course.

CUNY Policy on Academic Integrity
Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.
Definitions and Examples of Academic Dishonesty:
Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include:
- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/ dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
- Submitting someone else’s work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person’s ideas, research or writings as your own. Examples of plagiarism include:
- Copying another person’s actual words or images without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or “cutting & pasting” from various sources without proper attribution.

Obtaining Unfair Advantage is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include:
- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student's work.

Falsification of Records and Official Documents
Examples of falsification include:
- Forging signatures of authorization; falsifying information on an official academic record; falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.
HPPA 500 H-Web Orientation and Introduction to E-Portfolio

Online Grading Rubric

Student Name: _______________________________________

The online component is worth 25% of the total course grade. Grading is on a scale from 8 to 10. The minimum acceptable grade is a score of 8, based on evaluation of the initial response and interaction with fellow students. Each Online Unit is graded separately using the following rubric:

### Initial Response Evaluation

<table>
<thead>
<tr>
<th></th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>Unacceptable</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content &amp; Focus</strong></td>
<td></td>
<td></td>
<td></td>
<td>Inappropriate content and focus.</td>
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<tr>
<td>Clearly understands</td>
<td></td>
<td></td>
<td></td>
<td>Familiar with content, demonstrates good</td>
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<tr>
<td>content, focused upon</td>
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<td></td>
<td></td>
<td>focus.</td>
<td></td>
</tr>
<tr>
<td>most relevant information</td>
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<td></td>
<td>Familiar with content, may not be very</td>
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</tr>
<tr>
<td>to complete assignment.</td>
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<td></td>
<td></td>
<td>focused.</td>
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<tr>
<td><strong>Logic &amp; Flow</strong></td>
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### Response to Fellow Students

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HPPA 500 H-Web Orientation and Introduction to E-Portfolio     Online Grading Rubric

Student Name: ____________________________________________

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<td>2. Teamwork Training</td>
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<td>3. Generating a Medical Topic Presentation</td>
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<td>4. E-Portfolio Resources and Sign-On</td>
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COURSE SYLLABUS

Course Number  HPPA 502
Course Name  Physical Diagnosis I
Prerequisite(s)  All prerequisites required for admission to the PA program and official acceptance into the program.
Instructor  TBD, Course Director
Office Location: 112 SC
Office Hours: Open-Door Policy or by appointment
Phone: (718) 262-xxxx
E-mail: sample@york.cuny.edu

TBD, Laboratory Instructor(s)
Office Location: 112 SC
Office Hours: Open-Door Policy or by appointment
Phone: (718) 262-xxxx
E-mail: sample@york.cuny.edu

Course Description
3 Credits, 75 Hours (2 Hours Lecture, 3 Hours Laboratory)
First of a two-course sequence; instruction in eliciting complete medical history, performing a comprehensive physical examination and proper documentation.

Course Purpose
This course serves as an introduction to recognition of common symptoms and detection of physical findings of disease. Students will learn to elicit and record a complete medical history, perform and record a complete physical examination (for systems considered), recognize common abnormal physical findings, recognize age-related changes and begin to formulate a differential diagnosis based on the history and physical exam findings. Students will be able to apply these skills to specific, problem-based patient encounters to perform and record the focused history and physical examination.

Instructional Methods
Lectures, practical laboratory sessions, clinical visits and an on-line component delivered through the Blackboard learning management system. Throughout the semester students will be given the opportunity to practice on each other as well as on patients at local hospitals affiliated with the college.

Topic Outline
Introduction to Physical Diagnosis
Interviewing Patients
The Medical History
The Physical Examination - Overview
Vital Signs, General Examination and Examination of the Skin and Head
Examination of the Eyes
Examination of the Ears and Nose
Examination of the Mouth and Pharynx
Examination of the Neck
Examination of the Chest/Lungs
Examination of the Heart

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

The Interview
Elicit a medical history while demonstrating a systematic approach to the interview:
  Review available information and prepare setting for interview
  Establish rapport and trust, patient as a partner in care
  Utilize effective interview techniques
  Plan for follow-up/closing the interview.

The History
Explain all components of the historical database.
Accurately synthesize and document the medical history, using appropriate medical terminology, in a logical and coherent fashion.
Explain the applicable verbal and non-verbal elements of communication
List, describe, elicit, and accurately record all of the following components of the complete medical history:
  Source of history/identifying information/reliability of informant
  Chief Complaint
  History of Present Illness
  Past Medical History
    a. Medical Illnesses
    b. Hospitalizations
    c. Accidents and Injuries
    d. OB/GYN History
  Past Surgical History
    a. Type of Surgery
    b. Date/Age when patient underwent surgical procedure(s)
    c. Facility where surgical procedure(s) was/were performed
    d. Any complications associated with any surgical procedure(s)
  Allergies
    a. Medications
    b. Environmental (i.e., food, soaps, dust)
  Medications
    a. Prescription (including name, dosage, how medication is taken)
    b. Over-the-Counter (OTC) Medications
  Personal and Social
    a. Tobacco/Alcohol/Drug usage
b. Occupational History
c. Living Situation (i.e., married, children, etc.)
d. Diet
e. Sexual History

**Family History**
- a. Narrative form
- b. Genogram

**Review of Systems (ROS)**

**The Problem-Oriented Medical Record**
- a. Initial Database
- b. Problem List
- c. SOAP (Subjective, Objective, Assessment & Plan) Note

**The Physical Examination**
The student will be able to perform the techniques/diagnostic maneuvers for examination of all body systems listed. In addition, the student will be able to recognize normal and common abnormal findings, understand their significance and accurately record the evaluation of the following:

**General State of Health**
- Size and Development
- Stated Age vs. Apparent Age
- Nutritional Status
- Station and Gait
- Mental Status

**Vital Signs**
- Pulse (Rate, Quality, Location)
- Blood Pressure
- Respiration (Rate, Rhythm)
- Temperature (Oral, Rectal, Skin, Axillary, Auditory Canal)
- Height (Developmental normals)
- Weight (appropriate weight, underweight, overweight, obesity, BMI)

**Skin, Hair and Nails**
Name the major structural and functional properties of the skin
Describe and explain the significance of the various types of skin lesions.
Recognize, describe and differentiate common skin conditions such as fungal infections, eczema, psoriasis, pre-cancerous lesions and skin cancers.

Form a basic differential diagnosis for:
- Pruritic Skin Conditions
- Painful Skin Conditions
- Skin Conditions causing Discoloration
- Dry Skin Conditions

Recognize abnormalities of the hair and hair distribution
Recognize abnormalities of the nails including clubbing, onycholysis, Beau’s Lines, kolionychia, onycholysis and paronychia and explain their clinical significance.
Head and Face
- Locate the cranial bones
- Perform the technique of scalp palpation and understand its significance
- Recognize abnormalities such as facial asymmetry, pallor and cyanosis
- Explain the clinical significance of specific facies including those associated with acromegaly, nephrotic syndrome, Cushing’s syndrome, myxedema and Parkinson’s Disease

Eyes
- Describe the anatomy of the external and internal eye
- Perform visual acuity testing
- Perform extra-ocular muscle testing
- Name the cranial nerves that innervate the eye, describing their sensory and/or motor contribution to normal eye function
- Perform the techniques used to test visual field integrity
- Perform the examination and explain the pertinent physiology involved in each of the following:
  - Accommodation Reflex
  - Corneal Reflex
  - Light Reflex
  - Convergence
- Define the mnemonic "PERRLA" and the findings represented by it
- Perform a fundoscopic exam including identification and evaluation the following:
  - Retinal condition
  - Condition of Macula
  - Condition of the Cup
  - Disc Condition
  - Cup/Disc Ratio
  - Conditions of the Arteries and Veins
  - Retinal Hemorrhages and exudates
- Describe each of the following and recall the clinical significance of each:
  - Arcus Senilis (Corneal Arcus)
  - Anisocoria and other pupillary abnormalities
  - Chalazion
  - Ectropion/Entropion
  - Ptosis
  - Periorbital Edema
  - Hordeolum
  - Iridectomies
  - Papilledema
  - Lid Lag
- Describe the signs, symptoms and ophthalmologic findings associated with:
  - Hypertension
  - Hyphema
  - Conjunctivitis
  - Diabetes Mellitus
• Cataracts
• Glaucoma

Form a basic differential diagnosis for:
• The Erythematous Eye
• The Painful Eye
• Diplopia
• Decreased Vision/ Loss of vision

Ears
Describe the anatomy and physiology of the internal and external ear structures
Identify the structures visualized during an otoscopic exam
Recognize and describe abnormal findings noted on a proper otoscopic exam
Discuss the signs, symptoms and clinical significance of the following:
• Acute Otitis Media
• Serous Otitis Media
• Cholesteatoma
• Bullous Myringitis
• Carcinomas of the External Ear and Auditory Canal
• Tympanic Perforations and Scars
• Otitis Externa
• Hemotympanum
• Tympanosclerosis

Discuss the signs, symptoms, clinical findings and significance of:
• Meniere’s Disease
• Labyrinthitis
• Acoustic Neuromas
• Benign Paroxysmal Positional Vertigo

Nose and Sinuses
Locate and name the anatomical structures that make up the nose and sinuses
Perform an accurate examination of the nose and sinuses
Discuss the signs and symptoms, clinical findings and pathophysiology of:
• Allergic Rhinitis
• Viral Rhinitis
• Sinusitis
• Epistaxis
• Nasal Polyps
• Carcinoma of the nose and sinuses

Mouth and Pharynx
Locate and name the anatomical structures that make up the mouth and pharynx
Recognize and describe the clinical significance of the following conditions that may affect the oral cavity and pharynx:
Lips:
• Herpes Simplex
• Chancre
• Angular Stomatitis
• Mucous Retention Cyst
• Cheilitis
• Carcinoma of the Lip
• Peutz-Jegher's Syndrome

Teeth and Gingivae
• Gingivitis
• Gingival Hypertrophy
• Hutchinson's Teeth
• Periodontitis
• Dental Caries
• Abrasion/Attrition of the Teeth

Oral Mucosa
• Aphthous Ulcer
• Fordyce Spots
• Thrush
• Torus Palatinus

Tongue
• Smooth, Fissured or Hairy Tongue
• Geographic Tongue
• Leukoplakia
• Carcinoma
• 12th Nerve Paralysis

Pharynx
• Viral, Streptococcal Pharyngitis
• Paralysis of the 10th Cranial Nerve
• Peritonsillar Abscess
• Tonsillar Hypertrophy

Neck
Identify the anatomical structures that make up the neck
Perform the examination of the range of motion of the neck and notate findings
Locate the trachea and explain the clinical significance of tracheal deviation
Examine the thyroid gland and describe it in terms of:
• size
• shape
• symmetry
• vascularity
• nodules
• tenderness
• mobility

Describe the signs, symptoms and clinical significance of hyper- and hypothyroidism
Perform an examination of the lymph nodes of the head and neck and describe them in terms of:
• size
• location
• presence or absence of tenderness
• texture
• mobility
Differentiate the qualities of lymphadenopathy seen in:
• infection
• malignancy
Measure and explain the pathophysiology of Jugular Venous Distension (JVD)
Identify, describe and explain the significance of Carotid Bruits
Thorax and Lungs
Describe the anatomy of the chest and identify the anatomical landmarks
Visualize and describe the location of the following underlying structures:
• Mainstem Bronchi
• Lungs and their Lobes
Perform a proper examination of the chest and lungs and explain the significance of normal and abnormal findings.
Describe the size, shape, contours of the thorax
Discuss the appearance and significance of:
• Pectus Excavatum (Funnel Chest)
• Pectus Carinatum (Pigeon Chest)
• Barrel Chest
• Thoracic Kyphoscoliosis
• Use of Accessory Muscles of Respiration
• Rate and rhythm of respirations – normal and abnormalities such as:
  o Tachypnea
  o Apnea
  o Cheyne-Strokes Respirations
  o Dyspnea
  o Kussmaul's Respirations
Palpate the chest and back to assess for:
• Areas of tenderness
• Observed abnormalities (masses, sinus tracts)
• Degree of Respiratory Expansion
• Tactile Fremitus
Percuss the chest and back describing:
• Type, intensity, pitch, location of percussed notes
• Degree and symmetry of diaphragmatic excursion
Auscultate the chest and back describing:
  Types of Respiratory sounds heard
  o Crackles
  o Wheezes
  o Rhonchi
  o Stridor
  o Pleural Rub
  Evaluate for the presence of, and explain the significance of:
  o Egophony
  o Bronchophony
Whispered Pectoriloquy
Describe the physical findings and understand the clinical significance of each of the following:

- Atelectasis
- Emphysema
  - Consolidation/Pneumonia
  - Pleural Effusion
  - Pulmonary Edema/Congestive Heart Failure (CHF)
- Asthma
- Bronchitis

Heart
Describe the anatomy of the heart and great vessels
Describe the physiology of the cardiac cycle as it relates to the timing of various cardiovascular events
Identify the locations of the following underlying structures:

- Right and Left ventricles
- Mitral Valve
- Aortic Valve
- Pulmonic Valve
- Tricuspid Valve

Identify, define, describe and explain the clinical significance of each of the following:

- Murmur
- Bruit
- Click
- Thrill
- Venous Jugular Pressure
- Point of Maximum Impulse (PMI)
- Friction Rub
- Gallop
- Heave

Identify the normal heart sounds during auscultation and recognize their:

- Amplitude
- Rate
- Rhythm
- Splitting
- Intensity

Form a Differential Diagnosis for Chest Pain
Discuss the etiology and clinical presentation (i.e., signs and symptoms) associated with each of the following disorders:

- Aortic Stenosis/Pulmonic Stenosis
- Aortic Insufficiency
- Bacterial Endocarditis
- Mitral Regurgitation
- Tricuspid Stenosis
- Acute Myocardial Infarction
- Acute Pericarditis
- Congestive Heart Failure

**The Focused Physical Examination**

- Identify the pertinent examination components for a specific patient presentation
- Accurately perform the focused examination in proper sequence
- Identify important physical examination findings relative to the patient presentation
- Appropriately record the focused physical examination findings

**Physical Diagnosis Laboratory**

Physical Diagnosis laboratory sessions correlate with the lectures and focus on examination techniques.

In addition to the above learning objectives, the student is expected to:

- Position the patient properly and enlist his/her cooperation during the examination
- Position him/herself properly in relation to the patient
- Drape the patient properly to assure privacy
- Explain procedures to the patient before performing them
- Handle the patient gently and professionally
- Utilize the proper sequence of inspection, auscultation, percussion, and palpation for each of the body systems when performing the examination.
- Utilize the following diagnostic instruments correctly:

**Stethoscope**
- Use the bell and diaphragm correctly
- Differentiate normal and abnormal heart and vascular sounds
- Differentiate normal and abnormal respiratory sounds
- Differentiate normal and abnormal abdominal sounds

**Sphygmomanometer**
- Obtain reproducible blood pressure readings in normal patients and in patients with hypo-and hypertension
- Perform and explain palpatory blood pressure
- Explain the significance of the auscultatory gap and how to identify it

**Ophthalmoscope**
- Use the instrument properly to visualize the cornea, anterior chamber and retina
- Identify and characterize the optic disc, macula, retinal vessels
- Identify and characterize abnormalities noted in the fundoscopic examination (i.e., papilledema, retinopathy)

**Otoscope**
- Use the instrument properly to identify the structures that compose the normal auditory canal and tympanic membrane
- Identify and characterize abnormalities associated with the findings of the otoscopic exam (i.e., Otitis)

**Tuning Fork (512 cps)**
- Utilize the instrument correctly in evaluation of hearing and types of conduction
- Use the instrument correctly to evaluate vibratory sense
- Differentiate between normal and abnormal findings

**Lecture Schedule**

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<td>Examination of the Mouth, Pharynx, and Neck</td>
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**Lab Schedule**
(Readings as above on each Topic, **plus relevant handouts – on BlackBoard**)

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<td>Review of Syllabus, Introduction to Physical Diagnosis/ Interviewing Patients, The Medical History Part 1</td>
<td>Paper and pen (bring these for all labs)</td>
<td>Medical History Outline</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Description</td>
<td>Equipment</td>
<td>Description</td>
</tr>
<tr>
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<td>------------------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>9/15/16</td>
<td>Examination of the Skin, Head</td>
<td></td>
<td>Examination of the Skin and Head</td>
</tr>
<tr>
<td>4</td>
<td>9/22/16</td>
<td>Vital Signs</td>
<td>Sphygmanometer, watch, stethoscope</td>
<td>General Survey</td>
</tr>
<tr>
<td>5</td>
<td>9/29/16</td>
<td>Examination of the Eyes</td>
<td>Ophthalmoscope, Eye chart (Rosenbaum)</td>
<td>Examination of the Eye</td>
</tr>
<tr>
<td>6</td>
<td>10/6/16</td>
<td>Examination of the Eyes Part 2, Examination of the Ears and Nose</td>
<td>Ophthalmoscope, Tuning fork (512 cps)</td>
<td>Examination of the Eye Examination of the Ear, Nose and Sinuses</td>
</tr>
<tr>
<td>7</td>
<td>10/13/16</td>
<td>Examination of the Mouth, Pharynx, and Neck</td>
<td>Otoscope or other good light source (penlight)</td>
<td>Examination of the Mouth, Pharynx, and Neck</td>
</tr>
<tr>
<td>8</td>
<td>10/13/16</td>
<td><strong>Lab Examination I</strong></td>
<td>All equipment above</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10/20/16</td>
<td>Examination of the Chest/Lungs I</td>
<td>Stethoscope, gown</td>
<td>Examination of the Thorax and Lungs</td>
</tr>
<tr>
<td>10</td>
<td>10/27/16</td>
<td>Examination of the Chest/Lungs II</td>
<td>Stethoscope, gown</td>
<td>Same as above</td>
</tr>
<tr>
<td>11</td>
<td>11/3/16</td>
<td>Examination of the Heart I</td>
<td>Stethoscope, 6-in ruler. gown</td>
<td>Examination of the Heart</td>
</tr>
<tr>
<td>12</td>
<td>11/10/16</td>
<td>Examination of the Heart II</td>
<td>Stethoscope, 6-in ruler, gown</td>
<td>Same as above</td>
</tr>
<tr>
<td>13</td>
<td>11/17/16</td>
<td>Review</td>
<td>All equipment above</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>12/8/16</td>
<td><strong>Lab Examination II</strong></td>
<td>All equipment above</td>
<td></td>
</tr>
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</table>

**Additional Information**
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Medical History Writing in Physical Diagnosis Lab

Writing a coherent, meaningful patient history is an essential job skill for Physician Assistants. The History and Physical (“H and P”) placed on the patients chart is the way you record information for yourself, for the patient’s record, and for other health care providers who will treat the patient. It must be clear, follow a logical sequence, and address all the relevant issues for that patient’s complaint(s).

We will start addressing this topic in PD I Lab by doing a series of exercises to practice skills in writing the medical history. The emphasis will be on developing clarity in communicating the important information about the patient. These exercises will be graded on a pass/fail basis.

As the semester progresses, you will each do 4 patient histories and physical examinations (to include whatever examination procedures you have learned up to that point). These assignments will be graded on a percentage basis. These “H and Ps” must be turned in within 1 week of the clinical visit or points will be taken off. Periodically you will meet in small groups to discuss the medical histories you’ve written and offer feedback to each other.

Formal H&Ps may be re-written (re-drafted) and submitted for additional points on the following basis: Any H&P which received less than an 80% will be considered for re-grading with ½ the additional points earned added to the final grade. For example – If you received a 66 and on revision you receive a 92, you would get a final grade on that H&P of 79 (92-66 = 26 and ½ of that = 13. Original grade of 66+13=79).

In addition, as part of the mid-term and final PD lecture exam there will be one or two history-writing exercises similar to ones we have done in class. These will be graded as part of the exam.

Grading Criteria
Lecture Examination I 25%
Lecture Examination II 25%
Laboratory Examination I 20%
Laboratory Examination II 20%
Written History and Physical Examinations 10%

Required Textbooks/Resources

Required Equipment
Otoscope, Ophthalmoscope, Stethoscope, Tuning Fork (512 cps – will need a 128cps fork next semester), Sphygmomanometer, Pocket Rosenbaum Eye Chart, 6-inch ruler with centimeters, watch with second hand/digital with seconds display, Patient gown
Suggested References/Resources


Current Medical Diagnosis and Treatment 2014, Stephen McPhee M.D., Maxine Papadakis, Lawrence Tierney (available via York Library – Access Medicine)

Policy on Students with Disabilities
Students with a disability are encouraged to see the professor about accommodations during the first week of class so that you have the necessary tools to succeed in this course.

CUNY Policy on Academic Integrity
Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Definitions and Examples of Academic Dishonesty:
Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include:
- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
- Submitting someone else’s work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person’s ideas, research or writings as your own. Examples of plagiarism include:
- Copying another person’s actual words or images without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or “cutting & pasting” from various sources without proper attribution.

Obtaining Unfair Advantage is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student
attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student’s work.

**Falsification of Records and Official Documents**
Examples of falsification include:

- Forging signatures of authorization; falsifying information on an official academic record; falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

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**COURSE SYLLABUS**

**Course Number**  
HPPA 504

**Course Name**  
Clinical Anatomy

**Prerequisite(s)**  
All prerequisites required for admission to the PA program and official acceptance into the program.

**Instructor**  
TBD  
Office Location: 112 SC  
Office Hours: Open-Door Policy or by appointment  
Phone: (718) 262-xxxx  
E-mail: sample@york.cuny.edu

**Course Description**

3 Credits, 75 hours (2 Hours Lecture, 2 Hours Recitation, 1 Hour laboratory)  
Clinically focused embryology, gross anatomy and neuroanatomy. Provides an understanding of the developmental, structural and functional anatomy of the human body relevant to the needs of the physician assistant. Incorporates the use of virtual dissection simulations, diagnostic images, video and anatomical models. Associations are made with clinical physiology, pathophysiology and clinical medicine.
**Course Purpose**
This course builds upon the prerequisite coursework in anatomy with the goal of providing a more comprehensive and clinically applicable knowledge base of embryology, neuroanatomy and gross anatomy. Correlation with physiology, pathophysiology, diagnostic imaging and patient presentation scenarios are integrated to enable the student to utilize anatomical knowledge and concepts in clinical settings such as the surgical suite.

**Instructional Methods**
Lectures, dissection videos, virtual dissection computer laboratory sessions, and an online component delivered through the Blackboard learning management system.

**Topics**
**Embryology**
Neuroembryology
Respiratory System
Body Cavities
Urogenital System
Cardiovascular System
Gastrointestinal System

**Gross Anatomy**
Skeleton and Joints
Upper Extremity, Back
Head and Neck
Pleural Cavity and Lungs
Heart/Mediastinum
Abdomen
Perineum and Pelvis
Lower Extremity

**Neuroanatomy**
Brain/Skull
Somatosensory Systems
Special Sensory Systems
Motor Systems
Cerebrum/Cerebellum

**Learning Objectives**
Upon completion of this course, the student will be able to:

**Embryology**
1. Regarding neuroembryology, the student will be able to describe, distinguish on illustrations or anatomical models and differentiate:

   Neural tube; embryonic brain and spinal cord; major brain flexures; mantle and
marginal layers of ependyma; and choroid plexus

The student will be able to explain and sketch out the formation of: neural tube, cranial nerves/ganglia, spinal nerves/ganglia, and the ventricular system

The student will be able to predict how errors in embryological development of the CNS could manifest clinically.

2. Regarding the development of the respiratory system and body cavities, the student will be able to describe, distinguish on illustrations or anatomical models and differentiate:

Embryonic germ layers - ectoderm, endoderm and mesoderm
Partitioning of foregut endoderm and formation of trachea and esophagus
Development of lung buds and relation to pleural cavities
Maturation states of lung development
Surfactant and postnatal development of respiratory tract
Coelom development/ partitioning into pleural, pericardial and peritoneal cavities
Concept of visceral and parietal layers of body cavities
Formation of diaphragm
Atresias, tracheoesophageal fistula and diaphragmatic hernias

3. Regarding the development of the urogenital system, the student will be able to describe, distinguish on illustrations or anatomical models and differentiate:

Relation of intermediate mesoderm to urogenital system development
Role of cloaca in development of system
Formation of pronephros, mesonephros and metanephros
Formation of ureters and urethra
Development of adrenal gland
“Ascent" of kidney
Formation of male and female gonads from genital ridge
Migration of primary gametes into genital ridge
Development of mesonephric and paramesonephric ducts and adult derivatives
Descent of testes
Development of external genitalia
Abnormalities of development including polycystic kidney, double ureter, renal agenesis, horseshoe kidney, pelvic kidney, gonadal agenesis, uterine and vaginal abnormalities, hypospadias, epispadias, urachal cysts and fistulas, Turner's syndrome and Klinefelter's syndrome

4. Regarding the development of the cardiovascular system, the student will be able to describe, distinguish on illustrations or anatomical models and differentiate:

Formation and position of heart tube
Formation of vascular channels and blood cells
Partitioning of primitive heart into four chambered heart
Development of cardiac septa and foramina
Development and fate of aortic arches
Development and fate of vitelline veins, cardinal veins and umbilical veins
Prenatal circulation and changes at birth leading to postnatal circulation
Abnormalities of development including patent foramen ovale, tetralogy of Fallot, transposition of great vessels, patent ductus arteriosus, coarctation of aorta, and interventricular septal defects

5. Regarding the development of the gastrointestinal system, the student will be able to describe, distinguish on illustrations or anatomical models and differentiate:

Formation of foregut, midgut and hindgut
Development of mesenteries and peritoneal cavity
  Formation of esophagus, stomach, small intestine, large intestine, rectum and anus, liver, gall bladder, pancreas and spleen
Midgut looping
Partitioning of cloaca
  Abnormalities of development including atresias, pyloric stenosis, omphalocoele, volvulus, Meckel’s diverticulum, umbilical hernia, gut duplications, annular pancreas, imperforate anus and rectal atresia

Gross Anatomy
Note: Regarding muscles listed, students will be able to recall or deduce the name, attachments, main action(s) and nerve supply

1. Regarding general aspects of anatomy, the student will explain and differentiate:

Anatomical terminology.
Bones with major features and landmarks
Types and structural components of joints
General concept of circulatory system and lymphatics
Names and functional aspects of major vessels
Central nervous system vs. peripheral and autonomic nervous systems
Composition of spinal nerves and their relation to spinal cord
Correlation of surface anatomy with important underlying structures
Concept of referred pain

2. Regarding the upper extremity, the student will describe, distinguish on illustrations or anatomical models and differentiate:

Posterior triangle of the neck and brachial plexus.
Major muscle groups of the upper extremity including important specific muscles and their functional significance.
Lesions of the brachial plexus and peripheral nerves
Shoulder, elbow, wrist, MP and IP joints and movements (including scapulothoracic movements) and muscle functions in movements.
Carpal tunnel, synovial sheaths (bursae) and fascial spaces of the hand.
Major blood vessels and collateral circulation.
Lymphatics draining female breast and areas of cancer metastases

3. Regarding the back, the student will to describe, distinguish on illustrations or anatomical models and differentiate:
   Major muscle groups of the back (extensors, rotators, etc.).
   Structure of the vertebral column.
   Gross structure and relationships of the spinal cord.
   Meninges of the spinal cord and concept of subarachnoid space and CSF.
   Lumbosacral, sacroiliac and intervertebral joints; "Herniated disc".

4. Regarding the lower extremity, the student will to describe, distinguish on illustrations or anatomical models and differentiate:
   Organization of lumbosacral plexus of nerves.
   Major muscle groups of lower extremity including important specific muscles
   Lesions of the femoral, sciatic, tibial, common peroneal, superficial and deep peroneal nerve.
   Hip, knee and ankle joints.
   Foot as a functional unity.
   Major blood vessels and collateral circulation.

5. Regarding the thorax, the student will to describe, distinguish on illustrations or anatomical models and differentiate:
   Muscles of the thoracic wall and structure of the intercostal space.
   Concept of pleural sacs.
   Basic structure of lungs and respiratory passages, lobes and bronchopulmonary segments.
   Mediastina and contents.
   Structure and function of heart and chambers.
   Major blood vessels (arterial and venous).
   Concept of pericardial sac.
   Autonomic nerve supply to viscera and lymphatic drainage.

6. Regarding the abdominal wall and inguinal region, the student will to describe, distinguish on illustrations or anatomical models and differentiate:
   Structure of abdominal wall (muscles, bony landmarks, etc.).
   Structure and formation of inguinal canal.
   Descent of testis and spermatic cord.
   Penis, scrotum, testis and spermatic cord.
   Types of hernia (congenital, acquired indirect and direct, femoral).
7. Regarding the abdomen, the student will be able to describe, distinguish on illustrations or anatomical models and differentiate:

- Concept of peritoneal cavity, mesenteries, omentum and greater and lesser peritoneal sacs.
- Concept of primary and secondary retroperitoneal structures.
- Normal position and structure of viscera.
- Blood supply to viscera.
- Hepatic portal venous system vs. systemic venous return and area of portal-caval anastomosis.
- Structure of posterior abdominal wall.
- Autonomic nerve supply to viscera.
- Lymphatic drainage.

8. Regarding the perineum, the student will be able to describe, distinguish on illustrations or anatomical models and differentiate:

- Anal and urogenital triangles.
- Ischiorectal fossa, pelvic diaphragm, anal sphincter, pudendal (Alcock's) canal, including nerves and vessels.
- Superficial and deep perineal pouches and muscular and glandular contents.
- Colles fascia and perineal membrane.
- Crura and corpus spongiosum of penis.
- Crura and bulb of vestibule in female.
- Male vs. female urethra.
- Vaginal orifice.

9. Regarding the pelvis, the student will be able to describe, distinguish on illustrations or anatomical models and differentiate:

- Pelvic viscera in male and female.
- Peritoneal reflections and "pouches".
- Blood supply of viscera.
- Uterus, cervix and supporting structures and ligaments.
- Broad ligament in female.
- Position of ovaries and uterine tubes.
- Lymphatics and spread of cancer.

10. Regarding the head and neck, the student will be able to describe, distinguish on illustrations or anatomical models and differentiate:

- Bones of the skull and face.
- Fontanelles in infants.
- Meninges and dural venous sinuses.
- Cranial nerves and function and distribution of major branches (facial, trigeminal nerves, etc.).
- Extra-ocular muscles and movement of globe of eye.
Contents of external, middle and inner ear, including Eustachian tube.
Structure and function of nasal cavity, paranasal sinuses and nasolacrimal duct.
Muscles of mastication and important muscles of facial expression.
Oral cavity and tongue with nerve and blood supply.
Salivary glands - location, function and innervation.
Pharynx and its subdivisions.
Larynx and vocal apparatus.
Important structures of superficial and deep neck including cervical plexus, "strap" muscles, hyoid bone, thyroid and cricoid cartilages, carotid sheath and contents, root of neck, subclavian artery, sympathetic trunk, thyroid and parathyroid glands.
Aspects of autonomic nerve supply and lymphatics.

**Neuroanatomy**
1. Regarding the **gross anatomy of the brain and skull**, the student will recall, distinguish and compare:

   - General concept of central vs. peripheral nervous system
   - General concept of somatic vs. autonomic nervous system
   - Terminology specific to study of neuroanatomy
   - Types of functional neurons
   - Portions of telencephalon, lobes of cerebral hemispheres, major sulci and gyri, basal ganglia and internal capsule
   - Portions of diencephalon, thalamus, hypothalamus, epithalamus, subthalamus, optic vesicles and pituitary gland
   - Portions of brainstem, midbrain, pons and medulla
   - Cerebellum
   - Vasculature of brain including Circle of Willis
   - Dural venous sinuses and drainage
   - Meninges of brain and spinal cord
   - Ventricular system and circulation of cerebrospinal fluid
   - Areas of skull and relationship to different portions of the CNS

2. Regarding the **somatosensory systems**, the student will comprehend, classify and compare:

   - Concept of ipsilateral and contralateral transmission of information
   - Pain and temperature pathways from body and head regions
   - Light touch pathways from body and head regions
   - Discriminative general sensation (i.e. stereognosis, vibratory sense and proprioception)
   - Results of lesions in various areas of the systems

3. Regarding the **special sensory systems**, the student will understand, analyze and distinguish:

   - Pathways for vision and visual reflexes
Pathways for hearing, vestibular modalities and reflexes
Vertigo and nystagmus
Results of various lesions in the systems

4. Regarding the **motor systems**, the student will recall, comprehend and compare:

- Concept of upper motor neuron and lower motor neuron
- Corticospinal and corticobulbar tracts
- Cranial nerves carrying motor information
- Extrapyramidal system (basal ganglia and related structures, subthalamus, red nucleus, substantia nigra, reticular formation)
- Results of lesions in various areas of the systems

5. Regarding the **cerebral cortex and cerebellum**, the student will define, comprehend and differentiate:

- Structure of cerebral cortex
- Brodmann areas
- Input and outflow through neural tracts
- Concept of dominance in cerebral hemispheres
- Role of corpus callosum
- Left vs. right brain
- Regions in cerebral cortex for sensory, motor, visual and auditory modalities
- "Psychical" cortex
- Frontal and pre-frontal areas
- Results of lesions of cortex and internal capsule
- Structure of cerebellum
- Role of cerebellum in synergy and integration of movement
- Results of lesions in the cerebellum

6. Regarding the **hypothalamus, limbic system and rhinencephalon**, the student will comprehend, describe and compare:

- Structure and components of the hypothalamus, limbic system and rhinencephalon
- Role of hypothalamus in secretion of hormones, control of autonomic nervous system and development of emotional and motivational states
- Role of limbic system in maintenance of arousal and awareness
- Role of rhinencephalon in olfaction, sexual, aggressive and maternal responses in other species and humans
- Results of lesions in the systems

**Class Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic(s) &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/2/16</td>
<td>Introduction, Terminology</td>
</tr>
<tr>
<td>Week #</td>
<td>Date</td>
<td>Topic(s) &amp; Assignments</td>
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<tr>
<td>1</td>
<td>9/2/16</td>
<td>Introduction to “ADAM”</td>
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<tr>
<td></td>
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<td>Lafferty: Exercise # 1, Introduction</td>
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<tr>
<td>2</td>
<td>9/9/16</td>
<td>Embryology</td>
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<tr>
<td></td>
<td></td>
<td>Lafferty: Exercise # 2</td>
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<tr>
<td>3</td>
<td>9/16/16</td>
<td>Skeleton and Joints</td>
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<tr>
<td></td>
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<td>Lafferty: Exercise # 3, Ch. 1</td>
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<tr>
<td>4</td>
<td>9/23/16</td>
<td>Upper Extremity, Back</td>
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<td>Lafferty: Exercise # 4, Ch. 1, 2</td>
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<td>5</td>
<td>9/30/16</td>
<td>Upper Extremity and Back</td>
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<td>6</td>
<td>10/7/16</td>
<td>Head and Neck</td>
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<tr>
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<td>Lafferty: Exercise # 6, Ch. 1, 3</td>
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### Laboratory Schedule

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Topic(s) &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/2/16</td>
<td>Introduction to “ADAM”</td>
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<tr>
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<td>Lafferty: Exercise # 1, Introduction</td>
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<tr>
<td>2</td>
<td>9/9/16</td>
<td>Embryology</td>
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<td>Lafferty: Exercise # 2</td>
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<tr>
<td>3</td>
<td>9/16/16</td>
<td>Skeleton and Joints</td>
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<td>Lafferty: Exercise # 3, Ch. 1</td>
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<td>4</td>
<td>9/23/16</td>
<td>Upper Extremity, Back</td>
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<td>Lafferty: Exercise # 4, Ch. 1, 2</td>
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<td>5</td>
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<td>Lafferty: Exercise # 6, Ch. 1, 3</td>
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<td>Topic</td>
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<tr>
<td>7</td>
<td>10/14/16</td>
<td>Pleural Cavity and Lungs</td>
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<td>8</td>
<td>10/21/16</td>
<td>Heart/Mediastinum</td>
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<tr>
<td>9</td>
<td>10/28/16</td>
<td>Abdomen</td>
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<td>11/4/16</td>
<td>Abdomen</td>
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<tr>
<td>11</td>
<td>11/11/16</td>
<td>Perineum And Pelvis</td>
</tr>
<tr>
<td>12</td>
<td>11/18/16</td>
<td>Lower Extremity</td>
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<tr>
<td>13</td>
<td>12/9/16</td>
<td>Neuroanatomy</td>
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<td>12/8/16</td>
<td>Neuroanatomy</td>
</tr>
<tr>
<td>15</td>
<td>12/16/16</td>
<td>Collection of Laboratory Workbooks &amp; Grading</td>
</tr>
</tbody>
</table>

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**Grading Criteria**
- Gross Anatomy Examination I  30%
- Gross Anatomy Examination II 30%
- Gross Anatomy Examination III 30%
- Laboratory Workbook Grade   Pass/Fail
(A failing grade will result in a failing grade for the class)
- Class Participation          10%

**Required Resources**

**Suggested Resources**
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- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/ dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
- Submitting someone else’s work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

**Plagiarism** is the act of presenting another person’s ideas, research or writings as your own. Examples of plagiarism include:

- Copying another person’s actual words or images without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or “cutting & pasting” from various sources without proper attribution.

**Obtaining Unfair Advantage** is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student’s work.

**Falsification of Records and Official Documents**
Examples of falsification include:
Forging signatures of authorization; falsifying information on an official academic record; falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.
COURSE SYLLABUS

Course Number       HPPA 506
Course Name         Applied Medical Sciences
Prerequisite(s)     All prerequisites required for admission to the PA program and official acceptance into the program.
Instructor          TBD
                    Office Location: 112 SC
                    Office Hours: Open-Door Policy or by appointment
                    Phone: (718) 262-xxxx
                    E-mail: sample@york.cuny.edu

Course Description
3 Credits, 45 Hours (3 Hours Lecture)
Normal functioning of human cells, tissues and organs; homeostatic neurologic and endocrine regulation systems; and foundations of genetics and molecular mechanisms of health and disease. To the depth and breadth necessary for application to clinical practice as a Physician Assistant.

Course Purpose
This course builds upon the basic foundation of human physiology, genetics and molecular biology from prerequisite course work with a focus on preparation to study disordered function in the subsequent pathophysiology course. Normal physiology is considered in the context of clinical relevance and includes an introduction to clinically important concepts grounded in molecular biology, biochemistry, genetics and microbiology. Students will develop an understanding of physiological concepts for applicability to diagnosis and treatment of disorders.

Instructional Methods
Lectures and an on-line component delivered through the Blackboard learning management system.
Reading assignments in various texts accessible via the York College library website and supplemental presentations using educational animations and/or educational videos will be utilized. Case-based in-class exercises.

Topic Outline
General Concepts
Introduction to Physiology and Homeostasis
Membrane Structure and Function
Cell Structure and Function
Genetic Controls
Tissue Types

Cellular and Molecular Biology
Genetics Overview
Genetic Code and Chromosomes
Transmission of Genetic Diseases
Genetics of Common Diseases
Molecular Pathology

Membrane Physiology and Action Potentials
Nerve Tissue/Types
Resting, Graded and Action Potentials
Conduction of Nerve Impulses
Muscle Tissue/Types
Muscle Action Potentials and Mechanism of Muscle Contraction
Neuromuscular Junction
Excitation-Contraction Coupling
Muscle Metabolism

Cardiovascular System I
Cardiac Muscle Contraction
Cardiac Cycle
Electrophysiology

Cardiovascular System II
Circulation
Blood Flow and Velocity
Volume and Blood Pressure

Pulmonary System
Respiratory Mechanics
Gas Exchange
Gas Transport
Control of Respiration

Urinary System and Fluid/Acid-Base Balance
Glomerular Filtration
Tubular Function
Urine Production
Homeostatic Maintenance of Fluids and Electrolytes
Acid-Base Balance

Hematologic System
Blood Composition and Development
Hemostasis

Immunity/Allergy
Non-specific Defenses
Inflammation
Specific/ Acquired/Adaptive Defenses
Allergy and Hypersensitivity
Leukocyte and Lymphoid Function
Virology

**Infectious Disease**
Host-Infectious Agent Interactions
Bacteriology
Fungal Infections
Protozoa, Helminthes, arthropods

**Gastrointestinal System**
Digestive Processes
Role of Digestive System Components
Energy Balance

**Nervous System Pathophysiology**
Central Nervous System Organization and Function
Cognition
Special Senses and Sensory System
Motor Function

**Endocrine System**
Hormone Synthesis, Storage and Release
Hypothalamic-Pituitary Hormones
Hormones of the Adrenal Cortex
Thyroid Hormone and Metabolism
Insulin and Glucagon
Steroid Hormones

**Reproductive System**
Spermatogenesis and Oogenesis
Human Sexual Response
Female Reproductive Cycle
Fertilization and Implantation
Pregnancy and Labor

**Learning Objectives**
At the conclusion of each unit listed, the student will be able to:

**General Concepts**
- Describe homeostatic mechanisms
- Understand cell structure and function
- Describe membrane structure and function
- Identify alterations in cellular function
- Compare and contrast endocrine signaling, paracrine signaling, and synaptic signaling.
- Describe the cellular adaptations in atrophy, hypertrophy, hyperplasia and metaplasia.
Cellular and Molecular Biology
Describe the structure and function of DNA in inheritance
Comprehend the general principles of transmission of genetic diseases.
Differentiate between genotype and phenotype.
Describe sex-limited and sex-linked traits.
List Autosomal Dominant Traits and Autosomal Recessive Traits.
Explain X and Y Linked Dominant Traits
Relate the use of biomarkers for disease risk, progression and response to
treatment
Describe the techniques of molecular diagnostics

Membrane Potentials and Action Potentials
Compare and contrast cardiac muscle, smooth muscle and skeletal muscle
Analyze the physiology of muscle contraction
Describe the function of muscle spindles and the golgi tendon organs
Recall the mechanisms of depolarization and repolarization.
Describe the events of the action potential including the role of acetylcholine and
calcium.
Describe the microscopic anatomy of a muscle fiber.
Recall the sliding filament theory of skeletal muscle contraction.
Recall how action potentials reach all regions of a muscle fiber.
Recall the concept of "excitation-contraction" coupling.
Describe the role of calcium in muscle contraction.

Cardiovascular System I
Compare and contrast cardiac muscle and skeletal muscle histology and action
potentials.
Diagram the events of the cardiac cycle, including pressure and volume curves.
Describe the function of the cardiac valves and the relationship to heart sounds
Utilize the Frank-Starling law and Laplace’s law to demonstrate the
interrelationship among preload, afterload, and contractility.
Diagram the the functional anatomy of the excitatory and conductive systems of
the heart.
Recall the interaction between the sympathetic and parasympathetic autonomic
nervous systems and their effects on cardiac output.
Describe the physiological basis of the electrocardiogram including the vector
concept.

Cardiovascular System II
Compare and contrast the structure and function of arteries, veins, and
capillaries
Discuss the factors influencing the systemic blood pressure
Recall the major regulatory systems controlling local blood flow in tissues and in
the coronary circulation.
Describe the relationship of blood flow to blood pressure to resistance (Q = P/R).
Describe the baroreceptor mechanism and other mechanisms affecting arterial
blood pressure.
Sketch the sequence of atherosclerotic changes.
Discuss hypotension and hypertension with regards to physiologic alterations and etiology.
Define “dyslipidemia” and the effect on cardiovascular risk.

**Pulmonary System**
Describe the mechanism of inspiration and expiration.
Define lung compliance, elastic recoil, surfactant and the various lung volumes.
Recall the concept of partial pressures.
Explain the oxyhemoglobin dissociation curve and the shift of the curve.
Describe carbon dioxide transport.
Describe the neurochemical control of ventilation, and the role of chemoreceptors.

**Urinary System and Fluid/Acid-Base Balance**
Diagram the structures and major functions of the nephron.
Describe the mechanisms of glomerular filtration.
Explain the consequences of disturbances in glomerular filtration rate.
Discuss the significance of the countercurrent exchange system of urine concentration.
Recall the relative volumes and composition of the various body fluid compartments.
Recall the role of buffers in minimizing changes in pH.
Describe the role of the kidneys in compensation and correction of acid base problems.

**Hematologic System**
Differentiate the composition of blood and the functions of the various components.
Trace the differentiation of the cellular components of blood from common stem cells.
Describe the four stages of the hemostatic mechanism.
Diagram the process of clot dissolution and wound healing.

**Immunity/Allergy**
Define the primary and secondary immune responses.
Define antigen and differentiate between the various types of antigens.
Compare and contrast humoral and cell-mediated immunity.
Describe the antibodies with a focus on origin, functions, and specificity.
Describe the inflammation response in both microscopic and macroscopic terms.
Describe the role of histamine, serotonin, leukotrienes, and prostaglandins in inflammation.
Diagram the complement system cascade.
Define the functions of cytokines, particularly lymphokines, interferons, and interleukins.
Define the three stimuli of hypersensitivity: autoimmunity, isoimmunity, and allergy.
List the four mechanisms of hypersensitivity.
Compare immediate and delayed hypersensitivities.
Cite the evidence for immunologic defense against tumors.
Describe viruses in terms of structure, classification and transmission
Identify contemporary approaches to the diagnosis and treatment of viral infections

**Infectious Disease**
- Trace the normal immune response to an infectious agent, integrating humoral and cell mediated responses
- Describe the clinical manifestations of infectious disease.
- Discuss the factors influencing pathogenic infection and the host resistance mechanisms to counter them.
- Compare and contrast bacterial infection and injury to viral infection and injury.
- Describe the main characteristics of human fungal infections
- Draw the life cycles of infectious protozoa, helminthes and arthropods.

**Gastrointestinal System**
- Diagram the normal hormonal and neural regulation of digestive system components
- Identify the specific locations of absorption for the major nutrients.
- Describe the function and actions of normal intestinal flora
- Identify the major functions of the liver.
- Discuss the exocrine functions of the pancreas, including stimuli, secretions, and outcomes.

**Nervous System**
- Demonstrate knowledge of the mechanism and conduction of nerve impulses.
- Understand the structure and function of synapses.
- Understand the mechanisms involved in motor function.
- Recall the events involved in an inhibitory or excitatory postsynaptic potential.
- Understand the events involved in sensation including receptor activation and the neural pathways.
- Trace and describe a reflex arc.
- Describe the role of excitatory and of inhibitory neurons and their interaction.
- Recall the general role of the autonomic nervous system, its effectors and its relationship to the other parts of the nervous system.
- Recall the major physiological actions of the sympathetic neurons.
- Recall the major physiological actions of the parasympathetic neurons.
- Understand the pathophysiologic basis of Parkinson’s Disease, Alzheimer Disease and Stroke.

**Endocrine System**
- Describe the functional and anatomic relationship between the hypothalamus and the pituitary glands
- Recall the principal activity of each of the anterior pituitary and adrenal hormones
- List the mechanisms of action of peptide and steroid hormones
Discuss the regulation of hormone secretion by positive-and-negative feedback systems.
Identify the hormones secreted by the pancreas and discuss the roles of each in metabolism.
List the hormones secreted with the stress response.
Describe the hormonal derangement in diabetes insipidus and SIADH.
Recall the control of the synthesis of thyroid hormone.
Describe the physiologic effects of the thyroid hormones.
Discuss the etiology of insulin-dependent and non–insulin-dependent diabetes mellitus.

Reproductive System
Describe oogenesis and spermatogenesis.
Diagram the normal female reproductive cycle with hormonal levels and cellular events.
List the four phases of the human sexual response.
Discuss the hypothalamic-pituitary-ovarian axis in the regulation of reproductive function.
Discuss the vascular and hormonal sequence of events required for ejaculation of sperm.
Describe the functions of the female breast and discuss hormone-mediated changes.
Diagram the stages of formation of a zygote.
List placental hormones.
Describe the positive feedback loop of parturition.

Additional Information
Additional physician assistant program academic regulations; progression and retention criteria; letter grade computation; examination review policies; grade appeal and grievance information; advisement policies; and rules of conduct are contained in the 2016 Physician Assistant Student Handbook.

Grading Criteria
<table>
<thead>
<tr>
<th>Exam 1</th>
<th>20%</th>
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<tbody>
<tr>
<td>Exam 2</td>
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<td>Exam 3</td>
<td>20%</td>
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<tr>
<td>Exam 4</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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</table>

All examinations are multiple choice type examinations.
The Final Examination is cumulative.
The passing grade is 70%.
Make-up examinations are not offered for the first four examinations.
A make-up examination will be offered for a cumulative grade below 70% or in the case of failure of the final examination.
The highest course grade possible for students taking a make-up examination is 70%.
## Weekly Schedule

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topic</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>General Concepts</td>
<td>9/1/16</td>
</tr>
<tr>
<td></td>
<td>Reading: McCance: Chapter 1, 2</td>
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<tr>
<td>2</td>
<td>Cellular and Molecular Biology</td>
<td>9/8/16</td>
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<td></td>
<td>Reading: McCance: Chapter 3, 4</td>
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<tr>
<td>3</td>
<td>Membrane Potential and Action Potentials</td>
<td>9/15/16</td>
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<tr>
<td>4</td>
<td>Cardiovascular System I</td>
<td>9/22/16</td>
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<tr>
<td></td>
<td>Reading: McCance: Chapter 5, 6</td>
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<tr>
<td></td>
<td>Examination # 1</td>
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<tr>
<td>5</td>
<td>Cardiovascular System II</td>
<td>9/29/16</td>
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<td></td>
<td>Reading: McCance: Chapter 7,8</td>
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<td>6</td>
<td>Pulmonary System</td>
<td>10/6/16</td>
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<td></td>
<td>Reading: McCance: Chapter 9, 10</td>
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<td>7</td>
<td>Urinary System/Acid-Base Balance</td>
<td>10/13/16</td>
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<td>Examination # 2</td>
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<td>Reading: McCance: Chapter 11, 12</td>
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<td>8</td>
<td>Hematologic System</td>
<td>10/20/16</td>
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<td>Reading: McCance: Chapter 12, 13</td>
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<tr>
<td>9</td>
<td>Immunity/Allergy</td>
<td>10/27/16</td>
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<td></td>
<td>Reading: McCance: Chapter 13, 14</td>
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<tr>
<td>10</td>
<td>Infectious Disease</td>
<td>11/3/16</td>
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<td></td>
<td>Reading: McCance: Chapter 15, 16</td>
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<td></td>
<td>Examination # 3</td>
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<tr>
<td>11</td>
<td>Gastrointestinal System</td>
<td>11/10/16</td>
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<td></td>
<td>Reading: McCance: Chapter 17, 18</td>
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<tr>
<td>12</td>
<td>Nervous System</td>
<td>11/17/16</td>
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<tr>
<td></td>
<td>Reading: McCance: Chapter 19, 20</td>
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<tr>
<td>13</td>
<td>Endocrine System</td>
<td>11/24/16</td>
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<td>Reading: McCance: Chapter 21, 22</td>
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<td>Examination # 4</td>
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<td>14</td>
<td>Reproductive System</td>
<td>12/1/16</td>
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<tr>
<td></td>
<td>Reading: McCance: Chapter 22, 23</td>
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<tr>
<td>15</td>
<td>Final Examination</td>
<td>12/8/16</td>
</tr>
</tbody>
</table>

### Required Resources
Access Medicine resources available at [www.york.cuny.edu/library/reference-databases/e-books](http://www.york.cuny.edu/library/reference-databases/e-books) as assigned, including (but not limited to):
- Ganong’s Review of Medical Physiology, 24e
- Pathophysiology of Disease, 6E

Suggested Resources
Ancillary Text:

Policy on Students with Disabilities
Students with a disability are encouraged to see the professor about accommodations during the first week of class so that you have the necessary tools to succeed in this course.

CUNY Policy on Academic Integrity
Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.
Definitions and Examples of Academic Dishonesty:
Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include:
- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
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COURSE SYLLABUS

Course Number  HPPA 508

Course Name  Interviewing & Counseling

Prerequisite(s)  All prerequisites required for admission to the PA program and official acceptance into the program.

Instructor  TBD
Office Location: 112 SC
Office Hours: Open-Door Policy or by appointment
Phone: (718) 262-xxxx
E-mail: sample@york.cuny.edu

Course Description
1 Credit, 15 Hours (1 Hour Lecture)
Analysis and simulation of health professional-patient interactions. Psychosocial factors impacting physical and emotional health. Includes analysis and simulation of inter-professional healthcare provider interactions.

Course Purpose
This course allows students to develop interpersonal communication skills regarding interactions with patients and other health care providers. Content is coordinated with medical history taking skills taught in HPPA 502, Physical Diagnosis Laboratory I. Practice issues such as teamwork skills and burnout are considered.

Instructional Methods
Lectures, role-playing and an on-line component delivered through the Blackboard learning management system.

Topical Outline
Principles of Interviewing
The Interview Process
Interview Techniques for Specific Populations
Learning Objectives
Upon completion of this course, the student will be able to:

Principles of Interviewing
- Recall barriers to effective communication and strategies to minimize them
- Demonstrate effective communication and interviewing skills utilizing appropriate interview techniques
- Interpret non-verbal communication
- Demonstrate an approach to eliciting a sexual history

The Interview Process
- Recall the structural elements of the medical interview and discuss appropriate techniques and/or behaviors for each element
- Recognize the effects of disease states on personality
- Discuss and contrast defense mechanisms and adaptation patterns
- Recognize various cultural styles
- Demonstrate thoughtful approaches to various patient scenarios during role-playing

Interviewing/Counseling Techniques for Specific Populations
- Compare and contrast various approaches for interviewing and counseling special populations

Emotional Effects of Disease
- Identify a patients' emotional/social response to disease and formulate plans of treatment which address these psychosocial issues
- Recognize the effects of disease on the family system

Patient Counseling / Effective Interpersonal Communication
- Demonstrate an understanding of the identification and management of compliance problems
- Analyze various stages of behavior change
- Identify strategies for each behavior change stage

Health Care Team and Inter-professional Collaboration
- Discuss the concept of a "health care team" approach
- Demonstrate a team approach by role-play and group discussion

Self-Awareness and Other-Awareness
Identify his/her own particular prejudices, stereotypes, fears, hostilities, anxieties, and denials.
Identify diverse religious, ethnic, racial and cultural groups and recognize how this knowledge can enhance health care delivery

**Death and Dying**
- Identify the unique needs of the terminally ill
- Describe the responses of the medical system to the dying
- Recall ways to treat this group of patients with increased sensitivity and skill
- Identify Kubler-Ross' five stages of terminal illness and formulate appropriate responses

**Psychosocial Issues in Selected Disease States**
- Analyze the various psychosocial issues and management approaches to the following:
  - Chronically Ill Patients
  - Alcoholic Patients
  - Substance Abusers
  - HIV Infected Patients

**Healthcare Professional Stress**
- Recognize the inherent stresses experienced by health care providers
- Identify strategies to cope with "burnout" and stress
- Identify and respond to the impaired clinician

**Grading Criteria**
- Examination One 30%
- Examination Two 30%
- *The Doctor* Paper 10%
- Final Examination 30%

**Role Playing**
Students will be selected by the instructor (without advance notice) to “role play” in front of the class. Students will be assigned to be the “patient” or the “PA.” A written scenario will be provided to set up the role play.

**Written Assignment**
Students will submit a 2 page, double spaced typewritten paper following the viewing of the film *The Doctor*.
Additional information/instructions will be provided for the assignment. The grade for the paper will constitute 10% of the total grade for the course. The film will be viewed during the regular class time.
## Weekly Schedule

<table>
<thead>
<tr>
<th>Wk #</th>
<th>Date</th>
<th>Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/2/16</td>
<td>Orientation to Interviewing &amp; Counseling/Introduction to the Medical History.</td>
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<tr>
<td></td>
<td></td>
<td>Smith: Chapter 1,2</td>
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<tr>
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<td></td>
<td><em>Smith, Chapters 5,8</em></td>
</tr>
<tr>
<td>3</td>
<td>9/16/16</td>
<td><em>The Doctor.</em> No required reading.</td>
</tr>
<tr>
<td>4</td>
<td>9/23/16</td>
<td>Taking the Chief Complaint and the History of Present Illness/Role Play Exercise.</td>
</tr>
<tr>
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<td></td>
<td><em>Review CC and HPI from Physical Diagnosis Coursework</em></td>
</tr>
<tr>
<td>5</td>
<td>9/30/16</td>
<td>Taking the Past Medical History and the Family History and the Review of Systems/Role Play Exercise.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Review PMH and FH from Physical Diagnosis Coursework</em></td>
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<tr>
<td>6</td>
<td>10/7/16</td>
<td>Taking the Social History and Sexual History/Role Play Exercise.</td>
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<td></td>
<td><em>Review SH from previous reading.</em></td>
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<tr>
<td>7</td>
<td>10/14/16</td>
<td>Documenting the Medical History/Role Play Exercise.</td>
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<tr>
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<td><em>See required reading posted on Blackboard.</em></td>
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<tr>
<td>8</td>
<td>10/21/16</td>
<td>Taking the Mini Mental Status Exam/Role Play Exercise.</td>
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<td><em>Read MMSE document posted on Blackboard.</em></td>
</tr>
<tr>
<td>9</td>
<td>10/28/16</td>
<td>Patients with HIV/AIDS and Patients with Substance Abuse/Role Play Exercise.</td>
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<tr>
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<td></td>
<td><em>No required reading.</em></td>
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<tr>
<td>10</td>
<td>11/4/16</td>
<td>The Healthcare Team/Role Play Exercise.</td>
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<td><em>No required reading.</em></td>
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<tr>
<td>11</td>
<td>11/11/16</td>
<td>Geriatric/Pediatric Patients/Role Play Exercise.</td>
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<tr>
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<td></td>
<td><em>No required reading.</em></td>
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<tr>
<td>12</td>
<td>11/18/16</td>
<td>Dealing with Patient Non-compliance/Role Play Exercise.</td>
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<tr>
<td></td>
<td></td>
<td><em>No required reading.</em></td>
</tr>
<tr>
<td>13</td>
<td>12/9/16</td>
<td>Patient Counseling in Death and Dying.</td>
</tr>
<tr>
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<td></td>
<td><em>Tierney, Ch 3,4</em></td>
</tr>
<tr>
<td>14</td>
<td>12/8/16</td>
<td>Healthcare Professional Stress</td>
</tr>
</tbody>
</table>

* Comprehensive Final Exam Date/Time TBA (During Finals Week)
**Additional Information**
Additional physician assistant program academic regulations; progression and retention criteria; letter grade computation; examination review policies; grade appeal and grievance information; advisement policies; and rules of conduct are contained in the 2016 Physician Assistant Student Handbook.

**Required Resources**

*Note: This text is available on-line through Access Medicine*


*Note: this text is available on-line through Access Medicine*


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- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
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- Giving assistance to acts of academic misconduct/ dishonesty.
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COURSE SYLLABUS

Course Number: HPPA 510
Course Name: PA Profession
Prerequisite(s): All prerequisites required for admission to the PA program and official acceptance into the program.

Instructor: TBD
Office Location: 112 SC
Office Hours: Open-Door Policy or by appointment
Phone: (718) 262-xxxx
E-mail: sample@york.cuny.edu

Course Description
2 Credits, 30 Hours (2 Hours lecture)
Introduction to the role of the PA, with an emphasis on the history, training, practice characteristics and certification process. Physician Assistant credentialing and employment, medico-legal concerns, analysis of current issues affecting PA practice and the PA role in the healthcare system.
**Course Purpose**
The student will gain a deep understanding of the physician assistant professional role within the U.S. healthcare system. Practice-related issues of certification, professional organizations, medico-legal considerations and current practice issues are framed as they impact contemporary physician assistant practice.

**Instructional Methods**
Lectures, computer laboratory sessions, and an on-line component delivered through the Blackboard learning management system.

**Topical Outline**
- History of the Physician Assistant Profession
- The Physician Assistant Role
- Legislative Issues
- PA Education
- Employment Issues
- Health Care Delivery Settings and Systems
- Cultural Issues in Health Care
- Quality Assurance
- Coding, Billing and Reimbursement
- Violence Identification and Prevention
- Legal Issues in Health Care
- Professional Organizations
- Patient Safety and Prevention of Medical Errors
- Current Professional Issues

**Learning Objectives**
Upon completion of this course, the student will be able to:

**History of the PA Profession**
- Review the birth and development of the profession
- Relate a “snapshot” of the profession’s demographics, including ethnicity
- Describe the legal challenges faced by the founders of the profession
- Recall Russian, Chinese and other non-physician medical providers
- Describe the conditions fostering the establishment of the first PA program at Duke University
- Recall the philosophy of the founders of the PA profession regarding healthcare delivery
- Recall the period of PA training program expansion

**The Physician Assistant Role**
- Review the varying PA-MD relationship and PA-Nursing relationships
- Describe the PA-Allied Health relationships
- Describe the PA-Support Staff relationships
- Review the PA role in various practice setting
- Describe the current trends in practice settings
Legislative Issues
Legislation regarding PA’s
Describe the process of occupational regulation
Recall the range of prescriptive privileges
Recall specific legislation regarding PA practice in New York State

PA Education
Recall the various models of PA training
Recall the major categories of the Standards for an accredited PA training program
Describe the PA training program accreditation process

Employment Issues
Credentialing process and requirements
Describe the certification/registration/licensing process
Employment Contracts
Recall the recertification process
Describe the various types of continuing medical education
Recall specific certifications available to the PA

Health Care Delivery Settings and Systems
Describe various PA practice settings
    Private Practice
    In-Hospital Settings
    Long-Term Care Settings
    Home Visits
    Outpatient Settings

Differentiate skills, certifications and credentialing requirements
Contrast and compare various models of healthcare delivery systems
Describe various methods of reimbursement
Recall billing procedures, including documentation and coding
Describe various forms of health care insurance
Describe the Medicaid and Medicare programs
Describe the components of the public health care system

Cultural Issues in Health Care
Discuss the causes of differences in health status across differing cultures
Analyze cultural factors impacting health and healthcare delivery
Recall health/healthcare issues related to immigration and acculturation
Provide specific examples of cultural competence in healthcare delivery
Discuss the impact of socioeconomic factors on health

Quality Assurance
Define Quality
Recall measures of quality of care
Define Quality Assurance
Recall examples of Quality Assurance activities
Define Quality Improvement
Recall examples of Quality Improvement programs

**Coding, Billing and Reimbursement**
ICD 10 Coding
Documentation required for proper billing
PA-specific Reimbursement

**Violence Identification and Prevention**
Recall characteristics of and discuss strategies to identify and prevent:
- Child and Elder Abuse (including non-violent abuse)
- Domestic Violence
- Online Bullying
- Workplace Violence
- School Violence
- Substance Abuse and Violence

**Legal Issues in Healthcare**
Describe the impact of HIPPA regulations on PA practice
Discuss patient confidentiality
Define informed consent
Describe and contrast advanced directives
Describe forms of medical malpractice insurance

**Professional Organizations**
Recall the various types of PA professional organizations and functions
- National Organizations
- State Chapter Organizations
- Specialty Organizations
- Interest Group Organizations

**Patient Safety and Prevention of Medical Errors**
Recall prevalence and incidence of minor, major and “never” errors
Describe strategies to prevent non-drug errors including teamwork building
Describe medication-related errors and prevention strategies

**Current Professional Issues**
Hot Topics
Discuss current topics affecting the profession
Defend a position on the various controversial topics

**Weekly Schedule**

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/2/16</td>
<td>History of the Profession</td>
</tr>
<tr>
<td>2</td>
<td>9/9/16</td>
<td>PA role in Health Care/ PA-MD Team</td>
</tr>
<tr>
<td>3</td>
<td>9/16/16</td>
<td>Legislative Issues</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>4</td>
<td>9/23/16</td>
<td>PA Education</td>
</tr>
<tr>
<td>5</td>
<td>9/30/16</td>
<td>Employment Issues</td>
</tr>
<tr>
<td>6</td>
<td>10/7/16</td>
<td>Health Care Delivery Settings and Systems</td>
</tr>
<tr>
<td>7</td>
<td>10/14/16</td>
<td>Cultural Issues in Health Care</td>
</tr>
<tr>
<td>8</td>
<td>10/21/16</td>
<td>Coding, Billing and Reimbursement</td>
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<tr>
<td>9</td>
<td>10/28/16</td>
<td>Violence Identification and Prevention</td>
</tr>
<tr>
<td>10</td>
<td>11/4/16</td>
<td>Legal Issues in Healthcare</td>
</tr>
<tr>
<td>11</td>
<td>11/11/16</td>
<td>Professional Organizations</td>
</tr>
<tr>
<td>12</td>
<td>11/18/16</td>
<td>Quality Assurance and Improvement</td>
</tr>
<tr>
<td>13</td>
<td>12/9/16</td>
<td>Patient Safety and Prevention of Medical Errors</td>
</tr>
<tr>
<td>14</td>
<td>12/8/16</td>
<td>Current Professional Issues</td>
</tr>
<tr>
<td>12/16/16</td>
<td>Final Examination</td>
<td></td>
</tr>
</tbody>
</table>

**Grading Criteria**

- Examination I: 25%
- Examination II: 25%
- Term Paper: 25%
- Final Cumulative Exam: 25%

**Additional Information**

Additional physician assistant program academic regulations; progression and retention criteria; letter grade computation; examination review policies; grade appeal and grievance information; advisement policies; and rules of conduct are contained in the 2016 Physician Assistant Student Handbook.

**Required Resources**


**Suggested Resources**


The Journal of the American Academy of Physician Assistants

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COURSE SYLLABUS

Course Number  HPPA 512 H-WEB
Course Name    Health Promotion and Disease Prevention
Prerequisite(s) All prerequisites required for admission to the PA program and official acceptance into the program.
Instructor     TBD
               Office Location: 112 SC
               Office Hours: Open-Door Policy or by appointment
               Phone: (718) 262-xxxx
               E-mail: sample@york.cuny.edu

Course Description
2 Credits, 30 Hours (Hybrid)
Health promotion and disease prevention strategies will be explored, utilizing evidence-based medicine to address common health issues. Students will learn to screen for common diseases and predictors of disease as well as to design appropriate interventions and lifestyle modifications to promote optimal health for their patients. This course may be offered in a face-to-face or online hybrid format.

Course Purpose
This course provides a foundation for the aspects of physician assistant clinical practice pertaining to screening for early detection of diseases and risk factors; patient education regarding optimizing personal health behaviors; and designing appropriate behavior modification plans. Included is instruction and practice in evaluating current guidelines and recommendations for applicability to urban healthcare and occupational medicine settings. Students will analyze primary sources of data utilized to develop guidelines in the context of principles of testing and test result interpretation.

Instructional Methods
Lectures, computer laboratory sessions and an on-line component delivered through the Blackboard learning management system.

Topic Outline
Risk Assessment and Screening
Testing Principles
Guideline Development
Immunizations
Prevention of Infectious Disease
Family Planning
Cancer Screening
Patient Education and Health Behavior Modification
   Cardiovascular risk factors
   Substance Abuse
Learning Objectives
Upon completion of this course, the student will be able to:

- Discuss the types of health screening as well as the harms and benefits of screening
- Sketch the steps in the development of selected guidelines
- Evaluate the strengths and limitations of primary evidence for selected guidelines
- Explain the principles of sensitivity, specificity, and predictive values with respect to health testing
- Prescribe an appropriate immunization schedule when given a patient’s specific data
- Choose the correct education/interventions for injury prevention for a specific patient
- Provide contraceptive counseling when presented with various patient scenarios
- Prescribe the appropriate cancer prevention and detection measures for a specific patient based on guidelines and evidence-based medicine
- Conduct an appropriate motivational interview for such areas as drug or alcohol use, weight loss, safer sexual practices, or smoking cessation
- Create a patient-specific plan to address the following:
  - Improved cardiovascular health
  - Weight reduction
  - Smoking cessation
- Write an appropriate exercise prescription for a specific patient
- Describe the principles of intervention with persons using alcohol or drugs
- Explain the concept of harm reduction in the context of health promotion and disease prevention
- Outline specific health promotion and disease prevention concerns in the treatment of people who use unprescribed drugs
- List appropriate practice management tools relevant to improve health promotion and disease prevention
- Discuss the basic principles of genetic screening and counseling
- Explain the idea of Health Literacy and the role of the physician assistant in promoting it
- Describe the physician assistant’s role in Occupational Health
- Discuss the procedures that should be employed to minimize needlestick risk for health care workers
• Locate relevant information regarding resources available to patients who have sustained occupational related disease and/or exposure

**Weekly and Unit Schedule**

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 1 In   | 9/9/16 | Principles of Health Promotion/Disease Prevention  
Types of Screening  
Harms and Benefits of Screening  
Principles of testing – Sensitivity, Specificity, Predictive Values |
| 2 Online Unit 1 | 9/16/16 | Prevention of Infectious Disease  
Immunizations and other means  
Sexually Transmitted Diseases  
Prevention of Injuries |
| 3 In   | 9/23/16 | Cancer Prevention and Detection |
| 4 In   | 9/30/16 | Promoting Change – Motivational Interviewing and other supports |
| 5 In   | 10/7/16 | Cardiovascular disease – prevention and screening |
| 6 Online Unit 2 | 10/14/16 | Nutrition |
| 7 In   | 10/21/16 | Obesity  
Exercise Prescription |
| 8 Online Unit 3 |        | Oral Health |
| 9 In   | 10/28/16 | Smoking Cessation and prevention |
| 10 In  | 11/4/16 | Screening and Intervention for Alcohol and Drug Use |
| 11 Online Unit 4 | 11/11/16 | Practice tools to support health promotion and disease prevention |
| 12 In  | 11/18/16 | Genetic Screening and Counseling |
| 13 In  | 12/9/16 | Health Literacy  
Navigating the Healthcare System  
Case Studies due |
| 14 In  | 12/8/16 | Occupational Health |
Online Units
Each online unit consists of two sections:
1. Study and Learning Activities
2. Discussions and Assignments

Unit 1: Prevention of Infectious Disease – Immunizations and Other Means
Sexually Transmitted Diseases
Prevention of Injuries
Initial Response Due: 9/22/16 Midnight
Replies to Others Due: 9/25/16 Midnight

1. Study and Learning Activities
   • Read this unit’s introduction
   • Read Chapters 16 & 17 in the Woolf Text
   • Choose one STD and discover current prevention guidelines on Access Medicine
   • Choose one type of preventable injury and discover current prevention guidelines in Access Medicine or other reputable sources

2. Discussions and Assignments
   • Summarize your selected STD prevention guidelines and post your response in the Discussions section of Blackboard LMS
   • Summarize your selected preventable injury prevention guidelines and post your response in the Discussions section of Blackboard LMS
   • Respond to the answers posted by two fellow students

Unit 2: Nutrition
Initial Response Due: 10/13/16 Midnight
Replies to Others Due: 10/16/16 Midnight

1. Study and Learning Activities
   • Read this unit’s introduction
   • Read Chapters 7 & 8 in the Woolf text
   • Watch the Current Nutritional Guidelines video posted on the Blackboard LMS

2. Discussions and Assignments
   • Design a weight loss plan for a patient with a BMI of 30 and post your plan in the Discussion Section of the Blackboard LMS.
   • Respond to the answers posted by two fellow students.

Unit 3: Oral Health
Initial Response Due: 11/3/16 Midnight
Response to Others Due: 11/6/16
1. Study and learning Activities
   - Read Unit Introduction
   - View the Slideshow on Oral Health for the Physician Assistant posted on the Blackboard LMS

2. Discussions and Assignments
   - Create a fictional patient narrative pertaining to an oral health issue presented to a Physician Assistant in a primary care practice. Follow the narrative template provided in the Blackboard LMS and post your narrative in the Discussion Section of the Blackboard LMS.
   - View and respond to the presentations posted by two fellow students

**Unit 4: Practice Tools**
**Initial Response Due: 11/17/16 Midnight**
**Response to Others Due: 11/20/16**

1. Study and learning Activities
   - Read Unit Introduction
   - Complete the Cardiac Disease Risk Assessment Tool posted in the Blackboard LMS (“Course Documents” section). Use fictional but plausible data to complete the assessment.

2. Discussions and Assignments
   - Post your risk assessment score and identify the three most important contributing modifiable risk factors for your fictional patient.
   - Post an explanation of how and why you determined the three risk factors and post your explanation in the Discussion section of the blackboard LMS.
   - Respond to the descriptions posted by two fellow students.

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This class is a hybrid class. There will be some sessions on campus in the classroom and others that can be completed online. In both cases there will be mini-lectures, quizzes, and exercises that must be completed. There will be two examinations that will emphasize content areas covered. In addition there will be two case studies which are take-home exercises. For these you will be given a patient scenario and some relevant data. Your task will be to describe what testing/screening should be done, what kinds of
interventions you would recommend (e.g. specific lifestyle changes, counseling, or education) and any follow-up that should be implemented. The Case Studies will be due two sessions before the final examination and may be returned for further work if they do not address the issues thoroughly enough (see rubric). The Case Studies will be posted in the student’s electronic portfolio.

**Grading Criteria**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes and on-line exercises (5% Each)</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>30%</td>
</tr>
<tr>
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<td>Case studies</td>
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**Required Resources**

*Practice Guidelines* – on Access Medicine – available via York College Library under ebooks


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Continues on next page
The online component is worth 20% of the total course grade. Grading is on a scale from 8 to 10. The minimum acceptable grade is a score of 8, based on evaluation of the initial response and interaction with fellow students. Each Online Unit is graded separately using the following rubric:

### Initial Response Evaluation

<table>
<thead>
<tr>
<th></th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>Unacceptable</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content &amp; Focus</strong></td>
<td>Clearly understands content, focused upon most relevant information to complete assignment.</td>
<td>Familiar with content, demonstrates good focus.</td>
<td>Familiar with content, may not be very focused.</td>
<td>Inappropriate content and focus.</td>
<td></td>
</tr>
<tr>
<td><strong>Logic &amp; Flow</strong></td>
<td>Able to present a position, answer a question or address a topic in a highly organized and coherent fashion.</td>
<td>Very good support of position or answer, well organized.</td>
<td>Good support of answer, topic or answer, may not be organized well.</td>
<td>Unsupported conclusions, disorganized response.</td>
<td></td>
</tr>
<tr>
<td><strong>Critical Analysis</strong></td>
<td>Identifies relationships and components; fully assesses compares and evaluates information to arrive at reasoned opinions and conclusions.</td>
<td>Very good identification of relationships and components, reasoned opinions and conclusions.</td>
<td>Good analysis of information supporting opinions and conclusions.</td>
<td>No higher-order analysis, only repetition of information gathered.</td>
<td></td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>References multiple, highly appropriate information sources.</td>
<td>References highly appropriate information resources.</td>
<td>References are cited, may not be the best sources of information.</td>
<td>Information sources not cited.</td>
<td></td>
</tr>
<tr>
<td><strong>Application to Practice</strong></td>
<td>Insightful analysis and integration to practice.</td>
<td>Good description of relevance to practice.</td>
<td>Some linkage to practice issues.</td>
<td>Poor indication of how information is applied in practice.</td>
<td></td>
</tr>
<tr>
<td><strong>Timeliness</strong></td>
<td>Submission is among the earliest.</td>
<td>Submission is timely.</td>
<td>Submission is just by the deadline.</td>
<td>Submission is late.</td>
<td></td>
</tr>
</tbody>
</table>

### Response to Fellow Students

<table>
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<tr>
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<td><strong>Content &amp; Focus</strong></td>
<td>Content clearly pertains to original response, provides additional content.</td>
<td>Content clearly pertains to original posting.</td>
<td>Content pertains somewhat to original posting.</td>
<td>Content and focus unrelated to original posting.</td>
<td></td>
</tr>
<tr>
<td><strong>Critical Analysis</strong></td>
<td>Non-judgmental substantive comments synthesizing information presented with additional information, opinion or analysis prompting additional scholarly discussion.</td>
<td>Comments are focused as scholarly discourse, contains additional analysis or opinion.</td>
<td>Comments are appropriate with limited analysis and some additional information/opinions stated.</td>
<td>Comments are not substantive.</td>
<td></td>
</tr>
<tr>
<td><strong>Timeliness &amp; Participation</strong></td>
<td>Submissions are among the earliest and most frequent.</td>
<td>Submissions are above the minimum.</td>
<td>Minimum postings required (two).</td>
<td>Less than two responses to fellow students.</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
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<tr>
<td>1. Infection &amp; Injury Prevention</td>
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<tr>
<td>2. Nutrition</td>
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<tr>
<td>3. Oral Health</td>
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<tr>
<td>4. Practice Tools</td>
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<tr>
<td>Final Grade</td>
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</tbody>
</table>
COURSE SYLLABUS

Course Number  HPPA 514
Course Name  Biomedical Ethics
Prerequisite(s)  All prerequisites required for admission to the PA program and official acceptance into the program.
Instructor  TBD
Office Location: 112 SC
Office Hours: Open-Door Policy or by appointment
Phone: (718) 262-xxxx
E-mail: sample@york.cuny.edu

Course Description
2 Credits, 30 Hours
This course examines ethical issues embedded in the organization, practice, and delivery of healthcare in the United States. Special emphasis is placed on the experience of physician assistants, patients, and families.

Course Purpose
This course provides a cognitive framework for ethical decision-making in the clinical context. Students will practice recognizing ethical dilemmas pertaining to healthcare practice and policy; identifying pertinent underlying principles; and choosing from likely options. Students will be expected to apply this principle-based approach to scenarios encountered during the clinical phase of the program during clinical rotations, and/or as a component of a summative practical examination and/or as an assignment during the clinical phase.

Instructional Methods
Lectures and an on-line component delivered through the Blackboard learning management system.

Topic Outline
Core Values of PA Practice
- Beneficence
- Autonomy
- Confidentiality
Informed Consent
Truth-Telling
The Emotional Lives of Healthcare Providers
Integrity and Conscientious Objection
Ethical Challenges with Physicians and Clinical Supervisors
Moral Distress
Family-centered Care
Beginning and Stopping Life-Sustaining Treatments
Surrogate Decision Making
Pain and Suffering
Learning Objectives
This course draws on evidence-based strategies derived from research in (a) learning and cognitive development; (b) moral reasoning and behavior modification; (c) the lived experience of ethics in the lives of practicing and aspiring healthcare professionals; and (d) strategies linking (a), (b), and (c) together.

At the end of this course, students will be able to:

1. Identify ethically significant components of healthcare practice and policy;
2. Articulate ethical challenges and opportunities specific to the role and practice of physician assistants;
3. Explain a principle-based approach to healthcare ethics;
4. Apply this principle-based approach to concrete opportunities and dilemmas in clinical practice and policy;
5. Identify, evaluate and select from variety of options to address ethically significant issues in healthcare practice and policy.

Class Schedule

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>9/6/16</td>
<td>Core Values of PA Practice: Beneficence</td>
<td>Reading: (1) AAPA. “Guidelines for Ethical Conduct for the Physician Assistant Profession.” (Bb)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>One-page semester project proposal due</strong></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Reading 1</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
(3) American Academy of Pediatrics, "Physician refusal to provide information or treatment on the basis of claims of conscience," *Pediatrics* 124, no. 6 (2009): 1689-1693. | | |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
</table>
Final project (essays) due  
Final project (presentations) |
Optional  
Final project (presentations) |
Final project (presentations) |
| 15   | 12/13/16   |                               | Final Examination                                                   |
**Additional Information**
Additional physician assistant program academic regulations; progression and retention criteria; letter grade computation; examination review policies; grade appeal and grievance information; advisement policies; use of electronic devices; and rules of conduct are contained in the (Year) Physician Assistant Student Handbook.

**Grading Criteria**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>2-Page Essay</td>
<td>15%</td>
</tr>
<tr>
<td>Course Project</td>
<td>50%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>20%</td>
</tr>
</tbody>
</table>

Your grade for this course will be calculated through four categories of evaluation:

1. **Class participation** (15%): You are asked to attend class on time and prepared to discuss the assigned reading. The success of this class relies heavily on lively and informed discussion. Hence, your willingness to not only show up but get involved and do the reading is essential. Participation needs to reflect preparation of, and thought about, the readings. You are free to discuss with the instructor at any point how the participation grade is progressing. Students are expected to bring the readings for each session to class.

2. **2-page essay** (15%): You will be asked to submit one two-page essay in which you carefully craft a moral argument based on selections from our readings.

3. **Course project** (50%): Each student will design a 3-stage course project in which the student (a) identifies a focused ethical question relevant to PA practice, (b) reviews and summarizes 5 peer-reviewed sources that address the question, and (c) presents the student’s findings, either in the form of an in-class presentation, essay, or other project as approved by the instructor.

4. **Final examination** (20%): The final examination will be comprehensive, seeking to test not your memory but your comprehension of concepts and approaches discussed throughout the semester. More details will be available under separate cover.

All assignments must be completed for a student to receive a grade in the course.

**Guidelines for Reading in the Course**

Any lecture and all discussion during this course will assume (and expect) that you have completed the reading before you come to class. For each reading, you will also find it quite helpful to have asked and reflected upon the following questions:

1. What are the three most important points made in this selection? Why?
2. After close and careful reading, which passages remain puzzling to me?

**Blackboard**

This course makes heavy use of Blackboard. All of the assignments will be posted on Blackboard. All of the assignments will be submitted via Blackboard. Students are required to have access to CUNY Portal to use Blackboard for this course. Information for setting up a CUNY Portal account is available online at [http://york.cuny.edu/it/acet/cuny-portal](http://york.cuny.edu/it/acet/cuny-portal).
Required Resources

LaBossiere, Michael. *Moral Methods*. [eBook] 2012. [ASIN: B007PVIY5U] (This book can be downloaded from bn.com or amazon.com, depending upon which reader you prefer. You can integrate the Nook reader from B & N with Blackboard on your computer.)


**Policy on Students with Disabilities:** Students with a disability are encouraged to see the professor about accommodations during the first week of class so that you have the necessary tools to succeed in this course.

**CUNY Policy on Academic Integrity**

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Definitions and Examples of Academic Dishonesty

**Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/ dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
- Submitting someone else’s work as your own.
  - Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

**Plagiarism** is the act of presenting another person’s ideas, research or writings as your own. Examples of plagiarism include:

- Copying another person’s actual words or images without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or “cutting & pasting” from various sources without proper attribution.

**Obtaining Unfair Advantage** is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student’s work.

**Falsification of Records and Official Documents**
Examples of falsification include:
- Forging signatures of authorization; falsifying information on an official academic record; falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

**COURSE SYLLABUS**

**Course Number**  HPPA 516 H-WEB

**Course Name**  Public Health

**Prerequisite(s)**  All prerequisites required for admission to the PA program and official acceptance into the program.

**Instructor**  TBD
- Office Location: 112 SC
- Office Hours: Open-Door Policy or by appointment
- Phone: (718) 262-xxxx
- E-mail: sample@york.cuny.edu

**Course Description**

2 Credits, 30 Hours (Hybrid)
Principles of population-based health maintenance efforts; epidemiology, research methods and statistical analysis of health data; community health needs and resources; and the physician assistant role in public health. This course may be offered in a face-to-face or online hybrid format.

**Course Purpose**
This course will integrate public health, epidemiology and biostatistics to enable the student to understand how population-based research is utilized to design health policy and programs to maintain the health of communities. It will also reinforce research design basics as introduced in prior coursework. Running concurrently with health policy coursework, the student will develop a broad perspective of influences on health policy and planning; the role of epidemiology in public health practice; the association between community and individual health; and the association with patient care standards.

**Instructional Methods**
Lectures (18 Hours consisting of 9 two-hour sessions) and an on-line component (three units) delivered through the Blackboard learning management system.

**Topic Outline**
Basic Research Design/Methodology
- Study Design
- Biostatistics
- Health Indicators
Epidemiology as the basic science of Public Health

PA Role
- Health Surveillance and Reporting
- Infectious Disease
- Psychosocial Factors and Health Behaviors
- Food and Drug Safety
- Bioterrorism Preparedness
- Environmental Factors

Health promotion programs

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

Compare and contrast various research designs:
- Quantitative vs. Qualitative Designs
- Experimental vs. Non-Experimental Designs
- Observational Studies
- Clinical Trials
- Meta Analysis

Understand the appropriate use and basic interpretation of various statistical methods:
- Basic distributions
- Descriptive statistics
- Hypothesis testing and confidence intervals
- Probability
- Sampling and sample size
- Correlation and regression

List and describe various population health indicators

Recall the history of public health and population health research

Compare and contrast public health and epidemiology

Describe the fundamental roles of epidemiology and biostatistics in public health

Compare and contrast types of epidemiological studies:
- Intervention Studies
- Cohort Studies
- Case-Control Studies

Contrast correlation vs. causation

Speak and write clearly and convincingly about the PA role as it pertains to:
- Identification and reporting of emerging and reemerging infections
- Efforts to reduce and/or contain infectious diseases
- The role of psychosocial factors in changing health behaviors
- Interfacing with food and drug safety regulatory agencies
- Preparation for bioterrorist attacks in the community and hospital settings
Considering the effect of environmental factors on population health

Design an issue-specific public health program and develop an evaluation plan

**Weekly and Unit Schedule**

Class Meetings Room 113 SC: Monday, Wednesday, Friday

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Online Unit 1: Research Design (see online unit instructions)</strong></td>
</tr>
<tr>
<td>1/3/14</td>
<td>Introduction; Research Design</td>
</tr>
<tr>
<td></td>
<td>Read Introduction to Public Health Chapters 1, 2 &amp; 3</td>
</tr>
<tr>
<td></td>
<td>Read Medical Epidemiology Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>1/6/14</td>
<td>Biostatistics and Epidemiology</td>
</tr>
<tr>
<td></td>
<td>Read Medical Epidemiology Chapters 7, 8 &amp; 9</td>
</tr>
<tr>
<td>1/8/14</td>
<td>Biostatistics and Epidemiology</td>
</tr>
<tr>
<td></td>
<td>Read Medical Epidemiology Chapters 10, 12 &amp; 13</td>
</tr>
<tr>
<td>1/8/14</td>
<td>Examination 1</td>
</tr>
<tr>
<td>Week 2</td>
<td><strong>Online Unit 2 : Epidemiology Assignment</strong></td>
</tr>
<tr>
<td>1/10/14</td>
<td>Public Health vs. Epidemiology</td>
</tr>
<tr>
<td></td>
<td>Read Introduction to Public Health Chapters 4, 5 &amp; 6</td>
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<tr>
<td>1/13/14</td>
<td>Epidemiological Methods and Studies</td>
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<tr>
<td></td>
<td>Read Introduction to Public Health Chapters 7 &amp; 8</td>
</tr>
<tr>
<td>1/15/14</td>
<td>The PA Role in Public Health</td>
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<tr>
<td></td>
<td>Read Introduction to Public Health Chapters 15, 16, 17</td>
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<tr>
<td>1/15/14</td>
<td>Examination 2</td>
</tr>
<tr>
<td>Week 3</td>
<td><strong>Online Unit 3 : Developing a Public Health Program</strong></td>
</tr>
<tr>
<td>1/16/14-1/23/14</td>
<td>Food and Drug Safety; Drug Approvals; The PA and the FDA</td>
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<td></td>
<td>Read Introduction to Public Health Chapters 23 &amp; 24</td>
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<tr>
<td>1/22/14</td>
<td>Chronic Diseases and Public Health; Environmental Health Topics;</td>
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<tr>
<td></td>
<td>Bioterrorism</td>
</tr>
<tr>
<td></td>
<td>Read Introduction to Public Health Chapters 11, 12 &amp; 29</td>
</tr>
<tr>
<td>1/23/14</td>
<td>Final Examination</td>
</tr>
</tbody>
</table>
Online Units
Each online unit consists of two sections:
1. Study and Learning Activities
2. Discussions and Assignments

Unit 1: Research Design 1/3/14-1/8/14
Initial Response Due: 1/6/14 Midnight
Replies to Others Due: 1/8/14 Midnight

1. Study and Learning Activities
   - Read this unit’s introduction
   - Read Chapters 1, 2, and 3 in Basic and Clinical Biostatistics
   - Watch the YouTube Video “Developing Mixed Methods Research with Dr. John W. Creswell” https://www.youtube.com/watch?v=PSVsD9fAx38
   - Complete this unit’s exercise

2. Discussions and Assignments
   - Search and select three medical studies utilizing different research designs regarding risk factors for heart disease and list them in the discussion area.
   - Respond to the following questions:
     A. Which research design resulted in the most clinically useful information?
     B. Were there any limitations of the designs related to working with human subjects?
   - Respond to the answers posted by two fellow students

Unit 2: Epidemiology Assignment 1/9/14-1/15/14
Initial Response Due: 1/12/14 Midnight
Replies to Others Due: 1/15/14 Midnight

1. Study and Learning Activities
   - Read this unit’s introduction
   - Read Chapters 4, 5, and 6 in Introduction to Public Health
   - Read Chapters 1 and 7 in Medical Epidemiology
   - Watch Colon Cancer: Role of Genetic Factors in Access Medicine Multimedia File

2. Discussions and Assignments
   - Respond to the following questions:
A. What is the role of an epidemiologist in developing guidelines for cancer screening?
B. What contributions has epidemiological studies made to Evidence-Based medical practice?
- Respond to the answers posted by two fellow students

Unit 3: Developing a Public Health Program 1/16/14-1/23/14
Initial Response Due: 1/19/14 Midnight
Program Comparison Due: 1/23/14

1. Study and learning Activities
- Read Chapters 15, 16, 17 and 19 in Introduction to Public Health
- Read Case #68 In Access Medicine: 33 year-old man with persistent nausea and vomiting
- Watch YouTube Video: Health Community Design Case Studies at https://www.youtube.com/watch?v=DOUYPI6Phrw

2. Discussions and Assignments
- Design a public health program to improve the percentage of residents of Jamaica Queens having received vaccinations as recommended by the United States Preventive Task Force
- Design a plan to evaluate how effective your program is in achieving the stated goals
- Review and compare a fellow student’s program to your program

Additional Course Information
Additional physician assistant program academic regulations; progression and retention criteria; letter grade computation; examination review policies; grade appeal and grievance information; advisement policies; and rules of conduct are contained in the (Year) Physician Assistant Student Handbook. The handbook also contains general regulations and policies regarding all physician assistant program hybrid or online coursework.

All email and/or discussion board questions will receive a response within 48 hours

Instructions for online component of each week

Grading Criteria
Examination 1 20%
Examination 2 20%
Online Component (See Online Grading Rubric) 30%
Final Examination 30%

**Required Resources**

Available via the York Library -> Electronic Books -> AccessMedicine

Available via the York Library -> Electronic Books -> AccessMedicine


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Examples of falsification include:
  - Forging signatures of authorization; falsifying information on an official academic record; falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

Continues on next page
The online component is worth 30% of the total course grade. Grading is on a scale from 8 to 10. The minimum acceptable grade is a score of 8, based on evaluation of the initial response and interaction with fellow students. Each Online Unit is graded separately using the following rubric:

### Initial Response Evaluation

<table>
<thead>
<tr>
<th>Grade</th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content &amp; Focus</td>
<td>Clearly understands content, focused upon most relevant information to complete assignment.</td>
<td>Familiar with content, demonstrates good focus.</td>
<td>Familiar with content, may not be very focused.</td>
<td>Inappropriate content and focus.</td>
</tr>
<tr>
<td>Logic &amp; Flow</td>
<td>Able to present a position, answer a question or address a topic in a highly organized and coherent fashion.</td>
<td>Very good support of position or answer, well organized.</td>
<td>Good support of answer, topic or answer, may not be organized well.</td>
<td>Unsupported conclusions, disorganized response.</td>
</tr>
<tr>
<td>Critical Analysis</td>
<td>Identifies relationships and components; fully assesses compares and evaluates information to arrive at reasoned opinions and conclusions.</td>
<td>Very good identification of relationships and components, reasoned opinions and conclusions.</td>
<td>Good analysis of information supporting opinions and conclusions.</td>
<td>No higher-order analysis, only repetition of information gathered.</td>
</tr>
<tr>
<td>Evidence</td>
<td>References multiple, highly appropriate information sources.</td>
<td>References highly appropriate information resources.</td>
<td>References are cited, may not be the best sources of information.</td>
<td>Information sources not cited.</td>
</tr>
<tr>
<td>Application to Practice</td>
<td>Insightful analysis and integration to practice.</td>
<td>Good description of relevance to practice.</td>
<td>Some linkage to practice issues.</td>
<td>Poor indication of how information is applied in practice.</td>
</tr>
<tr>
<td>Timeliness</td>
<td>Submission is among the earliest.</td>
<td>Submission is timely.</td>
<td>Submission is just by the deadline.</td>
<td>Submission is late.</td>
</tr>
</tbody>
</table>

### Response to Fellow Students

<table>
<thead>
<tr>
<th>Grade</th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content &amp; Focus</td>
<td>Content clearly pertains to original response, provides additional content.</td>
<td>Content clearly pertains to original posting.</td>
<td>Content pertains somewhat to original posting.</td>
<td>Content and focus unrelated to original posting.</td>
</tr>
<tr>
<td>Critical Analysis</td>
<td>Non-judgmental substantive</td>
<td>Comments are focused as</td>
<td>Comments are appropriate with</td>
<td>Comments are not</td>
</tr>
<tr>
<td>Timeliness &amp; Participation</td>
<td>Submissions are among the earliest and most frequent.</td>
<td>Submissions are above the minimum.</td>
<td>Minimum postings required (two).</td>
<td>Less than two responses to fellow students.</td>
</tr>
<tr>
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HPPA 516 H-Web Online Grading Rubric

Student Name: ____________________________________________  

<p>| 1.  | Research Design |                                               |                                |                                          |
| 2.  | Epidemiology   |                                               |                                |                                          |</p>
<table>
<thead>
<tr>
<th></th>
<th>Topic</th>
<th>Grade/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Developing a Public Health Program</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Grade</td>
<td></td>
</tr>
</tbody>
</table>

**Topic**

**Grade/Comments**
COURSE SYLLABUS

**Course Number**  
HSPA 518 H-WEB

**Course Name**  
Health Policy

**Prerequisite(s)**  
All prerequisites required for admission to the PA program and official acceptance into the program.

**Instructor**  
TBD  
Office Location: 112 SC  
Office Hours: Open-Door Policy or by appointment  
Phone: (718) 262-xxxx  
E-mail: sample@york.cuny.edu

**Course Description**  
2 Credits, 30 Hours (Hybrid)  
Organization and administration of the health care system in the United States with exploration of current issues including but not limited to healthcare equity, quality and accessibility; workforce and financing. This course may be offered in a face-to-face or online hybrid format.

**Course Purpose**  
Offered concurrently with a course in Public Health, this course focuses upon the healthcare delivery system to provide the student a context to understand how medical insurance, reimbursement, system models, access and workforce issues affect the practicing physician assistant and their patients.

**Instructional Methods**  
Lectures, computer laboratory sessions, programmed learning, and an on-line component delivered through the Blackboard learning management system.

**Topic Outline**  
History of the United States Health Care System  
Organization of the United States Health Care System  
Alternative (foreign) Health Care Systems
Learning Objectives
Upon completion of this course, the student will be able to:

Relate the history of the U.S. Healthcare system as it pertains to the current form

Compare and contrast the Medical Home and Primary Care models

Describe the organization of the U.S. health care system and compare/contrast to foreign systems

Compare and contrast the education and professional roles of various healthcare providers

Define teamwork and describe strategies to build collaborative teams

Demonstrate professional roles and teamwork in role-playing sessions

Discuss in detail the current status of PA utilization across specialties, settings and geographic locations

Compare the demographic characteristics of various healthcare providers

Describe the different mechanisms through which health care is financed

Create flow-charts of government and private financing systems

Compare and contrast the Medicare and Medicaid programs
Analyze the drivers of healthcare inflation and attempts to control costs

Evaluate the factors which influence access to health care

Describe cultural, environmental and socioeconomic determinants of health

Analyze inequities in healthcare among populations, including quality, cost and access to services

Evaluate the factors which contribute to the delivery of quality health care

Design an issue-specific quality assurance program

Describe the types and limitations of healthcare-associated individual legal rights

Compare and contrast various rehabilitation and long-term care settings including financing mechanisms

Describe the role any providers of community-based and home health services

Analyze a health policy issue

Defend a position on current controversies in health care policy such as health care reform

**Weekly and Unit Schedule**

<table>
<thead>
<tr>
<th>WEEK #:</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Online Unit 1: Global Healthcare Systems (see online unit instructions)</td>
</tr>
<tr>
<td>1/3/14 – 1/8/14</td>
<td></td>
</tr>
<tr>
<td>1/3/14</td>
<td>Introduction; History &amp; Levels of Care Read Understanding Health Policy Chapters 1 &amp; 11</td>
</tr>
<tr>
<td>1/6/14</td>
<td>Organization of the US Healthcare System Read Understanding Health Policy Chapters 5 &amp; 6</td>
</tr>
<tr>
<td>1/8/14</td>
<td>Healthcare Workforce Read Understanding Health Policy Chapter 7</td>
</tr>
<tr>
<td>1/8/14</td>
<td>Examination 1</td>
</tr>
<tr>
<td>Week 2</td>
<td>Online Unit 2: Healthcare Access and Disparities</td>
</tr>
<tr>
<td>1/9/14 - 1/15/14</td>
<td></td>
</tr>
<tr>
<td>1/10/14</td>
<td>Healthcare Economics &amp; Government Insurance Programs Read Understanding Health Policy Chapters 2, 4 &amp; 15</td>
</tr>
<tr>
<td>1/13/14</td>
<td>Health Insurance; Costs and Cost Controls Read Understanding Health Policy Chapters 8 &amp; 9</td>
</tr>
<tr>
<td>1/15/14</td>
<td>Quality Assurance and Safety Read Understanding Health Policy Chapter 10</td>
</tr>
<tr>
<td>1/15/14</td>
<td>Examination 2</td>
</tr>
</tbody>
</table>
**Online Unit 3 : Health Policy Analysis**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/22/14</td>
<td>Long Term Care Systems; Current Topics: Healthcare Reform. Read Understanding Health Policy Chapters 12, 13.</td>
</tr>
<tr>
<td>1/23/14</td>
<td>Final Examination</td>
</tr>
</tbody>
</table>

**Online Units**

Each online unit consists of two sections:
1. Study and Learning Activities
2. Discussions and Assignments

**Unit 1: Global Healthcare Systems 1/3/14 – 1/8/14**

*Initial Response Due: 1/6/14 Midnight*

*Replies to Others Due: 1/8/14 Midnight*

1. **Study and Learning Activities**
   - Read this unit’s introduction
   - Read Chapters 1, 19 and 20 in Understanding Global health
   - Read Chapter 14 in Understanding Health Policy
   - Listen to the Podcast: Healthcast 2020: Creating Sustainable Healthcare Systems: Pricewaterhouse Cooper Healthcare (posted in Course Documents)

2. **Discussions and Assignments**
   - Create a chart comparing the four healthcare systems presented in the Understanding Health Policy reading in the following categories: access to care, level of health expenditures, public satisfaction with care and overall quality of care. Include the United States as the fifth column.
   - Respond to the following questions:
     A. Identify two features of the various healthcare systems that are “best practices” in terms of quality outcomes
     B. Identify two features of the various healthcare systems that may result in high patient satisfaction scores.
     What two specific changes would you make to improve the healthcare system in the United States?
   - Respond to the answers posted by two fellow students
Unit 2: Healthcare Access and Disparities 1/9/14 – 1/15/14
Initial Response Due: 1/12/14 Midnight
Replies to Others Due: 1/15/14 Midnight

1. Study and Learning Activities
   - Read this unit’s introduction
   - Read Chapter 3 in Understanding Health Policy
   - Read Chapter e4 (Racial and Ethnic Disparities in Health Care) in Harrison’s Principles of Internal Medicine, 18e (Access Medicine)

2. Discussions and Assignments
   - Respond to the following questions:
     A. What can be done to reduce or eliminate three root causes of healthcare disparities you have identified from the assigned reading?
     B. What are the most important financial and most important non-financial barriers to healthcare access? Why do you consider these to be the “most important” barriers?
   - Respond to the answers posted by two fellow students

Unit 3: Health Policy Analysis 1/16/14 – 1/23/14
Initial Response Due: 1/19/14 Midnight
Response to Others Due: 1/23/14

1. Study and learning Activities
   - Read Chapters 16 and 17 in Understanding Health Policy
   - Read the Case Studies section in the Take Care New York Five Year Progress Report accessible at www.nyc.gov/html/doh/downloads/pdf/tcny/tcny (Also posted in Course Documents Section of the Blackboard LMS course website)

2. Discussions and Assignments
   - Choose one case study in the assigned reading
   - Write an analysis of the health policy discussed in the case study following the format: Problem Statement; Background; Key Stakeholders; Options; and Recommendation
   - Respond to the policy analysis posted by one fellow student

Additional Course Information
Additional physician assistant program academic regulations; progression and retention criteria; letter grade computation; examination review policies; grade appeal and grievance information; advisement policies; and rules of conduct are contained in the 2016 Physician Assistant Student Handbook. The handbook also contains general regulations and policies regarding all physician assistant program hybrid or online coursework.
All email and/or discussion board questions directed to the instructor will receive a response within 48 hours

**Grading Criteria**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination 1</td>
<td>20%</td>
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<tr>
<td>Examination 2</td>
<td>20%</td>
</tr>
<tr>
<td>Online Component (See Online Grading Rubric)</td>
<td>30%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Required Resources**


**Policy on Students with Disabilities**

Students with a disability are encouraged to see the professor about accommodations during the first week of class so that you have the necessary tools to succeed in this course.

**CUNY Policy on Academic Integrity**

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Definitions and Examples of Academic Dishonesty:

**Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
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• Intentionally obstructing or interfering with another student’s work.

Falsification of Records and Official Documents
Examples of falsification include:
• Forging signatures of authorization; falsifying information on an official academic record; falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

Continues on next page
Student Name: ________________________________

The online component is worth 30% of the total course grade. Grading is on a scale from 8 to 10. The minimum acceptable grade is a score of 8, based on evaluation of the initial response and interaction with fellow students. Each Online Unit is graded separately using the following rubric:

### Initial Response Evaluation

<table>
<thead>
<tr>
<th></th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>Unacceptable</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content &amp; Focus</strong></td>
<td>Clearly understands content, focused upon most relevant information to complete assignment.</td>
<td>Familiar with content, demonstrates good focus.</td>
<td>Familiar with content, may not be very focused.</td>
<td>Inappropriate content and focus.</td>
<td>Grade</td>
</tr>
<tr>
<td><strong>Logic &amp; Flow</strong></td>
<td>Able to present a position, answer a question or address a topic in a highly organized and coherent fashion.</td>
<td>Very good support of position or answer, well organized.</td>
<td>Good support of answer, topic or answer, may not be organized well.</td>
<td>Unsupported conclusions, disorganized response.</td>
<td>Grade</td>
</tr>
<tr>
<td><strong>Critical Analysis</strong></td>
<td>Identifies relationships and components; fully assesses compares and evaluates information to arrive at reasoned opinions and conclusions.</td>
<td>Very good identification of relationships and components, reasoned opinions and conclusions.</td>
<td>Good analysis of information supporting opinions and conclusions.</td>
<td>No higher-order analysis, only repetition of information gathered.</td>
<td>Grade</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>References multiple, highly appropriate information sources.</td>
<td>References highly appropriate information resources.</td>
<td>References are cited, may not be the best sources of information.</td>
<td>Information sources not cited.</td>
<td>Grade</td>
</tr>
<tr>
<td><strong>Application to Practice</strong></td>
<td>Insightful analysis and integration to practice.</td>
<td>Good description of relevance to practice.</td>
<td>Some linkage to practice issues.</td>
<td>Poor indication of how information is applied in practice.</td>
<td>Grade</td>
</tr>
<tr>
<td><strong>Timeliness</strong></td>
<td>Submission is among the earliest.</td>
<td>Submission is timely.</td>
<td>Submission is just by the deadline.</td>
<td>Submission is late.</td>
<td>Grade</td>
</tr>
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</table>

### Response to Fellow Students

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<tr>
<td><strong>Content &amp; Focus</strong></td>
<td>Content clearly pertains to original response, provides additional content.</td>
<td>Content clearly pertains to original posting.</td>
<td>Content pertains somewhat to original posting.</td>
<td>Content and focus unrelated to original posting.</td>
<td>Grade</td>
</tr>
<tr>
<td><strong>Critical Analysis</strong></td>
<td>Non-judgmental substantive comments synthesizing information presented with additional information, opinion or analysis prompting additional scholarly discussion.</td>
<td>Comments are focused as scholarly discourse, contains additional analysis or opinion.</td>
<td>Comments are appropriate with limited analysis and some additional information/opinions stated.</td>
<td>Comments are not substantive.</td>
<td>Grade</td>
</tr>
<tr>
<td><strong>Timeliness &amp; Participation</strong></td>
<td>Submissions are among the earliest and most frequent.</td>
<td>Submissions are above the minimum.</td>
<td>Minimum postings required (two).</td>
<td>Less than two responses to fellow students.</td>
<td>Grade</td>
</tr>
</tbody>
</table>
# HPPA 518 H-Web Online Grading Rubric

**Student Name:** _______________________________________

<table>
<thead>
<tr>
<th>Topic</th>
<th>Grade/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Global Healthcare Systems</td>
<td></td>
</tr>
<tr>
<td>2. Healthcare Access and Disparities</td>
<td></td>
</tr>
<tr>
<td>3. Health Policy Analysis</td>
<td></td>
</tr>
<tr>
<td>Final Grade</td>
<td></td>
</tr>
</tbody>
</table>
COURSE SYLLABUS

Course Number  HPPA 520
Course Name    Pharmacology I
Prerequisite(s) All prerequisites required for admission to the PA program and official acceptance into the program.
Instructor  TBD
Office Location: 112 SC
Office Hours: Open-Door Policy or by appointment
Phone: (718) 262-xxxx
E-mail: sample@york.cuny.edu

Course Description
2 Credits, 45 Hours (2 Hours Lecture, 1 Hour Recitation)
First of a three-course sequence; the study of pharmacological principles as they apply to the practice of medicine. Prototypical drugs in each major class are considered in detail. This course provides the student with foundation pharmacological knowledge and skills to enable basic competency in prescriptive skills. Introduction to practical prescription writing.

Course Purpose
This is the first of an integrated series of three pharmacology courses to instruct students in the foundation knowledge and skills to enable basic competency in prescriptive skills. Each pharmacology course is correlated with concurrent program coursework. Beginning with foundation principles, the course continues with in-depth focus upon drug classes and incorporates practical considerations of drug therapy. An introduction to practical prescription writing is presented early in the course, is reinforced throughout the duration of the course and continues in subsequent courses.

Instructional Methods
Lectures, class discussion, reading assignments, and small group break-out sessions.

Topic Outline
Autonomic Pharmacology
Pharmacology Principles
  Pharmacokinetics
  Pharmacodynamics
Prescription Writing and Regulatory Procedures
Pharmacotherapeutics
Drugs used in Hematology
Non-diabetic Endocrine Pharmacology
Metabolic Pharmacology
  Antidiabetics
  Antihyperlipidemic Agents
Respiratory System/Anti-inflammatory Medications
  Drugs used to treat Asthma and COPD
  Drugs used for Cough
Dermatologic Pharmacology
  Sunscreens
  Acne Preparations
  Topical Anti-inflammatory Medications
  Drugs for Psoriasis
  Wound Care Preparations
  Miscellaneous Dermatologic Preparations
Drugs Affecting the Cardiovascular System
  Antihypertensive Agents
  Antiarrhythmics
  Treatment of Heart Failure (HF)
  Antianginal Drugs

Learning Objectives
Upon completion of this course, the student will be able to:

Autonomic Pharmacology
Recall the autonomic innervation of organs and organ systems and the effects of cholinergic or sympathetic stimulation.

Describe the physiologic responses produced by: alpha agonists, alpha-blockers, beta agonists, and beta-blockers; their indications, therapeutic uses and side effects.

Discuss the following drugs with respect to their action at alpha and beta-receptors; Epinephrine (E), Norepinephrine (NE), Phenylephrine, Isoproterenol and Dopamine.

Understand the following about cholinergic receptors: location, function, differences between muscarinic and nicotinic receptors, mechanism and action of atropine, curare and succinylcholine.

Discuss the following about sympathetic amines: indications, therapeutic uses and side effects.

Pharmacology Principles
Review the basic principles of pharmacokinetics and pharmacodynamics, including drug absorption, distribution, metabolism and excretion.

Define selected terminology related to pharmacokinetics and pharmacodynamics.
Describe factors affecting each process; lipid solubility, ionization, plasma protein binding, liver function and the blood-brain barrier.

Understand the principle of half-life, and how it may be used to determine to predict changes in serum drug levels.
Discuss the physiology of the First Pass effect, and its impact on drugs in the body.

Explain the protein-binding properties of drugs, and understand their impact on drug metabolism.

Understand the definition and uses of a loading dose, and the plasma protein binding of drugs.

**Prescription Writing and Regulatory Procedures**
Explain the various components of an official NY State prescription form.

Describe the information required in a valid NY State prescription form.

Understand the FDA/DEA and NY State laws regarding prescribing practices for non-controlled and controlled substances.

Contrast regulatory guidelines for outpatient and inpatient drug orders.

Summarize the NY State generic substitution law and cost considerations.

Define the criteria for each of the five controlled substance schedules.

Assign drugs and drug classes to drug schedules in NY State.

**Pharmacotherapeutics**
Define drug action, drug effect, and the mechanism of action, onset, duration, peak, and half-life of drugs considered.

Discuss the various routes of drug administration, the indications and contraindications for each.

Demonstrate a basic understanding of the clinical initiation, monitoring and emergency therapy of each major category.

**Explain/discuss for the prototypical drugs: Mechanism of action, therapeutic indications, contraindications, dosage, major side and toxic effects, major warnings/precautions and drug interactions.**

**Medications Used in Hematology**
Recall the basic physiology of blood, its separate components, and its functions.

Understand the concept of Virchow’s Triad, and its relationship to the development of thrombosis.

Recall the normal response to vascular trauma, and mechanisms involved in hemostasis.

Review the names/numbers of the coagulation factors, steps in the clotting cascade, and discuss which hematologic drugs impact which steps.

Review the steps in blood clotting, clot retraction, fibrinolysis, and clot removal.

Describe the coagulation laboratory studies, and which studies are needed to monitor which hematologic drugs.

Compare/contrast thrombotic thrombocytopenic purpura (TTP), idiopathic thrombocytopenia (ITP), and disseminated intravascular coagulation (DIC).

Compare/contrast Hemophilia A, Hemophilia B, and Von Willebrand’s Disease.

Review the risk factors for pathologic thrombosis.

Describe the prototypical drugs for in the manner listed above for the following: anticoagulants, antiplatelet agents, thrombolytics, and hemostatics.

**Non-diabetic Endocrine Pharmacology**
Recall the roles of the anterior and posterior pituitary in the regulation of endocrine function.

Recall the major anterior and posterior pituitary hormones, with particular regard to: mechanisms of action, indications for use, and pharmacokinetic considerations.

Recall the synthesis, secretion, and actions of thyroid hormone.

Recall treatment options for patients with hyper-or hypothyroid disease.

Name the major classes of steroid hormones, including: estrogens and antiestrogens; progestins and antiprogestins; androgens and antiandrogens; glucocorticoids and mineralocorticoids.

**Metabolic Pharmacology**
**Antidiabetics**
Recall the etiology and epidemiology associated with Type I and Type II diabetes mellitus.
Recall insulin preparations, including semilente, lente, ultralente, and insulin glargine (Lantus).

Describe the prototypical drugs in the manner listed above in the following major classes of drugs used in the treatment of diabetes: sulfonylureas, biguanides, alpha-glucosidase inhibitors, thiazolidinediones.

**Antihyperlipidemic Agents**
Recall the mechanisms involved in the regulation of plasma lipoproteins. Describe the prototypical drugs in the manner listed above in the following major classes of drugs used: niacin; fibrates; bile acid binding resins; HMG-CoA reductase inhibitors.

**Respiratory System/Antiinflammatory Medications**
Recall the basic pathophysiology of asthma and COPD.

Describe the prototypical drugs in the manner listed above for major classes of drugs used in the treatment of asthma:Beta-2 adrenergic agonists, corticosteroids, cromolyn and nedocromil, theophylline, antimuscarinic agents, inhibitors of leukotrienes.

Describe the prototypical drugs in the manner listed above for the major classes of drugs used in the treatment of Emphysema and Chronic Bronchitis: anticholinergics, Beta-2 adrenergic agonist, corticosteroids and oxygen

Describe the prototypical drugs in the manner listed above for the major classes of drugs used in the treatment of rhinitis: alpha adrenergic agonists, antihistamines, corticosteroids, cromolyn and nedocromil.

Recall the opioids and their use in the treatment of cough.

**Dermatologic Pharmacology**
Recall UVA and UVB sunscreen preparations and proper use

Describe the prototypical drugs in the manner listed above for the major classes of drugs used in the treatment of acne (excluding antibiotics): keratolytics, retinoic acid and derivatives

Describe the prototypical topical corticosteroids in the manner listed above used in the treatment of steroid-responsive dermatologic disorders

Describe the prototypical drugs in the manner listed above for the major classes of drugs used in the treatment of psoriasis: biologic agents, vitamin D3 derivatives, tazarotene, and coal tar.
Categorize and explain the use of various wound care agents: calcium alginate, collagenase ointment, hydrocolloids, iodine compounds, moisture vapor permeable films, and regrowth stimulants.

Describe the prototypical drugs in the manner listed above for the major classes of drugs used in the treatment of pruritus, hair removal, hair growth, xerosis and agents affecting pigmentation.

**Drugs Affecting the Cardiovascular System**

**Antihypertensive Agents**
Recall the physiologic mechanisms involved in the regulation of blood pressure.

Describe the prototypical drugs in the manner listed above in the following categories: diuretics (also discussed separately); beta adrenergic blockers; ACE inhibitors; calcium channel blockers; alpha adrenergic blockers; non-ACE vasodilators; and angiotensin II antagonists. List combinations available for the treatment of essential hypertension and list drugs used for hypertensive emergencies.

**Antiarrhythmics**
Recall phases of the action potential, electrical conduction and alterations in automaticity and conduction that may cause arrhythmias.

Describe the prototypical drugs in the manner listed above in the following major classes: Class I (Sodium channel blockers), Class II (Beta adrenergic blockers), Class III (Potassium channel blockers) and Class IV (Calcium channel blockers)

**Treatment of Heart Failure (HF)**
Recall causes, signs and symptoms, and concomitant diseases associated with HF.

Recall pathophysiologic compensatory mechanisms that may occur in patients with heart failure.

Describe the prototypical drugs in the manner listed above in the following major classes of drugs used in the treatment of heart failure: angiotensin converting enzyme inhibitors (ACEIs); non-ACEI vasodilators; diuretics; cardiac glycosides; non-glycoside inotropic agents. Recall the treatment of cardiac glycoside toxicity.

**Antianginal Drugs**
Recall causes, signs and symptoms, and concomitant diseases associated with angina and coronary artery disease.

Describe the prototypical drugs in the manner listed above in the following
categories: organic nitrates, beta-adrenergic blockers and calcium channel blockers.

Additional Course Information
Additional physician assistant program academic regulations; progression and retention criteria; letter grade computation; examination review policies; grade appeal and grievance information; advisement policies; and rules of conduct are contained in the 2014 Physician Assistant Student Handbook.

Break-out Sessions
Students will be assigned to a small group consisting of six (6) students each. This assignment will be permanent for the entire semester, as well as in the subsequent semesters (Pharmacology II and Pharmacology III. Students will meet in their small groups periodically (see weekly schedule) and a different simulated patient scenario will be assigned to each group. Using a variety of online and textbook resources, as well as class notes, students will work as a group to determine the appropriate diagnosis/diagnoses for their “patient,” followed by a treatment plan that may or may not include pharmaceutical intervention. The course instructor will serve only as facilitator for this group work. One student will act as a scribe, and another a spokesperson from each group; the spokesperson will “present” the case to the rest of the class, while the scribe will write out the appropriate treatment plan (including prescriptions) on the blackboard. The instructor and the class will then critique the group’s work. While the group assignments are permanent, the scribes and spokespersons should rotate through the group over the course of the semester. Students are not graded on this group work; it is designed to be experiential only.

Weekly Schedule

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2/1/17</td>
<td>Autonomics Pharmacology 5e: pp. 37-98</td>
</tr>
<tr>
<td>2</td>
<td>2/8/17</td>
<td>Pharmacokinetics/Pharmacodynamics/Pharmacotherapeutics Pharmacology 5e: pp. 1-23</td>
</tr>
<tr>
<td>3</td>
<td>2/15/17</td>
<td>Introduction to Rx writing; DEA/NYS Prescribing Laws No reading</td>
</tr>
<tr>
<td>4</td>
<td>2/22/17</td>
<td>Agents for Blood Disorders Pharmacology 5e: pp. 243-260</td>
</tr>
<tr>
<td>5</td>
<td>3/1/17</td>
<td>Non-Diabetic Endocrine Agents Pharmacology 5e: pp. 291-300/331-338</td>
</tr>
<tr>
<td>7</td>
<td>3/15/17</td>
<td>Metabolic Breakout Session</td>
</tr>
<tr>
<td>8</td>
<td>3/22/17</td>
<td>Agents for Immune/Respiratory Disorders Pharmacology 5e: pp. 339-349/550-554</td>
</tr>
<tr>
<td>9</td>
<td>3/29/17</td>
<td>Dermatologic Preparations</td>
</tr>
</tbody>
</table>
Grading Criteria
Grading for this course is based entirely on the three unit exams, and the comprehensive final exam (see grading below). All exams are composed of multiple choice, true/false, and short answer/short essay type questions. There is no credit assigned for attendance or class participation, as these are expected responsibilities in the PA program.

Examination I  25%
Examination II  25%
Examination III  25%
Comprehensive Final  25%

Required Resources

Katzung BG, Masters SB, & Trevor, AJ (2014) Basic & Clinical Pharmacology 12e
Available in York College Library Electronic Books -> Access Medicine

On-line Drug Reference Resources:
1. www.empr.com
2. https://online.epocrates.com/home
3. PDR. Net

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Falsification of Records and Official Documents
Examples of falsification include:
- Forging signatures of authorization; falsifying information on an official academic record; falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.
COURSE SYLLABUS

Course Number        HPPA 522
Course Name          Physical Diagnosis II
Prerequisite(s)      All prerequisites required for admission to the PA program and official acceptance into the program.
Instructor           TBD, Course Director
                      Office Location: 112 SC
                      Office Hours: Open-Door Policy or by appointment
                      Phone: (718) 262-xxxx
                      E-mail: sample@york.cuny.edu

                      TBD, Laboratory Instructor(s)
                      Office Location: 112 SC
                      Office Hours: Open-Door Policy or by appointment
                      Phone: (718) 262-xxxx
                      E-mail: sample@york.cuny.edu

Course Description   3 Credits, 75 Hours (2 Hours Lecture, 3 Hours Laboratory)
                      Continued exploration of the strategies and skills of medical history taking and physical examination. Includes practical laboratory sessions and a clinical fieldwork component.

Course Purpose       This course builds upon medical history and physical examination skills pertaining to body systems not covered in the first course in this series. Physical examination of these remaining systems enables the student to perform a complete head-to-toe screening examination. Includes introduction to recognition of common abnormal physical findings, age-related changes and differential diagnosis list based on the history and physical exam findings for systems considered. In addition to the complete screening examination, students will be able to apply these skills to specific, problem-based patient encounters to perform and record the focused history and physical examination.

Instructional Methods
Lectures, video demonstrations, practical laboratory sessions, clinical visits and an on-line component delivered through the Blackboard learning management system. Throughout the semester students will be given the opportunity, as appropriate, to practice on each other in addition to examining patients at local hospitals affiliated with the college.
**Topic Outline**

Abdomen  
Peripheral Vascular System  
Breasts and Axillae  
Urogenital System  
Anus and Rectum  
Musculoskeletal System  
Nervous System  
Complete Screening Examination  
Pediatric History and Physical  
Clinical Scenarios  
   - Problem-Oriented Medical Record  
   - Focused Physical Examination  
   - Differential Diagnosis  

**Learning Objectives**

At the conclusion of the course, the student will be able to:

- Elicit and record a complete medical history; Perform and record a complete physical examination. Identify common normal and abnormal physical findings;
- Differentiate normal age-related changes from pathologic ones; Recognize common disease entities and begin to formulate differential diagnoses.

*The student will be able to perform the techniques/diagnostic maneuvers for examination of all body systems listed. In addition, the student will be able to recognize normal and common abnormal findings, understand their significance and accurately record the evaluation of the following:*

**The Abdomen**

The student will be able to successfully:

1. Describe the anatomy of the abdomen and its contents  
2. Describe and understand the systems of dividing the abdomen, and the organs/structures associated with each division  
3. Examine the abdomen using proper techniques. Describe normal findings, and explain the clinical significance of abnormal findings associated with inspection, auscultation, percussion, palpation (light and deep) and special maneuvers.  
4. Discuss signs, symptoms and the clinical presentation of each of the following:  
   a. Acute Pancreatitis  
   b. Acute Gastroenteritis  
   c. Cholecystitis
d. Intestinal Obstruction  
e. Diverticulitis  
f. Perforated Viscus  
g. Acute Appendicitis  

5. Form a Differential Diagnosis for the causes of:  
a. Abdominal Pain  
b. Vomiting  
c. Constipation  
d. Hematemesis  
e. Nausea  
f. Diarrhea  
g. Melena  
h. Hematochezia  

The Breasts and Axillae  
The student will be able to successfully:  
1. Locate the anatomical structures that make up the breasts  
2. Understand and describe the physiological changes that occur in the breasts associated with:  
a. Age changes  
b. The Menstrual Cycle  
c. Pregnancy  
d. Lactation  
3. Perform and accurately notate the clinical findings of a thorough breast exam including:  
a. Size, shape, symmetry, deformities  
b. Tenderness, skin changes, masses  
c. Nipple discharge, retraction  
d. Status of Axillary nodes  
4. Be able to teach a patient the technique and importance of performing a thorough Breast-Self Examination  
5. Discuss signs, symptoms and clinical presentation of:  
a. Cystic breasts  
b. Carcinoma of the Breast  
c. Paget's Disease  
d. Mastitis  

The Urogenital System  
The student will successfully be able to:  
1. Locate the anatomy that makes up the urinary tract  
2. Discuss signs, symptoms and the clinical presentation of:  
a. Urinary Tract Infections (UTIs)  
b. Nephrotic Syndrome  
c. Pyelonephritis  
d. Nephrolithiasis
3. Form a Differential Diagnosis for:
   a. Dysuria
   b. Penile/Vaginal Discharge
   c. Urgency
   d. Anuria
   e. Hematuria
   f. Incontinence
   g. Polyuria
   h. Change in Caliber of Urinary System
4. Identify, locate the anatomy, and describe the physiology of the female reproductive system
5. Discuss the changes of the female reproductive system associated with:
   a. Age Changes
   b. Menstruation
   c. Pregnancy
   d. Labor
   e. Parturition
6. Perform and accurately notate the findings associated with a thorough pelvic exam
7. Describe the clinical presentation and significance of findings in each of the following:
   a. Urethritis
   b. Bartholin Gland Duct Cyst
   c. Pelvic Inflammatory Disease
   d. Vaginitis
   e. Normal Pregnancy
   f. Genital Herpes
   g. Cystic Ovary/Adnexal Mass
   h. Menometrorrhagia/Amenorrhea
   i. Premenstrual Syndrome
   j. Vulvar Carcinoma
   k. Cervical Carcinoma
   l. Cervical, Rectal, Urethral Prolapse
   m. Condyloma Acuminata
   n. Ectopic Pregnancy
   o. Syphilis
   p. Sebaceous Cyst
   q. Cervical Polyps
   r. Moniliasis
8. Identify, locate the anatomy, and describe the physiology of the male reproductive system
9. Discuss the changes of the male genitalia associated with changes in age
10. Perform and accurately notate the findings associated with the male genitalia exam
11. Describe the signs, symptoms and clinical presentation of:
   a. Deviation from the normal male secondary sexual characteristics
   b. Inguinal Hernia
   c. Urethritis
   d. Syphilis
   e. Genital Herpes
   f. Condyloma Acuminata
   g. Hypospadias
   h. Testicular Torsion
   i. Testicular Tumor
   j. Hydrocele
   k. Varicocele
   l. Epididymitis
   m. Peyronie's Disease

The Anus, Rectum and Prostate
The student will be able to successfully:
1. Describe the anatomy and related structures of the rectum
2. Perform and accurately notate the findings associated with a rectal exam
3. Discuss the signs, symptoms and clinical presentation of:
   a. Rectal Mass
   b. External Hemorrhoids
   c. Internal Hemorrhoids
   d. Prostate Carcinoma
   e. Pilonidal Cyst
   f. Benign Prostatic Hypertrophy (BPH)
   g. Proctitis
   h. Anal Fissures
   i. Occult Blood in Stool
   j. Rectal Prolapse
4. Form a Differential Diagnosis for:
   a. Rectal Bleeding

The Peripheral Vascular System
The student will be successfully able to:
1. Name, locate, and properly evaluate the major arteries and veins
2. Name and locate and assess the following lymph node groups:
   a. Axillary
   b. Epitrochlear
   c. Inguinal
3. Describe clinical findings (and their significance) associated with each of the following:
a. Orthostasis  
b. Chronic Venous Insufficiency  
c. Chronic Arterial Insufficiency  
d. Edema  
e. Emboli and Thrombi  
f. Lymphedema

**The Musculoskeletal System**
The student will be able to successfully:
1. Use the proper terminology to describe body positions and movements  
2. Discuss the basic structure, function and anatomical landmarks of the joints  
3. Accurately describe, assess and notate normal range of motion for each joint  
4. Perform a thorough spinal exam, understanding the clinical significance of:
   a. Scoliosis  
   b. Lumbar Lordosis  
   c. Gibbus Deformity  
   d. Kyphosis  
5. Recognize the signs and symptoms of joint inflammation  
6. Describe and perform the examination techniques for eliciting each of the following:
   a. Knee Instability  
   b. Torn Meniscus  
   c. Herniated Lumbar Disc  
7. Discuss the clinical findings associated with the following:
   a. Rheumatoid Arthritis  
   b. Osteoarthritis  
   c. Tendinitis  
   d. Dupuytren's Contracture  
   e. Tenosynovitis  
   f. Bursitis  
   g. Gout  
   h. Rotator Cuff Tears

**The Nervous System**
The student will be able to successfully:
1. Perform the mental status examination with regards to:
   a. Appearance  
   b. Behavior  
   c. Relationship to the Interviewer  
   d. Speech  
   e. Form of Thought
f. Content of Thought
g. Mood
h. Affect
i. Insight
j. Judgment
k. Cognition (Orientation, Memory)
l. Level of Consciousness, Awareness

2. Discuss the signs, symptoms and clinical presentation of:
   - Anxiety Disorders
   - Personality Disorders
   - Schizophrenia
   - Depression

3. Name the Cranial Nerves and understand and be able to evaluate their functions.

4. Elicit the Deep Tendon Reflexes and discuss their significance

5. Perform the techniques utilized to evaluate Cerebellar Function

6. Demonstrate the techniques of the Motor Strength Examination

7. Perform appropriate assessment techniques for Sensory pathways function

8. Differentiate by clinical examination, Lower Motor Neuron Dysfunction and Upper Motor Neuron Dysfunction

9. Perform the techniques used to evaluate the patient's station and gait, and discuss the common movement disorders and their clinical presentations

10. Describe and differentiate the presentation of Dementia and Delirium

11. Perform methods to evaluate speech, understand the distinct entities of motor and sensory aphasia and the clinical implications of each

12. Describe the clinical significance of each of the following, and perform the methods used to detect each one:
   a. Positive Babinski Response
   b. Cerebral Vascular Accident
   c. Clonus
   d. Doll's Eyes Response
   e. Motor Deficit
   f. Sensory Deficit
   g. Positive Glabellar Tap Response
   h. Seizure Disorders
   i. Positive Romberg Sign
   j. Muscular Dystrophy
   k. Kernig's Sign
   l. Transient Ischemic Attack
   m. Multiple Sclerosis
   n. Nystagmus

13. Record the complete neurological examination

The Complete Screening Examination
The student will be able to successfully conduct and document a full head-to-toe screening examination of the adult patient and appropriately record the results of a normal examination.

**Pediatric History and Physical**
The student will be able to successfully:

- Contrast the pediatric and adult medical history
- Discuss the principles of evaluating child development including physical/motor, cognitive/language and social/emotional milestones.
- Demonstrate proper examination techniques and documentation for newborns, infants, children and adolescents.

**Clinical Scenarios**
Describe the Problem Oriented Medical Record (POMR) and typical components.

The Focused Physical Examination
- Identify the pertinent examination components for a specific patient presentation
- Accurately perform the focused examination in proper sequence
- Identify important physical examination findings relative to the patient presentation
- Appropriately record the focused physical examination findings

Generate and justify a basic differential diagnosis for specific patient presentations.

**Physical Diagnosis Laboratory**
Physical Diagnosis laboratory sessions correlate with the lectures and focus on examination techniques.

In addition to the above learning objectives, the student is expected to:
- Position the patient properly and enlist his/her cooperation during the examination
- Position him/herself properly in relation to the patient
- Drape the patient properly to assure privacy
- Explain procedures to the patient before performing them
- Handle the patient gently and professionally
- Utilize the proper sequence of inspection, auscultation, percussion, and palpation for each of the body systems when performing the examination.

Utilize the following diagnostic instruments correctly:

**Stethoscope**
- Use the bell and diaphragm correctly
- Differentiate normal and abnormal heart and vascular sounds
- Differentiate normal and abnormal respiratory sounds
- Differentiate normal and abnormal abdominal sounds

**Sphygmomanometer**
- Obtain reproducible blood pressure readings in normal patients and in patients with hypo-and hypertension
- Perform and explain palpatory blood pressure
- Explain the significance of the auscultatory gap and how to identify it

**Ophthalmoscope**
- Use the instrument properly to visualize the cornea, anterior chamber and retina
- Identify and characterize the optic disc, macula, retinal vessels
- Identify and characterize abnormalities noted in the fundoscopic examination (i.e., papilledema, retinopathy)

**Otoscope**
- Use the instrument properly to identify the structures that compose the normal auditory canal and tympanic membrane
- Identify and characterize abnormalities associated with the findings of the otoscopic exam (i.e., Otitis)

**Tuning Fork (512 cps)**
- Utilize the instrument correctly in evaluation of hearing and types of conduction
- Use the instrument correctly to evaluate vibratory sense
- Differentiate between normal and abnormal findings

**Weekly Schedule**

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Topic</th>
<th>Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(2/2/17)</td>
<td>Examination of the Abdomen</td>
<td>Guide to Physical Examination: Chapter 10</td>
</tr>
<tr>
<td>2</td>
<td>(2/9/17)</td>
<td>Examination of the Peripheral Vascular System</td>
<td>Guide to Physical Examination: Chapter 14</td>
</tr>
<tr>
<td>3</td>
<td>(2/16/17)</td>
<td>Examination of the Breast &amp; Axilla</td>
<td>Guide to Physical Examination: Chapter 9</td>
</tr>
<tr>
<td>4</td>
<td>(2/23/17)</td>
<td>Examination of the Female Genitalia</td>
<td>Guide to Physical Examination: Chapter 12</td>
</tr>
<tr>
<td>5</td>
<td>(3/2/17)</td>
<td>Examination of the Male Genitalia</td>
<td>Guide to Physical Examination: Chapter 11</td>
</tr>
<tr>
<td>6</td>
<td>(3/9/17)</td>
<td>Examination of the Rectum, Anus, Prostate</td>
<td>Guide to Physical Examination: Chapter 13</td>
</tr>
<tr>
<td>7</td>
<td>(3/16/17)</td>
<td>Examination of the Musculoskeletal System, Part I</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Materials</td>
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</tr>
<tr>
<td>8</td>
<td>3/23/17</td>
<td>Examination of the Musculoskeletal System, Part II</td>
<td>Guide to Physical Examination: Chapter 15</td>
</tr>
<tr>
<td>9</td>
<td>3/6/17</td>
<td>Examination of the Nervous System, Part I</td>
<td>Guide to Physical Examination: Chapters 16, 17</td>
</tr>
<tr>
<td>10</td>
<td>4/13/17</td>
<td>Examination of the Nervous System, Part II</td>
<td>Guide to Physical Examination: Chapter 17</td>
</tr>
<tr>
<td>11</td>
<td>4/20/17</td>
<td>Comprehensive Physical Exam</td>
<td>Guide to Physical Examination: Chapter 1</td>
</tr>
<tr>
<td>12</td>
<td>4/27/17</td>
<td>Pediatric History and Physical: Chapter 18</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>5/4/17</td>
<td>Pediatric History and Physical: Chapter 18</td>
<td>Clinical Scenarios</td>
</tr>
<tr>
<td>14</td>
<td>5/11/17</td>
<td>Clinical Scenarios</td>
<td></td>
</tr>
</tbody>
</table>

**Laboratory Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2/2/17</td>
<td>Examination of the Abdomen</td>
<td>Stethoscope, Gown</td>
</tr>
<tr>
<td>2</td>
<td>2/9/17</td>
<td>Peripheral Vascular System</td>
<td>Stethoscope</td>
</tr>
<tr>
<td>3</td>
<td>2/16/17</td>
<td>Examination of the Breasts and Axillae</td>
<td>Please Note: weeks 4,5,&amp;6 are held simultaneously with students rotating each week</td>
</tr>
<tr>
<td>4</td>
<td>2/23/17</td>
<td>Examination of the Female Genitalia</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>3/2/17</td>
<td>Examination of the Male Genitalia, Anus, Rectum and Prostate</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>3/16/17</td>
<td>Examination of the Musculoskeletal System – Lower Extremity, Spine</td>
<td>Gown</td>
</tr>
<tr>
<td>8</td>
<td>3/23/17</td>
<td>Examination of the Nervous System, Part I</td>
<td>Gown</td>
</tr>
<tr>
<td>9</td>
<td>3/6/17</td>
<td>Examination of the Nervous System, Part II</td>
<td>Reflex hammer, Tuning forks, Otoscope, Ophthalmoscope Gown</td>
</tr>
<tr>
<td>10</td>
<td>4/13/17</td>
<td>Comprehensive Physical Exam/Review</td>
<td>Same as above (consider shorts)</td>
</tr>
<tr>
<td>11</td>
<td>4/20/17</td>
<td>Pediatric Physical Examination</td>
<td>Everything</td>
</tr>
<tr>
<td>12</td>
<td>4/27/17</td>
<td>Pediatric Physical Examination</td>
<td>Everything</td>
</tr>
</tbody>
</table>
Clinical Histories and Physicals
In addition to the Physical Diagnosis lab, students will be expected to perform 3 written History and Physical Examinations during the semester. These will be scheduled on Tuesday Mornings at 8:30 (NYHQ) or 9:15 (Woodhull OB clinic) or at Dr. Goldstein’s office.

Please note: Now that you have had a semester to practice, we will be asking you to go a bit deeper with your Hospital H&Ps. This semester, in addition to making sure you complete the checklist of items, you will also need to pay attention to the following:

- First, at the end of each H&P you will be required to list your differential diagnosis and any other questions/examinations you realize you should have asked/performed to rule the diagnoses in or out. For help doing that, consult the end of each system chapter in Bates, DeGowin and DeGowin, or Current Medical Diagnosis and Treatment. Other resources that may be helpful are eMedicine’s differential diagnosis page http://www.emedicine.com/diagnosis.shtml or see also books listed below.
- Second, this semester, part of your Hospital History and Physical Grades will be based on the H&P rubric (posted on BlackBoard) As the rubric demonstrates, you will also be evaluated for the completeness, logical flow, and quality of the thinking and writing of your HPIs (please note that your H&Ps count for a slightly higher percentage of your total grade this semester).

Grading Criteria

Lecture Examination I 25%
Lecture Examination II 25%
Laboratory Examination I 10%
Laboratory Examination II 10%
Laboratory Examination III 15%
Written History and Physical Examinations 15%

Additional Information
Additional physician assistant program academic regulations; progression and retention criteria; letter grade computation; examination review policies; grade
appeal and grievance information; advisement policies; and rules of conduct are contained in the (Year) Physician Assistant Student Handbook.

**Required Textbooks/Resources**


**Required Equipment**

*Otoscope, Ophthalmoscope, Stethoscope, Tuning Fork (512 cps – will need a 128cps fork next semester if you can get a deal on the pair), Sphygmomanometer, Pocket Rosenbaum Eye Chart, 6-inch ruler with centimeters, watch with second hand/digital with seconds display, Patient gown*

**Suggested References/Resources**


**Policy on Students with Disabilities**

Students with a disability are encouraged to see the professor about accommodations during the first week of class so that you have the necessary tools to succeed in this course.

**CUNY Policy on Academic Integrity**

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Definitions and Examples of Academic Dishonesty:

**Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
- Submitting someone else’s work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

**Plagiarism** is the act of presenting another person’s ideas, research or writings as your own. Examples of plagiarism include:
- Copying another person’s actual words or images without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or “cutting & pasting” from various sources without proper attribution.

**Obtaining Unfair Advantage** is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include:
- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student’s work.

**Falsification of Records and Official Documents**
Examples of falsification include:
- Forging signatures of authorization; falsifying information on an official academic record; falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

### COURSE SYLLABUS

<table>
<thead>
<tr>
<th><strong>Course Number</strong></th>
<th>HSPA 524</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Name</strong></td>
<td>Pathophysiology</td>
</tr>
<tr>
<td><strong>Prerequisite(s)</strong></td>
<td>All prerequisites required for admission to the PA program and official acceptance into the program.</td>
</tr>
<tr>
<td><strong>Instructor</strong></td>
<td>TBD</td>
</tr>
<tr>
<td><strong>Office Location:</strong></td>
<td>112 SC</td>
</tr>
<tr>
<td><strong>Office Hours:</strong></td>
<td>Open-Door Policy or by appointment</td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td>(718) 262-xxxx</td>
</tr>
<tr>
<td><strong>E-mail:</strong></td>
<td><a href="mailto:sample@york.cuny.edu">sample@york.cuny.edu</a></td>
</tr>
</tbody>
</table>
Course Description
45 Hours, 3 Credits (3 Hours Lecture)
Introduction to the study of pathophysiology and serves as a foundation for the clinical medicine courses. Students are expected to apply their knowledge of anatomy and clinical physiology. Subject matter covered will include select clinical correlations each lecture.

Course Purpose
This course expands upon the preceding semester’s physiology course to focus upon disordered function of body systems. Normal function is reviewed in the context of specific pathological changes.

Instructional Methods
Reading assignments in various texts accessible via the York College library website, classroom lectures, and supplemental presentations using educational animations and/or educational videos will be utilized. Case-based in-class exercises.

Topic Outline

1. General Concepts
   Introduction to Pathophysiology, Cellular Adaptation, Cellular Injury, Cellular Death, Aging and Life Span, Alterations in Fluid and Electrolyte Balance, Acid-Base Imbalance
   Clinical Topics: Cystic Fibrosis, Thyroid Hormone Regulation, Rigor Mortis

2. Genetics
   Genetics of Common Diseases, Genetic Testing, Basis of Gene Therapy
   Clinical Topics: Down Syndrome, Current Topics

3. Cancer
   Carcinogenesis, Tumor Invasion and Metastasis, Genetics of Cancer, Environmental-Lifestyle Factors
   Clinical Topics: Cancer Epidemiology, Brain Cancer

4. Infectious Disease, Immunity/Allergy, Stress and Disease
   Pathophysiology of Infectious Disease, Clinical Manifestations of Infectious Disease, Vaccination, Allergic Disorders, Immune Deficiencies, Stress Response
Clinical Topics: Acquired Immune Deficiency Syndrome, Autoimmune Disease

5. Nervous System Pathophysiology
   Central Nervous System Disorders, Infection and Inflammation, Peripheral Nervous System and Neuromuscular Junction Disorders, Psychiatric Pathophysiology, Physiology of Pain
   Clinical Topics: Parkinson's Disease, Dementia, Stroke

6. Endocrine Pathophysiology
   Alterations of Endocrine Control of Hypothalamic-Pituitary, Thyroid, Parathyroid, Endocrine Pancreas and Adrenal Function
   Clinical Topics: Thyroid Disease, Adrenocortical Disease

7. Reproductive Pathophysiology
   Alterations of Sexual Maturation, Infection and Inflammation, Sexual Dysfunction, Disorders of Male Reproductive System, Disorders of the Female Reproductive System,
   Clinical Topics: Amenorrhea, Benign Prostatic Hyperplasia

8. Cardiovascular System Pathophysiology
   Coronary Artery Disease, Arrhythmias, Embolism, Disorders of the Pericardium, Cardiomyopathies, Endocarditis, Heart Failure, Dyslipidemia, Thromboembolism, Myocardial Infarction, Hypertension, Congestive Heart Failure.

9. Pulmonary System Pathophysiology
   Pulmonary Edema, COPD, Acute Respiratory Distress Syndrome, Infections, Pulmonary Vascular Disease.
   Clinical Topics: Pulmonary Edema, Emphysema

10. Renal and Urologic System Pathophysiology
   Urinary Tract Obstruction, Infection, Glomerulopathies, Nephrotic Syndrome, Renal Failure

11. Gastrointestinal System Pathophysiology
   Peptic Ulcer Disease, Liver Disorders, Disorders of Gallbladder, Inflammatory Bowel Disease.

12. Hematologic and Integumentary System Pathophysiology
   Hematologic: Anemias, Polycythemia, Lymphadenopathy, Leukemias, Lymphomas, Alterations of Platelets and Coagulation
   Integumentary: Papulosquamous, Vesiculobullous, and Vascular Disorders; Cancer
13. Musculoskeletal System Pathophysiology
   Compartment Syndrome, Injuries, Bone Disorders, Skeletal Muscle Disorders, Muscle Tumors

14. Multi-System, Nutritional and Trauma Pathophysiology
   Shock, Obesity and Burns

**Learning Objectives**
Upon completion of this course, the student should be able to:

1. General Concepts
   - Identify alterations in cellular function
   - Describe the sequence of cellular events preceding cell death.
   - Compare the three common mechanisms of cellular injury: hypoxic injury, free radicals and chemical injury.
   - Describe the four major types of necrosis and give examples of the tissue types affected by each
   - Discuss the theories regarding cellular mechanisms of normal aging.
   - Identify the clinical manifestations of somatic death.

2. Genetics
   - Describe common genetic malformations.
   - Understand the indications, limitations and implications of genetic testing.
   - Describe current modalities and uses of gene therapy.
   - Role-play counseling of patients with multifactorial disorders

3. Cancer
   - Use tumor classification and nomenclature to describe specific cancer presentations
   - Describe abnormalities in cell transformation, differentiation and metabolism
   - Explain the role of oncogenes and tumor suppressor genes
   - Identify six main types of genetic lesions in cancer
   - Relate the epidemiology of cancer to lifestyle and environmental factors
   - Apply general principles of cancer pathophysiology to clinical brain cancer scenarios

4. Infectious Disease, Immunity/Allergy, Stress and Disease
   - Describe emerging infections and their pathogenesis
   - Classify major categories of infectious agents by mechanism of infection
   - Compare and contrast clinical manifestations of major categories of pathogens
Identify the characteristics of hypersensitivity reactions
Relate presenting signs and symptoms of immune deficiencies to underlying pathology
List disorders related to abnormal stress responses
Draw the life cycle and possible sites of therapeutic intervention for the HIV virus

5. Nervous System Pathophysiology
   Explain neuroendocrine and neurochemical dysregulation etiologies
   Understand the pathophysiologic basis of Parkinson's Disease
   Describe the anatomical and related functional deficits in Alzheimer Disease
   Identify cerebrovascular dysregulation in cerebrovascular disease
   Describe clinical manifestations of infectious central nervous system disorders
   List the major peripheral nervous system disorders
   Diagram the pathophysiologic basis of myasthenia gravis
   Compare and contrast neurotransmitter deficits in psychiatric disorders

6. Endocrine Pathophysiology
   Discuss the mechanics of thyroid gland malfunction
   Discuss the etiology and pathophysiology of diabetes mellitus
   Diagram the sequence of events leading to diabetic neuropathy, retinopathy and nephropathy
   Compare and contrast the clinical syndromes associated with adrenocortical overfunction and underfunction

7. Reproductive Pathophysiology
   List the types of diagnostic tests used to evaluate structure and function of the reproductive systems.
   Describe the alterations in menstruation and relate them to alterations in hormonal balance or secretion.
   Describe the common impairments to normal male reproductive function.
   Compare and contrast major characteristics of benign and malignant breast masses
   Explain the role of hormones upon benign prostatic hyperplasia and prostate cancer

8. Cardiovascular Pathophysiology
   Sketch the sequence of atherosclerotic changes.
   Describe alterations in vascular flow, including thrombi, emboli, traumatic injury, and aneurysms.
Discuss hypotension and hypertension with regards to physiologic alterations, etiology and manifestations.
Trace the progression of atherosclerotic heart disease from risk factor identification through acute myocardial infarction.
Define “dyslipidemia” and the effect on cardiovascular risk.
Describe the cardiomyopathies with regards to clinical manifestations and physiological changes.
Compare and contrast right and left heart failure, including etiology, clinical manifestations and treatment.
Diagram the functional anatomy of the excitatory and conductive systems of the heart.

   Discuss the various disorders defined as the accumulation of air, fluid, or blood in the pleural space.
   Describe common consequences of the obstructive pulmonary diseases.
   Describe the cellular changes, clinical manifestations, treatments and complications of pulmonary embolus.

10. Renal Pathophysiology
    List the microscopic urinalysis findings indicative of renal dysfunction.
    Identify the causes of glomerulonephritis and the resulting changes in glomerular structure and function.
    Diagram the pathophysiology of nephrotic syndrome from causation through complications.
    Differentiate among prerenal, intrarenal, and postrenal causes of acute renal failure.
    Discuss the clinical manifestations, treatment options, and complications of acute renal failure.
    Diagram the cellular abnormalities and clinical manifestations of chronic renal failure.

11. Gastrointestinal Pathophysiology
    Explain changes in structure and function that lead to diarrhea, constipation, and abdominal pain.
    Describe gastritis with regard to etiology, cellular changes, and clinical manifestations.
    Compare and contrast the three types of peptic ulcers: duodenal, gastric, and stress ulcers.
    Describe the similarities and differences between ulcerative colitis and Crohn disease.
    Define: portal hypertension, ascites, hepatic encephalopathy, jaundice, and hepatorenal syndrome.
Describe cirrhosis, with regards to etiology, cellular changes and prognosis. Discuss the similarities and differences between acute and chronic pancreatitis.

12 Hematologic and Integumentary System Pathophysiology
Sketch the pathophysiologic mechanisms underlying the clinical manifestations of the various anemias. Define polycythemia vera and the clinical manifestations related to the increased viscosity and volume of blood. Infer the significance of a left shift in the leukocyte differential. Diagram the various classifications of leukemia according to cell type, count and clinical manifestations. Identify types of thrombocytopenia. Compare and contrast the various forms of dermatitis. Describe the development of pressure ulcers, with attention to the risk factors for development. Compare and contrast acne vulgaris and acne rosacea. Describe the skin lesions produced by the following infectious agents: Streptococcus, Staphylococcus, herpesvirus, papillomavirus, tinea, and candidiasis. Discuss the similarities and differences among seborrheic keratosis, keratoacanthoma, and actinic keratosis. Describe the cancers of the skin, with regards to risk factors, clinical manifestations, and treatments.

13. Musculoskeletal System Pathophysiology
Understand the pathophysiological basis of myopathies, and myositis. Diagram the sequence of events leading to compartment syndrome. Describe the cellular pathology of the muscular dystrophies. Compare and contrast the various types of bone fractures. Describe the disordered homeostasis in osteoporosis. Classify the various types of muscle and bone tumors by histology.

14. Multi-System, Nutritional and Trauma Pathophysiology
Compare and contrast cardiogenic, neurogenic and hypovolemic shock. Define septic shock and factors that would lead to multiple organ dysfunction. Define obesity and identify the hormones and neuropeptides influencing appetite. List and explain the major clinical complications of obesity. Classify burns according to types and extent.
Construct a flowchart of cellular and clinical manifestations of a severe burn injury

**Lecture and Examination Schedule**

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topic</th>
<th>Reading: McCance Unit</th>
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<tbody>
<tr>
<td>1 (2/2/17)</td>
<td>General Concepts</td>
<td>1</td>
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<tr>
<td>2 (2/9/17)</td>
<td>Genetics</td>
<td>2</td>
</tr>
<tr>
<td>3 (2/16/17)</td>
<td>Cancer</td>
<td>4</td>
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<tr>
<td>4 (2/23/17)</td>
<td>Infectious Disease, Immunity/Allergy and Stress</td>
<td>3 Examination</td>
</tr>
<tr>
<td>5 (3/2/17)</td>
<td>Nervous System</td>
<td>5</td>
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<tr>
<td>6 (3/9/17)</td>
<td>Endocrine</td>
<td>6</td>
</tr>
<tr>
<td>7 (3/16/17)</td>
<td>Reproductive</td>
<td>7 Examination</td>
</tr>
<tr>
<td>8 (3/23/17)</td>
<td>Cardiovascular</td>
<td>9</td>
</tr>
<tr>
<td>9 (3/6/17)</td>
<td>Pulmonary</td>
<td>10</td>
</tr>
<tr>
<td>10 (4/13/17)</td>
<td>Renal</td>
<td>11 Examination</td>
</tr>
<tr>
<td>11 (4/20/17)</td>
<td>Gastrointestinal</td>
<td>12</td>
</tr>
<tr>
<td>12 (4/27/17)</td>
<td>Hematologic and Integumentary</td>
<td>8 &amp; 14</td>
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<tr>
<td>13 (5/4/17)</td>
<td>Musculoskeletal</td>
<td>13 Examination</td>
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<tr>
<td>14 (5/11/17)</td>
<td>Multisystem, Nutritional and Trauma</td>
<td>15</td>
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<tr>
<td>15 TBD</td>
<td>Final Examination</td>
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</tbody>
</table>

**Grading Criteria**

Exam 1          20%
Exam 2          20%
Exam 3          20%
Exam 4          20%
Final Exam      20%
All examinations are multiple choice type examinations. The Final Examination is cumulative. The passing grade is 70%. Make-up examinations are not offered for the first four examinations. A make-up examination will be offered for a cumulative grade below 70% or in the case of failure of the final examination. The highest course grade possible for students taking a make-up examination is 70%.

**Required Textbooks/Resources**
as assigned, including (but not limited to):
Ganong’s Review of Medical Physiology, 24e
Pathophysiology of Disease, 6E


**Policy on Students with Disabilities:** Students with a disability are encouraged to see the professor about accommodations during the first week of class so that you have the necessary tools to succeed in this course.

**CUNY POLICY ON ACADEMIC INTEGRITY**
Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Definitions and Examples of Academic Dishonesty
**Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include:
- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
Plagiarism is the act of presenting another person’s ideas, research or writings as your own. Examples of plagiarism include:

- Copying another person’s actual words or images without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or “cutting & pasting” from various sources without proper attribution.

Obtaining Unfair Advantage is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student’s work.

Falsification of Records and Official Documents

Examples of falsification include:

- Forging signatures of authorization; falsifying information on an official academic record; falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

COURSE SYLLABUS

Course Number: HPPA 526
Course Name: Pediatrics

Prerequisite(s): All prerequisites required for admission to the PA program and official acceptance into the program.

Instructor: TBD
Office Location: 112 SC
Office Hours: Open-Door Policy or by appointment
Phone: (718) 262-xxxx
E-mail: sample@york.cuny.edu

Course Description
2 Credits, 30 Hours (2 Hours Lecture)
Foundations of pediatric medicine from birth through adolescence including the well-child examination; preventive healthcare; routine screening; and recognition
and management of common pediatric conditions. Special emphasis will be placed on Physician Assistant practice in an urban setting.

**Course Purpose**
This course serves as an introduction to the pediatric clinical rotation and consolidates and expands upon pediatric topics initially presented in other coursework, such as the pediatric examination in the Physical Diagnosis II course.

**Instructional Methods**
Lectures, computer laboratory sessions, programmed learning, and an on-line component delivered through the Blackboard learning management system.

**Topical Outline**

- Pediatric Examination Review
- The Well Child Visit
- Normal/Abnormal Childhood Development
- Health Maintenance
- The Newborn Infant
- Congenital Anomalies
- Pediatric Pulmonary Disease/Disorders
- Child Abuse
- Sudden Infant Death Syndrome
- Lead Poisoning
- Pediatric HIV Disease
- Pediatric Urinary Tract Disease/Disorders
- Pediatric Cardiovascular Disease/Disorders
- Pediatric Neurological Disease/Disorders
- Pediatric Hematologic Disease/Disorders
- Pediatric Gastrointestinal Disease/Disorders
- Viral Exanthems/Viral Illnesses
- Common Childhood Malignancies

**Learning Objectives**
Upon completion of this course, the student will be able to:
1. Define the key elements of the normal pediatric physical examination including but not limited to the neonate, the toddler, the child, and the adolescent.
2. Explain the key elements of the well child visit including immunization schedules and milestones.
3. Identify the common congenital anomalies, and pediatric developmental disorders, and differentiate normal growth and development from abnormal.
4. Summarize the diagnosis and management of pediatric cardiovascular disease.
5. Discuss the recognition and management of child abuse.
6. Summarize the diagnosis and management of pediatric neurological disease.
7. Differentiate the cyanotic and acyanotic cardiac anomalies, and their management.
8. Review the diagnosis and management of pediatric pulmonary disorders, including asthma, Sudden Infant Death Syndrome (SIDS), and Cystic Fibrosis (CF).
9. Explain the diagnosis and management of lead poisoning.
10. Discuss the diagnosis and management of HIV in the pediatric population.
11. Summarize the diagnosis and management of pediatric gastrointestinal disease.
12. Summarize the diagnosis and management of pediatric hematological disease.
13. Differentiate the various childhood exanthems, including but not limited to varicella, roseola, erythema infantum, measles, mumps, rubella, and fifth's disease, and discuss their management.
14. Perform a complete history & physical exam appropriate for a pediatric patient.

Lecture Schedule

<table>
<thead>
<tr>
<th>WEEK #</th>
<th>TOPIC / READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (2/2/17)</td>
<td>Course Introduction; Newborn H &amp; P; Pediatric H &amp; P Ch. 1, 3</td>
</tr>
<tr>
<td>2 (2/9/17)</td>
<td>Nutrition and growth; Health maintenance; Adolescent H &amp; P Ch. 8, 10</td>
</tr>
<tr>
<td>3 (2/16/17)</td>
<td>Viral infections &amp; exanthems; Immunizations Ch. 9, 36, 37</td>
</tr>
<tr>
<td>4 (2/23/17)</td>
<td>Evaluation of fever; congenital infections; Common bacterial infections Ch. 38</td>
</tr>
<tr>
<td>5 (3/2/17)</td>
<td>Hemoglobinopathies; Evaluation of anemia; Evaluation of bleeding; Thrombotic disorders Ch. 27, 28</td>
</tr>
</tbody>
</table>
### Grading Criteria

- Midterm Exam: 40%
- Midterm Assignment: 10%
- Final Exam: 40%
- Final Assignment: 10%

### Required Textbooks/Resources


### Suggested References / Resources


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- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
- Submitting someone else’s work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

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COURSE SYLLABUS

Course Number  HPPA 528
Course Name  Clinical Medicine I
Prerequisite(s)  All prerequisites required for admission to the PA program and official acceptance into the program.
Instructor  TBD
Office Location: 112 SC
Office Hours: Open-Door Policy or by appointment
Phone: (718) 262-xxxx
E-mail: sample@york.cuny.edu

Course Description
3 Credits; 90 Hours (3 Hours lecture, 3 Hours Recitation)
First of a three-course sequence designed to familiarize the student with various internal medicine problems. Foundations in hematology/oncology, endocrinology, pulmonology, cardiology and dermatology for Physician Assistant clinical practice. Includes brief overviews of the pertinent anatomy and physiology. Each disease entity is considered in terms of etiology, pathophysiology, clinical presentation, diagnostics, patient education, treatment and referral.

Course Purpose
This course serves as a traditional systems-based introduction to clinical internal medicine courses and provides the foundation for the adult medicine clinical rotations.

Instructional Methods
Lectures, group discussions regarding case scenarios, reading assignments.

Topic Outline
First of a two-course sequence designed to familiarize the student with various internal medicine problems. Foundations in hematology/oncology, endocrinology, pulmonology, cardiology and dermatology for Physician Assistant clinical practice. Includes brief overviews of the pertinent anatomy and physiology. Each disease entity is considered in terms of etiology, pathophysiology, clinical presentation, diagnostics, patient education, treatment and referral.
Hematology/Oncology
Anatomy/Physiology Review
Diagnostic Considerations
Disorders: Anemia, Polycythemia,
Endocrinology
Anatomy/Physiology Review
Diagnostic Considerations
Disorders:
Pulmonology
Anatomy/Physiology Review
Diagnostic Considerations
Disorders:
Cardiology
Anatomy/Physiology Review
Diagnostic Considerations
Disorders:
Dermatology
Anatomy/Physiology Review
Diagnostic Considerations
Disorders:

Course Objectives
Hematology/Oncology
Anatomy and Physiology Review
Students will be able to:
A. Summarize the origin and development of the hematopoietic cell lines
B. Name the coagulation factors and describe the coagulation system
C. Explain the concept of blood groups and list the blood components used in blood banking
D. Interpret the various cells on a blood smear and identify the normal CBC
E. Describe the normal function and basic pathology of the spleen
F. Outline hemostatic mechanisms

Hematology/Oncology Diagnosis
Students will be able to:
A. Choose the historical points and pertinent focused physical examination in regards to diagnosis of hematologic and oncology disorders.
B. Differentiate the indication and interpretation of the following tests:
   Red Blood Cell Count
   Red Blood Cell Indices
   White Blood Cell Count
   White Blood Cell Differential
   Platelet Count
   Hemoglobin Electrophoresis
   Bone Marrow Biopsy

Hematology/Oncology Disorders
Students will be able to describe each of the following Hematologic/Oncology disorders in terms of: etiology, pathophysiology, clinical presentation, diagnostics, patient education, and treatment

A. Anemias
   Iron Deficiency Anemia
   Megaloblastic Anemias
   Hypoplastic Anemias
   Hemolytic Anemias

B. Polycythemia

C. Hemoglobinopathies
   Sickle cell disease
   Thalassemia syndromes
   Other Hemoglobinopathies

D. White blood cells disorders
   Neutropenia
   Neutrophilia
   Eosinophilia

C. Aplastic Anemias

D. Coagulation Deficiencies

E. Thrombotic Disorders

F. Oncology
   Outline the concepts and general principles of chemotherapy and bone marrow transplants
   Describe the leukemias, lymphomas, and histiocytosis

Endocrinology

Anatomy and Physiology Review
Students will be able to:
   A. Summarize the anatomy of the hypothalamus and endocrine organs
   B. Summarize the functions of the pituitary, thyroid, adrenal, parathyroid glands and pancreas

Endocrinology Diagnostic Evaluation
Students will be able to:
   A. Explain the significance and pathophysiologic basis of common signs and symptoms of endocrine disorders, such as (but not limited to) weight change, electrolyte imbalances, gynecomastia and galactorrhea.
   B. Differentiate the indications and interpretation of:
      Thyroid function tests
      Hormone assays
      Electrolyte studies
      Hemoglobin A1C
      Glucose tolerance test

Endocrine Disorders
Students will be able to describe each of the following endocrine disorders in terms of: etiology, pathophysiology, clinical presentation, diagnostics, patient education, and treatment
A. Hypothalamic/Pituitary Disease
   Hypopituitarism
   Diabetes Insipidus
   Acromegaly and Gigantism
   Hyperprolactinemia
B. Thyroid Disease
   Thyroid Nodules
   Thyroid Cancer
   Hypothyroidism and Myxedema
   Hyperthyroidism
   Thyroiditis
C. Parathyroid Disease
D. Diabetes Mellitus
E. Osteitis Deformans
F. Adrenal Cortex Disease
   Addison’s Disease
   Cushing’s Syndrome
   Hyperaldosteronism
   Pheochromocytoma
G. Testicular Tumors
H. Multiple Endocrine Neoplasia

**Cardiology**
Anatomy and Physiology Review
Students will be able to:
A. Identify the normal anatomy and position of the heart, identify points for auscultation
B. Identify and describe the function of: coronary anatomy and myocardial circulation, the muscular structure of the heart, the structure and function of the four chambers and valves, extrinsic innervation and response to catecholamines, the conducting system
C. Outline the complete cardiac cycle in terms of: electrical events, myocardial contractions, pressures and valve timing.
D. Outline the effect of valve lesions, myocardial failure, and other pathologic states on the cardiac cycle.

Cardiac Evaluation
Students will be able to:
A. Describe the significance and pathophysiologic basis of common signs and symptoms of cardiac disease
B. Describe the significance of physical findings on the general and cardiac examination
C. Describe the diagnosis of cardiac disease in terms of etiology, anatomy(congenital, acquired), physiology (disturbed rhythm and conduction, disturbed contractility) and function - NYHA classification
D. Describe the indications and principles of the following diagnostic tests:
   1. ECG, Holter monitor
   2. Chest X-ray
   3. Echocardiogram
   4. Stress Tests
   5. Nuclear Cardiography
   6. Cardiac Catheterization
Cardiac Disorders

*Students will be able to differentiate each of the following cardiac disorders in terms of: etiology, pathophysiology, clinical presentation, diagnostics, patient education, treatment and referral*

A. Congestive Heart Failure  
B. Congenital Heart Disease (overview)  
C. Valvular Heart Disease  
   - mitral valve disease  
   - aortic valve disease  
   - tricuspid valve disease  
D. Ischemic Heart Disease  
   - ischemic syndromes  
   - acute myocardial infarction  
E. Arrhythmias/Conduction Disturbances  
   - supraventricular  
   - ventricular  
   - heart block  
   - antiarrhythmics  
   - pacemakers  
   - syncope  
F. Hypertension  
G. Hyperlipidemia  
H. Pericardial/Myocardial/Endocardial Disease  
I. Pulmonary Hypertension

Pulmonary Medicine

Anatomy and Physiology Review
Students will be able to:

A. Identify the normal anatomy and position of the lungs, identify points for auscultation  
B. Explain lung volumes and capacities and their measurement  
C. Outline the following aspects of pulmonary function: gas exchange and transport, oxygen-hemoglobin dissociation.  
D. Outline the various factors involved in the regulation of respiration.

Pulmonary Evaluation

*Students will be able to:*

A. Describe the significance and pathophysiologic basis of common signs and symptoms of pulmonary disease  
B. Describe the significance of physical findings on the general and lung examination related to pulmonary disease  
C. Outline the indications for arterial blood gas sampling and interpret ABG results  
C. Outline the indications and interpretation of Pulmonary Function Testing
D. Outline the indications for and interpretation of Chest X-Ray, Computerized Tomography and Magnetic Resonance Imaging.

Pulmonary Disorders

Students will be able to describe each of the following pulmonary disorders in terms of: etiology, pathophysiology, clinical presentation, diagnostics, patient education, and treatment

A. Asthma
B. Chronic Obstructive Pulmonary Disease
   Chronic Bronchitis
   Emphysema
C. Cystic Fibrosis
D. Pulmonary Infections
   Pneumonia
   Community acquired, hospital acquired, anaerobic and lung abscess
   Tuberculosis
   Nontuberculous Mycobacteria
E. Pulmonary Neoplasms
   Bronchiogenic Carcinoma
   Bronchial Carcinoid
   Secondary Lung Cancer
   Mesothelioma
   Mediastinal Masses
E. Environmental and Occupational Lung Disorders
G. Pleural Effusion

Dermatology

Anatomy and Physiology Review

Students will be able to:
A. Describe and identify the gross and microscopic structure of the skin
B. List the physiologic functions of the skin
C. Outline the inflammatory response of the skin to injury and the healing process of the skin
D. Apply the information on the anatomy and physiology of the skin as a basis to understand the changes which occur in disease states.

Dermatologic Evaluation

Students will be able to:
A. Describe the morphology and description of primary, secondary, and tertiary skin lesions
B. Utilize correct terminology in accurately describing skin lesions to establish the diagnosis
C. Choose the relevant history elements in making the diagnosis of skin disorders
D. Describe a physical examination for skin disease
E. Explain the indications for and how to do a skin biopsy

Dermatologic Disorders

Students will be able to describe each of the following Dermatologic disorders in terms of: etiology, pathophysiology, clinical presentation, diagnostics, patient education, and treatment
A. Allergic disorders:
   Urticaria
   Allergic Vasculitis
   Erythema Multiforme
   Drug Reactions
   Erythema Nodosum
   Allergic Eczematous Contact Dermatitis
   Photoallergic Reactions

B. Dermatitis and Eczema
   Atopic Dermatitis
   Nummular Eczema
   Dyshidrotic Eczema
   Stasis Dermatitis
   Seborrheic Dermatitis
   Pityriasis Rosea
   Psoriasis
   Reiter's Syndrome
   Lichen Planus

C. Acne Vulgaris and Rosacea

D. Infections of the skin
   Bacterial
   Mycobacterial
   Viral
   Fungal

E. Sexually Transmitted Diseases
   Syphilis
   Granuloma Inguinale
   Lymphogranuloma Venereum
   Chancroid
   Herpes

F. Parasitic Infestations of the Skin
   Trichinosis
   Pinworm
   Creeping eruption (Hookworm)
   Coelenterate stings
   Fleas, mosquitoes, bedbugs, lice, spiders, mites, scabies
   Ticks and Lyme disease

G. Skin Manifestations of Systemic Disorders
   Lupus Erythematosus
   Progressive Systemic Sclerosis
   Sarcoid
   Granuloma annulare
   Necrobiosis lipoidica
   Rheumatoid nodules
   Pemphigus
   Bullous Pemphigoid
   Skin Manifestations of Metabolic Disorders
   Peutz-Jeghers syndrome
   Acanthosis Nigricans
Carcinoid Syndrome
Generalized Pruritis

H. Hair and Nail Diseases
   Alopecias
   Hirsuitism
   Onychomycosis

I. Pigmentation Disorders:
   Melasma
   Vitiligo
   Albinism

J. Benign Tumors
   Seborrheic keratosis
   Melanocytic and other nevi
   Dermatofibromas
   Hypertrophic scars and keloids
   Acrochordea (skin tags)
   Hemangiomas
   Sebaceous and pilar cysts
   Synovial cysts

K. Precancerous skin conditions
   actinic keratoses
   Bowen's disease
   Paget's disease
   Erythroplasia of Queyrat

L. Malignant Lesions
   basal cell carcinoma
   squamous cell carcinoma
   melanoma
   Kaposi's sarcoma
   cutaneous T-cell lymphoma
   B-cell lymphoma

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<tr>
<th>Week #</th>
<th>Topic</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hematology</td>
<td>2/XX/17</td>
</tr>
<tr>
<td>2</td>
<td>Hematology</td>
<td>2/XX/17</td>
</tr>
<tr>
<td>3</td>
<td>Endocrinology</td>
<td>2/XX/17</td>
</tr>
<tr>
<td></td>
<td>Hematology Examination</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Endocrinology</td>
<td>2/XX/17</td>
</tr>
<tr>
<td>5</td>
<td>Pulmonology</td>
<td>3/XX/17</td>
</tr>
<tr>
<td></td>
<td>Endocrinology Examination</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Pulmonology</td>
<td>3/XX/17</td>
</tr>
<tr>
<td>7</td>
<td>Pulmonology/Cardiology</td>
<td>3/XX/17</td>
</tr>
<tr>
<td>8</td>
<td>Cardiology</td>
<td>3/XX/17</td>
</tr>
<tr>
<td></td>
<td>Pulmonology Examination</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Cardiology</td>
<td>4/XX/17</td>
</tr>
<tr>
<td>10</td>
<td>Cardiology</td>
<td>4/XX/17</td>
</tr>
<tr>
<td>11</td>
<td>Cardiology</td>
<td>4/XX/17</td>
</tr>
</tbody>
</table>
Cardiology Examination I
12 Cardiology/Dermatology 4/XX/17
13 Dermatology 5/XX/17

Cardiology Examination II
14 Dermatology 12/XX/17
15 Examination Dermatology Examination

Grading Criteria
Exam One (Hematology) 15%
Exam Two (Endocrinology) 15%
Exam Three (Pulmonology) 20%
Exam Four & Five (Cardiology) 30% (15% Each)
Exam Six (Dermatology) 20%

Required Textbooks/Resources:
Current Medical Diagnosis and Treatment 2014, Papadakis, M.A., McPhee, S.J., & Rabow, M.W. 52nd Edition,

Lippincott, Williams, & Wilkins. ISBN: 0781734002

Step-up to Medicine, Agabegi, S.S., Agabegi, E.D. 3rd Edition,

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• Preparing answers or writing notes in a blue book (exam booklet) before an examination.
• Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
• Giving assistance to acts of academic misconduct/ dishonesty.
• Fabricating data (in whole or in part).
• Falsifying data (in whole or in part).
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• Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
• Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
• Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
• Intentionally obstructing or interfering with another student’s work.

**Falsification of Records and Official Documents**

Examples of falsification include:

• Forging signatures of authorization; falsifying information on an official academic record; falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

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**COURSE SYLLABUS**

**Course Number**  HPPA 530 H-WEB

**Course Name**  Evidence Based Medicine and Health Informatics

**Prerequisite(s)**  All prerequisites required for admission to the PA program and official acceptance into the program.

**Instructor**  TBD
Office Location: 112 SC
Office Hours: Open-Door Policy or by appointment
Phone: (718) 262-xxxx
E-mail: sample@york.cuny.edu

**Course Description**

2 Credits, 30 Hours (Hybrid) Introduction to principles of evidence based medicine (EBM) and its application to clinical practice. Topics will include formulation of a medical question, implementation of a search, evaluation of potential sources of evidence and application of search results to clinical practice. Theoretical and practical aspects of processing, utilization and communication of the medical literature as it relates to use of electronic health records, medical coding and billing, use of medical calculators, and shared decision making. This course may be offered in a face-to-face or online hybrid format.
Course Objectives – [PLEASE NOTE: In addition to these course objectives, each topic will have specific learning objectives posted on BlackBoard for which you are responsible]

Upon completion of this course, the student will be able to:

- Discuss the principles of measurement employed in clinical studies:
- Explain the types of studies commonly used in clinical practice and the role each type plays in medical decision making
- Demonstrate the ability to evaluate the reliability and relevance of a study to patient care and decision making
- Construct and perform a PICO (Patient/Intervention/Comparison/Outcome) search of the medical literature for a clinical question
- Discuss the use of medical informatics in patient care, public health, and research data collection
- Conduct a simulated discussion with a patient utilizing shared decision making tools
- Create a Critically Appraised Topic (CAT) for a clinical question

Course Overview
This class is a hybrid class. There will be some sessions on campus in the classroom and others that can be completed online. In both cases there will be mini-lectures, quizzes, and exercises that must be completed. There will be a midterm and final examination that will emphasize content areas covered. In addition there will be two PICO Search Sets (See the handout – Formulating a PICO search) and a Critically Appraised Topic (CAT) assignment. The CAT assignment will become part of the ePortfolio which you will be building throughout the program.

Class Schedule

<table>
<thead>
<tr>
<th>Session #</th>
<th>Topic</th>
<th>Preparation/Resources</th>
<th>Assignments Due &amp; Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In Class</td>
<td>Forming and testing a hypothesis The null hypothesis Methods of measurement</td>
<td>Quiz at beginning of class on the readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medical Statistics Made Easy – p.1-27 Henley - Understanding the Risks of Medical Interventions</td>
<td>Quiz at beginning of class on the readings</td>
</tr>
<tr>
<td>2</td>
<td>In Class</td>
<td>How studies are designed and evaluated. Diagramming studies</td>
<td>Quiz at beginning of class on the readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NIH - Understanding Clinical Trials Graphic Representation of Study Designs</td>
<td>Quiz at beginning of class on the readings</td>
</tr>
<tr>
<td>3</td>
<td>In Class</td>
<td>The PICO question – formulation and implementation of a search</td>
<td>Quiz at beginning of class on the readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EBP tutorial from UNC Ebling Library PICO explanation</td>
<td>Quiz at beginning of class on the readings</td>
</tr>
<tr>
<td>4</td>
<td>WEB</td>
<td>PICO Search Set #1 – Pub Med Searches</td>
<td>See Online Units Below</td>
</tr>
<tr>
<td></td>
<td></td>
<td>See Online Units Below</td>
<td>See Online Units Below</td>
</tr>
<tr>
<td>5</td>
<td>Use of pre-appraised sources in medical practice Practice Guidelines</td>
<td>Ebling library – Finding the Evidence Understanding Pre Appraised Sources Practice Guidelines 2014 (available via Access Medicine)</td>
<td>Quiz at beginning of class on the readings</td>
</tr>
<tr>
<td>Week</td>
<td>Type</td>
<td>Topic</td>
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<tr>
<td>6</td>
<td>WEB</td>
<td>PICO Search Set #2 – Use of the Cochrane Reviews, Trip Database, and other sources</td>
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<td></td>
<td></td>
<td>See Online Units below</td>
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<td></td>
<td></td>
<td>See Online Units below</td>
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<tr>
<td>7</td>
<td>In Class</td>
<td>Introduction to Health Informatics tools in patient care – Electronic Health Records, Medical Calculators, Electronic Prescribing</td>
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<td></td>
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<td>Midterm Exam</td>
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<tr>
<td>8</td>
<td>WEB</td>
<td>Introduction to Critically Appraised Topics (CATs). Developing the question and search strategy</td>
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<tr>
<td></td>
<td></td>
<td>See Online Units below</td>
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<tr>
<td></td>
<td></td>
<td>See Online Units below</td>
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<tr>
<td>9</td>
<td>In Class</td>
<td>Diagnostic and Procedural Coding Telehealth and Mobile devices in health care</td>
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<td></td>
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<td>Understanding ICD-10-CM A Worktext Chap 2-5</td>
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<td></td>
<td></td>
<td>Diagnostic and Procedural Coding Exercises Assignment Due before class Wk 11</td>
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<tr>
<td>10</td>
<td>WEB</td>
<td>Public Health Informatics – Disease Surveillance, Health Information Exchanges</td>
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<td>See Online Units below</td>
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<td></td>
<td></td>
<td>See Online Units below</td>
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<tr>
<td>11</td>
<td></td>
<td>Using the evidence in patient education and counseling. Shared Decision Making using EBM</td>
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<td></td>
<td></td>
<td>Complete the tools listed on the left using the patient data provided in the handout. Come to class prepared to role—play a conversation utilizing each tool.</td>
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</tr>
<tr>
<td>12</td>
<td>In Class</td>
<td>Workshop on CAT development – Appraising the Topic and writing the CAT</td>
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<td></td>
<td></td>
<td>See readings for Week 8 and handouts with templates</td>
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<td></td>
<td></td>
<td>Submit draft of CAT before class wk. 13</td>
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<tr>
<td>13</td>
<td>WEB</td>
<td>Legal and ethical issues in health informatics</td>
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<td></td>
<td>See Online Units below</td>
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<tr>
<td></td>
<td></td>
<td>See Online Units below</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>In Class</td>
<td>Presentations and Peer- Critique of Systematic Reviews</td>
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<td></td>
<td>Review the rubric posted for evaluation of the CAT assignment</td>
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<tr>
<td></td>
<td></td>
<td>Working draft of CAT – bring to class</td>
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<tr>
<td>15</td>
<td>Final Exam</td>
<td>Final Draft of CAT due</td>
<td></td>
</tr>
</tbody>
</table>

**Online Units**
Each online unit consists of two sections:
A. Study and Learning Activities
B. Assignments and Discussions

Week 4 – PICO Search Set #1 – Pub Med
A. Study and Learning Activities – Pub Med Tutorials
   - Introduction
   - Building the Search
   - Managing the Results
   - Saving the Search
B. Assignments and Discussions
   - Construct a PICO search and perform the search on Pub Med for each of the scenarios in PICO Search Set #1
   - Post the PICO questions and search set results on BlackBoard by 2/17/16
   - Critique at least 2 of your classmate’s posts using the rubric posted on BlackBoard by 2/19/16

Week 6 – PICO Search Set #2 – Cochrane Reviews, TripDatabase, Up-to-Date
A. Study and Learning Activities
   - Cochrane Library Reference Guide -
   - How to Use Trip (database) http://www.tripdatabase.com/how-to-use-trip
   - Up-to-Date – Conducting a Search http://www.uptodate.com/home/help-demo
B. Assignments and Discussions
   - Construct a PICO search and perform the search for one of the suggested topics in each of the three databases (same topic for all three databases) – Cochrane Library, Trip Database, and Up-to-Date
   - Post the PICO question and the search set results on BlackBoard by 3/4/16
   - Post answer to this question: How are the results from the three databases different and what are the advantages/disadvantages of each? By 3/4/16
   - Respond to at least 2 of your classmate’s posts by 3/6/16

Week 8 – Introduction to Critically Appraised Topics (CATs)
A. Study and Learning Activities
   - Wendt – Developing Critically Appraised Topics
   - Kelly & Cronin – How to Perform a Critically Appraised Topic – Part I and II
B. Assignment and Discussions
   - Post CAT topic, PICO question and proposed search strategy by 4/1/16
   - Offer feedback re: the search strategy chosen by at least two of your classmates by 4/3/16

Week 10 – Public Health Informatics
A. Study and Learning Activities - See BlackBoard for docs.
   - Roadmap for National Action on Clinical Decision Support – posted on BlackBoard
   - Henning KJ. Overview of syndromic surveillance: What is syndromic surveillance?
   - Brochure for the Brooklyn Health Information Exchange
B. Assignment and Discussions
Choose one of the scenarios on the list posted for this week and explain how clinical decision support tools might help you treat that specific patient more effectively. Post your answer (2-3 paragraphs) to the Discussion Board by 4/8/16

Explain how syndromic surveillance might help PAs stop an outbreak of Ebola, Avian Flu, or other very contagious disease from becoming an epidemic (2-3 paragraphs) by 4/8/16

Comment on at least one of your classmates’ responses for each of the above by 4/10/16

Week 13 – Legal and Ethical Issues in Health Informatics

A. Study and Learning Activities – See BlackBoard for the two docs.
   - Bath “Health Informatics: Current Issues and Challenges”
   - Samuel et al, “Towards a definition of health informatics ethics”
   - Dudley “Electronic Records, Patient Confidentiality, and the Impact of HIPAA
     http://www.psqh.com/octdec04/dudley.html

B. Assignment and Discussions
   - Choose one of the clinical ethical dilemma scenarios posed and explain how you would address the issues raised. Please reference the readings as the basis for your plan. – post on the Discussion Board by 5/6/16
   - Comment on at least two of your classmate’s discussions by 5/8/16

Grading Criteria

Quizzes and on-line exercises 20%
PICO Search sets #1&2 20%
Midterm Exam 20%
Critically Appraised Topic 20%
Final Exam 20%

Required Texts:
Practice Guidelines – on Access Medicine – available via York College Library under ebooks

Other Resources to be Used in This Class:
There will be other resources used – articles and weblinks will be posted on BlackBoard. Please check the weekly grid and the Online Units for more information.

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RUBRICS FOR THIS CLASS

PICO Search Rubric

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search Question</td>
<td>The search question is correctly stated and uses searchable medical terms</td>
<td>The search question is correctly stated, but lacks searchable medical terms</td>
<td>The search question is not correctly stated</td>
</tr>
<tr>
<td>PICO elements</td>
<td>The elements are all present and are stated correctly</td>
<td>The elements are all present, but some are not stated correctly</td>
<td>Elements are missing</td>
</tr>
<tr>
<td>The PICO search type (Therapy, Diagnostic, Prognosis…)</td>
<td>The search type is identified clearly and matches the question asked</td>
<td>The search type is identified, but does not match the question asked</td>
<td>The search type is not identified</td>
</tr>
<tr>
<td>The search</td>
<td>The highest available level of evidence is selected from the search, the articles are all relevant to the</td>
<td>The articles selected are relevant to the question, but either not the highest level of evidence available</td>
<td>The articles selected are not relevant to the question asked</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td><strong>Rubric for evaluation of Discussion Board Posts</strong></td>
<td><strong>Content</strong></td>
<td><strong>Logic and Flow</strong></td>
<td><strong>Connection to Practice</strong></td>
</tr>
<tr>
<td></td>
<td>Addresses the question or topic clearly and ties the response to the sources assigned</td>
<td>The discussion is organized with good development and support for of ideas</td>
<td>The discussion draws clear connections to clinical practice</td>
</tr>
<tr>
<td></td>
<td>Addresses the question or topic clearly, but does not tie the response to the sources assigned</td>
<td>The discussion is organized, but ideas could be more fully developed/supported</td>
<td>The discussion draws some connections to clinical practice, but could be clearer in this respect</td>
</tr>
<tr>
<td></td>
<td>Does not address the question or topic clearly</td>
<td>The discussion is disorganized</td>
<td>There is no connection made to clinical practice</td>
</tr>
<tr>
<td><strong>Rubric for Responses to Fellow Students</strong></td>
<td><strong>Content</strong></td>
<td><strong>Critical Analysis</strong></td>
<td><strong>Collegiality</strong></td>
</tr>
<tr>
<td></td>
<td>The response clearly relates to the original discussion and provides additional content/analysis</td>
<td>The response contains a thoughtful and thorough analysis of the original post</td>
<td>The response is framed in a non-judgmental way that is supportive of further discussion – e.g. respectful questioning, asking for clarification, or posing an example to check understanding</td>
</tr>
<tr>
<td></td>
<td>The response clearly relates to the original post</td>
<td>The response contains some analysis of the original post</td>
<td>Some aspects of the response are framed in a way that is likely to limit rather than expand the conversation – e.g. labeling a concept as unworthy of consideration or refusing to consider an idea that seems unfamiliar or strange.</td>
</tr>
<tr>
<td></td>
<td>The response does not relate to the original post</td>
<td>The response contains no analysis of the original post</td>
<td>The entire response is framed in a way that is likely to limit rather than expand the conversation</td>
</tr>
<tr>
<td><strong>Timeliness</strong></td>
<td>Submission is among the earliest</td>
<td>Submission is timely</td>
<td>Submission fails to meet the deadline</td>
</tr>
<tr>
<td></td>
<td>Submission is among the earliest</td>
<td>Submission is timely</td>
<td>Submission fails to meet the deadline</td>
</tr>
</tbody>
</table>
## CAT Rubric

<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Search Question</strong></td>
<td>The search question is correctly stated and uses searchable medical terms</td>
<td>The search question is correctly stated, but lacks searchable medical terms</td>
<td>The search question is not correctly stated</td>
</tr>
<tr>
<td><strong>Search Strategy</strong></td>
<td>The search strategy contains all the relevant MESH topics and Boolean operators</td>
<td>The search strategy contains some relevant MESH topics, but lacks important ones or Boolean operators are absent</td>
<td>The search strategy contains no MESH topics</td>
</tr>
<tr>
<td><strong>Critical Appraisal Worksheet</strong></td>
<td>There is a correctly completed Critical Appraisal Worksheet completed for each article reviewed</td>
<td>There is a Critical Appraisal Worksheet for each article reviewed, but some are not completed correctly</td>
<td>Some of the articles included in the review do not have a Critical Appraisal Worksheet completed</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>The summary directly addresses the question, summarizes the results of the search and critical appraisal and is clear in its conclusions which are consistent with the evidence</td>
<td>The summary directly addresses the question and summarizes the results of the search, but the conclusions are unclear or are not consistent with the evidence presented</td>
<td>The summary does not directly address the question or does not present conclusions</td>
</tr>
</tbody>
</table>

## COURSE SYLLABUS

**Course Number**  HSPA 532  

**Course Name**  Surgery  

**Prerequisite(s)**  All prerequisites required for admission to the PA program and official acceptance into the program.  

**Instructor**  TBD  
Office Location: 112 SC  
Office Hours: Open-Door policy or by appointment  
Phone: (718) 262-xxxx  
E-mail: sample@york.cuny.edu  

**Course Description**  
4 Credits, 60 Hours (4 Hours Lecture)  
Fundamentals of the diagnosis and management of surgical disorders; general surgery, orthopedics and other surgical subspecialties; principles of anesthesia; and other topics relevant to surgical practice.
Course Purpose
This course provides a didactic foundation of the approach to the surgical patient and surgical disorders. Goals are, in conjunction with clinical skills, physical diagnosis and pertinent clinical medicine coursework, to enable the student to fully participate in the surgical clinical clerkship; to provide a basic understanding of the principles of anesthesia; to introduce orthopedic disorders which may be addressed through surgical and non-surgical interventions; and to raise awareness of various surgical subspecialties and available interventions.

Instructional Methods
Lectures, computer laboratory sessions and an on-line component delivered through the Blackboard learning management system.

Topic Outline
Approach to the Surgical Patient
   Preoperative Care
   Postoperative Care
   Documentation

Anesthesia
Wound Healing
Nutrition
Surgical Infections
Fluids and Electrolytes
Shock
Breast Disorders
Hernias
The Acute Abdomen
Gastrointestinal System
   Esophagus
   Stomach and Duodenum
   Biliary Tract
   Pancreas, Liver and Spleen
   Small and Large Bowel
   Anorectal
Cardiothoracic and Vascular Disorders
Neurosurgery
Orthopedics
   Pediatric
   Adult
Endocrine Disorders
   Adrenal
   Thyroid/Parathyroid
Urologic Surgery
Ophthalmologic Disorders
Ear, Nose Throat Disorders
Plastic and Reconstructive and Dermatologic surgery
Contemporary Surgical Procedures
   Bariatric Surgery
   Organ Transplantation
Learning Objectives

1. Approach to the Surgical Patient
   The student will be able to:
   - Recall and explain the rationale behind preoperative assessment, including risk
     assessment, testing, prophylactic measures and preparation
   - Discuss operating room protocol
   - Demonstrate an understanding of surgical admission orders, preoperative and
     operative notes by writing examples of each

2. Anesthesia
   The student will be able to:
   - Describe and understand the various types of anesthesia, indications and
     complications:
     - General anesthesia
     - Neuromuscular blockade
     - Spinal anesthesia
     - Epidural anesthesia (lumbar)
     - Local anesthesia
   - Explain the importance of monitoring parameters
   - Describe the indication, contraindications, side effects and precautions for common
     anesthetic agents:
     - Barbiturates
     - Nitrous oxide
     - Halogenated anesthetic drugs
     - Benzodiazepines
     - Muscle relaxants
     - Local anesthetic agents
   - Describe the role of the anesthesiology team

3. Wound Healing
   The student will be able to:
   - Discuss the sequence and phases of the three types of wound healing:
     - First (primary) intention
     - Secondary intention
     - Delayed healing (tertiary wound healing).
   - Describe local and systemic factors that affect wound healing
   - Describe the basic principles of wound care

4. Nutrition
   The student will be able to:
   - List and understand the factors used to assess nutritional status
   - Name and describe methods of nutritional support
   - Perform calculations to determine protein and caloric requirements
   - Describe risks, benefits and complications of enteral and parenteral nutritional support

5. Surgical Infections
   The student will be able to:
   - Recall and comprehend factors contributing to wound infections
Describe the diagnosis and treatment of surgical infections
Classify surgical wounds according to their risk for infection
Describe techniques utilized in avoiding bacterial contamination
Describe the diagnosis and management of nosocomial infections
Describe the differential diagnosis and diagnostic evaluation of postoperative fever

6. Fluid and Electrolytes
The student will be able to:
List and understand the composition of solutes in the extracellular, intracellular and intravascular compartments
Describe the clinical assessment of dehydration
Define and describe the types of solutions for intravenous administration
Describe and understand the etiology, signs and symptoms of elevation or deficiency of sodium, potassium, calcium, chloride, magnesium, and phosphate

7. Shock
The student will be able to:
Describe and understand the various types of shock
Define and explain the mechanism of shock
Discuss and comprehend the treatments for each type of shock
Understand the physiology of normal and abnormal cardiac output

8. Breast
The student will be able to:
Identify and describe the anatomical structures of the breast.
List the lymphatic drainage channels of the breast.
Describe and understand the venous drainage of the breast and its involvement in the development of metastatic lesions
Discuss and comprehend the various types of breast disorders and their diagnosis and treatment

9. Hernia
The student will be able to:
Describe and understand the surgical anatomy of the adult inguinal canal, femoral canal/sheath and testes
Compare and contrast direct and indirect inguinal hernias.
Describe and comprehend the basic pathophysiology, diagnosis, incidence, and surgical management for the following types of hernias:
   Indirect / Direct Inguinal hernias
   Femoral hernia
   Umbilical hernia
   Epigastric hernia
   Incisional hernia
   Incarcerated hernia
   Strangulated hernia

10. Esophagus and Diaphragm
The student will be able to:
Describe and understand the etiology, clinical presentation, diagnostic work-up, differential diagnosis, and surgical management for the following:
Hiatal hernia
Perforation of the esophagus
- Mallory - Weiss Syndrome
- Bleeding esophageal varices
- Esophageal Neoplasms

11. Stomach and Duodenum
The student will be able to:
- Describe and understand the etiology, clinical presentation, diagnostic work-up, differential diagnosis, and surgical management for the following:
  - Acute / chronic gastritis
  - Atrophic gastritis
  - Peptic Ulcer Disease/Zollinger-Ellison Syndrome

12. Appendix
The student will be able to:
- Describe and understand the etiology, clinical presentation, diagnostic work-up, differential diagnosis, and surgical management for the following:
  - Appendicitis

13. Pancreas, Liver and Spleen
The student will be able to describe and understand the pertinent anatomy, etiology, clinical presentation, diagnostic work-up, differential diagnosis, and surgical management for the following:
- Pancreatitis: acute and chronic
- Pancreatic Pseudocyst
List and describe the various indications for splenectomy.

14. Acute Abdomen
The student will be able to:
- List and understand the sequence of examination utilized in evaluating a patient with an acute abdomen.
- Describe and understand the etiologies and differential diagnosis of an acute abdomen.
- Understand the treatment requirements in acute abdomen.

15. Small and Large Bowel
The student will be able to describe and understand the pertinent anatomy, etiology, clinical presentation, diagnostic work-up, differential diagnosis, and surgical management for the following:
- Diverticular Disease of the Colon
- Intestinal polyps
- Ulcerative colitis (surgical management)
- Hemorrhoids
- Anal fissures / fistulas
- Ulcerative colitis
Condyloma acuminatum
Cholecystitis / Cholelithiasis
Choledochal cysts
Bile duct strictures and carcinoma
Sclerosing cholangitis
Cholangitis (acute/acute toxic)
Carcinoma of the gallbladder
Gallstone ileus
Empyema of the gallbladder
Describe and understand the pathophysiology of gallstone formation

16. Thyroid, Parathyroid and Adrenal

The student will be able to describe and understand the pertinent anatomy, etiology, clinical presentation, diagnostic work-up, differential diagnosis, and surgical management for the following:

- Cushing’s Syndrome
- Pheochromocytoma
- Thyroid Nodule
- Thyroid Cancer
- Hyperparathyroidism

17. Vascular and Cardiothoracic Systems

The student will be able to describe and understand the pertinent anatomy, etiology, clinical presentation, diagnostic work-up, differential diagnosis, and surgical management for the following:

Deep Vein Thrombosis

- Pulmonary Embolism
- Peripheral Vascular Disease (Venous and Arterial)
- Acute Arterial Occlusion
- Aneurysms of the aorta, kidney, spleen, and popliteal arteries.
- Subclavian Steal Syndrome
- Carotid artery occlusive disease
- Describe and understand myocardial revascularization, with regard to indications and complications of: angioplasty, stenting and coronary bypass.
- Describe and understand valvular surgery
- Recall and understand the post-operative care of the cardiac surgical patient

18. Urologic Surgery

The student will be able to describe and understand the pertinent anatomy, etiology, clinical presentation, diagnostic work-up, differential diagnosis, and surgical management for the following:

- Prostate Cancer and other Genitourinary Cancers
- BPH (Benign Prostatic Hyperplasia)
Nephrolithiasis

19. Neurosurgery
   The student will be able to describe and understand the pertinent anatomy, etiology, clinical presentation, diagnostic work-up, differential diagnosis, and surgical management for the following:
   - Intracranial tumors
   - Subdural hematoma
   - Epidural hematoma
   - Subarachnoid hemorrhage
   - Spontaneous Intracerebral hemorrhage
   - The student will be able to list and comprehend the components of the Glasgow Coma Scale
   - The student must be able to describe and understand at least five methods of lowering intracranial pressure

20. Ear, Nose and Throat Surgery
   The student will be able to describe and understand the pertinent anatomy, etiology, clinical presentation, diagnostic work-up, differential diagnosis, and surgical management for the following:
   - Tympanic Perforation
   - Otitis Media: Chronic and Serous
   - Cholesteatoma
   - Acoustic neuroma
   - Glomus Jugular tumor
   - Septal defects
   - Hearing loss – cochlear implants
   - Epiglottitis
   - Vocal cord lesions

21. Pediatric and Adult Orthopedics
   The student will be able to:
   - Describe and understand bone growth and remodeling
   - Contrast bones as structures and the biochemistry and physiology of bone as an organ
   - Define and describe types of joints and articular cartilage.
   - Describe important considerations in the orthopedic history and musculoskeletal physical examination
   - Describe the basic principles of orthopedic treatment
   - Define sprain, strain and types of fractures

   The student will be able to describe and understand the pertinent anatomy, etiology, clinical presentation, diagnostic work-up, differential diagnosis, and surgical management for the following:
   - Generalized and disseminated disorders of bones
   - Inflammatory disorders of bones and joints
   - Degenerative disorders of joints and related structures
   - Neuromuscular disorders and injuries
Disorders of epiphyses and epiphyseal growth Hand and Wrist
Neoplasms of the musculoskeletal tissues
Dislocations and soft tissue injuries of the hand, elbow and forearm, lower and upper arm, hip, pelvis and thigh, knee, leg, ankle and foot
Fractures of: hand, carpals, radius/ulna, distal humerus, humeral shaft, proximal shaft, clavicle, scapula, pelvis, hip and proximal femur, femoral shaft, distal femur, proximal tibia/fibula, patella, tibial and fibular shaft, ankle and foot

**Weekly Schedule**
All readings listed are from required text Current Surgical Diagnosis and Treatment, 14th edition.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC:</th>
<th>READINGS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Approach to the Surgical Patient</td>
<td>Ch 1-5</td>
</tr>
<tr>
<td></td>
<td>Anesthesia</td>
<td>Ch 11</td>
</tr>
<tr>
<td></td>
<td>Wound Healing</td>
<td>Ch 6</td>
</tr>
<tr>
<td>2.</td>
<td>Nutrition</td>
<td>Ch 10</td>
</tr>
<tr>
<td></td>
<td>Surgical Infections</td>
<td>Ch 8</td>
</tr>
<tr>
<td>3.</td>
<td>Fluid and Electrolytes</td>
<td>Ch 9</td>
</tr>
<tr>
<td></td>
<td>Shock</td>
<td>Ch 12</td>
</tr>
<tr>
<td>4.</td>
<td>Breast</td>
<td>Ch 17</td>
</tr>
<tr>
<td></td>
<td><strong>Exam 1</strong></td>
<td><strong>WEEK OF FEB 17th</strong></td>
</tr>
<tr>
<td>5.</td>
<td>Hernia</td>
<td>Ch 32</td>
</tr>
<tr>
<td></td>
<td>Esophagus and Diaphragm</td>
<td>Ch 20</td>
</tr>
<tr>
<td>6.</td>
<td>Stomach and Duodenum</td>
<td>Ch 23</td>
</tr>
<tr>
<td></td>
<td>Appendix</td>
<td>Ch 28</td>
</tr>
<tr>
<td></td>
<td>Pancreas, Spleen, and Liver</td>
<td>Ch 24, 26, 27</td>
</tr>
<tr>
<td>7.</td>
<td>Pancreas, Spleen, and Liver continued</td>
<td>Ch 24, 26, 27</td>
</tr>
<tr>
<td>8.</td>
<td>Small and Large Bowel</td>
<td>Ch 29</td>
</tr>
<tr>
<td></td>
<td>Small and Large Bowel</td>
<td>Ch 30</td>
</tr>
<tr>
<td></td>
<td><strong>Exam 2</strong></td>
<td><strong>WEEK OF MARCH 18th</strong></td>
</tr>
<tr>
<td>9.</td>
<td>Thyroid and Parathyroid</td>
<td>Ch 16, 19</td>
</tr>
<tr>
<td>10.</td>
<td>Vascular and Cardiovascular Systems</td>
<td>Ch 16, 19</td>
</tr>
<tr>
<td>11.</td>
<td>Urologic System</td>
<td>Ch 38</td>
</tr>
<tr>
<td>12.</td>
<td>Neurosurgery</td>
<td>Ch 36</td>
</tr>
<tr>
<td>13.</td>
<td>Ear, Nose, and Throat Surgery</td>
<td>Ch 15</td>
</tr>
<tr>
<td>14.</td>
<td>Pediatric and Adult Orthopedic Surgery</td>
<td>Ch 40</td>
</tr>
<tr>
<td></td>
<td><strong>Exam 3</strong></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Cumulative Final Examination</td>
<td></td>
</tr>
</tbody>
</table>
Additional Information
Additional physician assistant program academic regulations; progression and retention criteria; letter grade computation; examination review policies; grade appeal and grievance information; advisement policies; and rules of conduct are contained in the (Year) Physician Assistant Student Handbook.

Grading Criteria

<table>
<thead>
<tr>
<th>Course</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Examination I</td>
<td>20%</td>
</tr>
<tr>
<td>Examination II</td>
<td>20%</td>
</tr>
<tr>
<td>Examination III</td>
<td>20%</td>
</tr>
<tr>
<td>Orthopedics</td>
<td>10%</td>
</tr>
<tr>
<td>Comprehensive Final</td>
<td>30%</td>
</tr>
</tbody>
</table>

Required Resources


Policy on Students with Disabilities: Students with a disability are encouraged to see the professor about accommodations during the first week of class so that you have the necessary tools to succeed in this course.

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Definitions and Examples of Academic Dishonesty
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- Copying from another student during an examination or allowing another to copy your work.
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- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/ dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
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Examples of falsification include:

- Forging signatures of authorization; falsifying information on an official academic record; falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

COURSE SYLLABUS

Course Number
HPPA 534

Course Name
Diagnostic Studies

Prerequisite(s)
All prerequisites required for admission to the PA program and official acceptance into the program.

Instructor
TBD
Office Location: 112 SC
Office Hours: Open-Door Policy or by appointment
Phone: (718) 262-xxxx
E-mail: sample@york.cuny.edu

Course Description
1 Credit, 45 Hours (1 Hour Lecture, 2 Hours Laboratory)
The indications, limitations, methods, and interpretation of diagnostic medical procedures. Students will observe and perform simulations of selected clinical laboratory, diagnostic imaging and diagnostic endoscopy procedures.

Course Purpose
This course provides an overview of the equipment, methods and use of medical diagnostic testing. Simulations are conducted in bedside ultrasonography and selected medical laboratory procedures clinicians
may perform such as culturing, spirometry and glucometer use. The course deepens understanding of the how and why behind disease-specific diagnostic work-up lists.

**Instructional Methods**
Lectures, laboratory sessions, and an on-line component delivered through the Blackboard learning management system.

**Topic Outline**
Clinical Laboratory
- Hematology
- Clinical Chemistry
- Clinical Coagulation
- Clinical Serology
- Clinical Urine analysis Studies
- Microbiology
- Pathology
- Genetic and Molecular Studies

Diagnostic Imaging
- General Principles
- Radiography
- Computerized Axial Tomography
- Magnetic Resonance Imaging
- Nuclear Medicine Studies
- Ultrasonography

Diagnostic Endoscopy
- Arthroscopy
- Bronchoscopy
- Colonoscopy
- Colposcopy
- Cystoscopy
- Gastric Endoscopy
- Laparoscopy

Other Procedures & Tests
- Electrodiagnostic Studies
  - (EEG, EMG, ENG, Nerve Conduction Studies, Evoked Potentials)
- Spirometry

**Learning Objectives**
CLA\NICAL LABORATORY
Upon completion of this section, the student will be able to:
1. Trace the differentiation of all components of blood beginning with stem cells.
2. Understand the indications for the five major types of clinical laboratory studies (chemistry, hematology, serology, coagulation studies, and urine studies).
3. Describe the procedures involved with the performance of the five major types of clinical laboratory studies.
4. Interpret the results of the most common clinical laboratory studies to solve clinical problems.
5. Perform the manual complete blood count with differential.
6. Interpret automated CBC results.
7. Perform basic urinalysis including sediment analysis.
8. Perform gram stain (on various samples) to differentiate gram positive and gram negative organisms.
9. Interpret common antibiotic sensitivity testing.
10. Interpret erythrocyte sedimentation rate and relate to C-Reactive protein measurement.
11. Measure hematocrit.
12. Describe genomic sequencing, polymerase chain reaction and other molecular/genetic testing procedures.

DIAGNOSTIC IMAGING
Upon completion of this section, the student will be able to:
1. Demonstrate a working knowledge of the general principles of radiological imaging and x-ray anatomy.
2. Discuss, comprehend and understand the indications for appropriate diagnostic radiological studies required based on a patient's clinical presentation.
3. Describe and integrate the significance of common radiologic findings.
4. Interpret and compare basic radiological studies and formulate a working diagnosis considering the patient presentation.
5. Describe, analyze and comprehend the mechanism of ultrasound wave propagation and recording.
6. Describe and understand the general principles and procedures involved in nuclear medicine studies.
7. State the various clinical applications of the nuclear medicine field and integrate them into clinical practice.
8. Describe, understand and mitigate the hazards of irradiation and identify methods used to reduce radiation exposure to patients and personnel.
9. Demonstrate an understanding of the technique, normal appearance and significant common abnormalities of the following diagnostic studies:
   - Chest X-Ray
   - Abdominal X-Rays
   - Musculoskeletal Radiography
   - IVP (Intravenous Pyelogram)
   - Contrast Studies of the Gastrointestinal Tract
   - Ultrasonography Studies
   - Nuclear Medicine Studies
   - Computerized Tomography (CAT) Scan
   - Magnetic Resonance Imaging (MRI) Scan
10. Differentiate, analyze and comprehend the indications, risks, and benefits of using air/contrast media and fluoroscopy.
11. Discuss and utilize the technique, indications and contraindications of angiography and possible therapeutic uses.
12. Describe and understand the relative contraindications for x-ray studies.
13. Present clinical cases utilizing diagnostic studies to diagnose and manage disorders.

DIAGNOSTIC ENDOSCOPY
1. Describe the basic principles of endoscopic evaluation.
2. Define the various types of equipment used to conduct endoscopy.
3. Write medical orders including medications required to prepare and conduct endoscopic procedures.
4. Discuss the indications, patient preparation, potential findings, and potential adverse events associated with the following endoscopic procedures:
   - Arthroscopy
   - Bronchoscopy
Upon completion of this section, the student will be able to:
1. Demonstrate a working knowledge of the general principles of electrodiagnostic studies including electroencephalography, electromyography and evoked potentials.
2. Discuss the indications and interpret the results of pulmonary spirometry.

**Lecture Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Clinical Hematology</td>
<td>Chap. 1 (p. 6-13)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chap 3,</td>
</tr>
<tr>
<td>2</td>
<td>Clinical Chemistry</td>
<td>Chap 1 (p.13-23), Chap 2, Chap 4 (p. 102-113)</td>
</tr>
<tr>
<td>3</td>
<td>Clinical Serology, Urine Studies</td>
<td>Chap. 4 (p. 114-125)</td>
</tr>
<tr>
<td>4</td>
<td>Clinical Microbiology</td>
<td>Chap. 6 and Chap.7 (p. 195-197 &amp; 204-205 &amp; 249-253)</td>
</tr>
<tr>
<td>5</td>
<td>Radiology</td>
<td>Chapters 1,2,3,5 Squire</td>
</tr>
<tr>
<td>6</td>
<td>Sonography</td>
<td>Chap. 7 Squire</td>
</tr>
<tr>
<td>7</td>
<td>Nuclear Medicine / CT / MRI</td>
<td>Chapter 8 Squire</td>
</tr>
<tr>
<td>8</td>
<td>Endoscopy / Other Studies</td>
<td>Chapter 9 Squire</td>
</tr>
</tbody>
</table>

**Lab Schedule**

(Readings as above on each Topic, plus relevant handouts – on BlackBoard)

<table>
<thead>
<tr>
<th>Wk #</th>
<th>Topic</th>
<th>Laboratory Examinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, Lab Procedures</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Hematology: Blood Count / Hematocrit</td>
<td>Lab Examination I</td>
</tr>
<tr>
<td>3</td>
<td>Microbiology: Cultures</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Microbiology: Gram Stain</td>
<td>Lab Examination 2</td>
</tr>
<tr>
<td>5</td>
<td>Radiology Case Studies</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>CT/MRI Case Studies</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Nuclear Medicine Case Studies</td>
<td>Imaging Examination 1</td>
</tr>
<tr>
<td>8</td>
<td>Sonography / Endoscopy Simulation</td>
<td>Imaging Examination 2</td>
</tr>
</tbody>
</table>

**Grading Criteria**

Each examination consist of a multiple-choice component (50%) and a practical laboratory component (50%).

<table>
<thead>
<tr>
<th>Examination</th>
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<tbody>
<tr>
<td>Laboratory Examination 1</td>
<td>25%</td>
</tr>
<tr>
<td>Laboratory Examination 2</td>
<td>25%</td>
</tr>
<tr>
<td>Imaging Examination I</td>
<td>20%</td>
</tr>
</tbody>
</table>
Imaging Examination II 20%
Student Imaging Presentations 10%

**Required Resources**
ISBN: 0071627081
Available online at Access Medicine – York College Library

**Suggested Resources**
Interpretation of Diagnostic Tests, Jacques Wallach, MD, 8th Ed. 2006, Lippincott, Williams, & Wilkins.
ISBN: 978-0781730556 0781730554


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COURSE SYLLABUS

Course Number  HPPA 536
Course Name     Pharmacology II
Prerequisite(s) All prerequisites required for admission to the PA program and official acceptance into the program.
Instructor      TBD
Office Location: 112 SC
Office Hours: Open-Door Policy or by appointment
Phone: (718) 262-xxxx
E-mail: sample@york.cuny.edu

Course Description
2 Credits, 30 Hours (2 Hours Lecture)
A continuation of Pharmacology I, further exploration of pharmacological principals as they apply to future prescriptive practice as a Physician Assistant.

Course Purpose
This is the second of an integrated series of three pharmacology courses to instruct students in the foundation knowledge and skills to enable basic competency in prescriptive skills. Each pharmacology course is correlated with concurrent program coursework. This course continues with in-depth focus upon drug classes and incorporates practical considerations of drug therapy. Practical prescription writing is reinforced.

Instructional Methods
Lectures, class discussion, reading assignments, and small group break-out sessions.
Learning Objectives

Upon completion of this course, the student will be able to:

* Explain for the prototypical drugs: mechanism of drug action, drug effect, therapeutic indications, routes of administration, monitoring, major side effects, warnings/precautions and drug interactions*

Gastrointestinal and Antiemetic Agents

- Recall the basic physiology of gastric secretions, and their impact on hyperacidic disorders.
- Review the pathophysiology of peptic ulcer disease (PUD), including the role of H. pylori and chronic NSAID use.
- Review the pathophysiology of inflammatory bowel disease (IBD), and its treatment options.

Describe the prototypical drugs in the manner listed above for the following major classes of drugs:

- H₂-Histamine receptor blockers, prostaglandins, inhibitors of the proton pump, antimicrobial agents, antimuscarinic agents, antacids, mucosal protective agents, GI prokinetic agents, agents used to treat diarrhea and constipation.

Diuretics

- Recall the mechanisms involved in the renal handling of water and salt.

Describe the prototypical drugs in the manner listed above including site of action within the nephron for the following major classes of drugs:

- carbonic anhydrase inhibitors, thiazide diuretics, loop diuretics, potassium sparing diuretics, and osmotic diuretics.

Prescribing Medications for Special Populations

- Discuss the special considerations in prescribing for the pediatric and geriatric populations, as well as for pregnant patients.
- Explain polypharmacy and its implications in the geriatric population.
- Understand the physiologic changes that occur with aging and their significance when prescribing medications.
- Compare and contrast the anatomical/physiological differences in the pediatric and the adult patient, and their significance in pharmacology.
- Calculate pediatric dosages accurately for the most common pediatric drugs.
- Recall the FDA classifications for drug use in pregnancy.
- Select appropriate drugs for use in pregnant patients when necessary, based on FDA guidelines and other factors.
Select Reproductive Agents

- Recall the pathophysiology, risk factors, and treatment options for erectile dysfunction (ED) in male patients.

Describe the prototypical drugs in the manner listed above for the following major classes of drugs:

- phosphodiesterase Type 5 inhibitors (PDE5is), birth control agents, agents for hormone replacement therapy and dysfunctional uterine bleeding (DUB)

Complimentary/Alternative Medicine (CAM)

- Be familiar with contemporary alternative/complimentary medicine practices.
- Recall the more commonly used herbal preparations, including typical dosages and dosage forms.
- Recall the typical reasons that patients are using various types of herbal preparations.
- Discuss the potential for drug/herbal interactions, and be familiar with those drug/herbal interactions with the greatest potential for harm.
- Recall the possible side effects, allergic reactions, and other adverse events that are associated with the more commonly used herbal preparations.

Antineoplastic Agents

- Recall principles of cancer chemotherapy, including prototypical treatment strategies and options; treatment regimens and scheduling; cell-cycle specific and cell-cycle non-specific agents; and problems associated with chemotherapy such as resistance, toxicity and common adverse effects.

Describe the prototypical drugs in the manner listed above for the major classes of antineoplastic drugs:

- Antimetabolites, alkylating agents, microtubule inhibitors, hormones and hormone antagonists, and agents used to treat chemotherapy-induced emesis.

Weekly Schedule

<table>
<thead>
<tr>
<th>WEEK #:</th>
<th>Topic and Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 6/XX/17</td>
<td>Gastrointestinal Agents Harvey, pp. 351-356; 360-361</td>
</tr>
<tr>
<td>2. 6/XX/17</td>
<td>Gastrointestinal Agents Breakout Session</td>
</tr>
<tr>
<td>6/XX/17</td>
<td>Examination</td>
</tr>
<tr>
<td>3. 6/XX/17</td>
<td>Diuretics Harvey, pp. 277-290</td>
</tr>
<tr>
<td>4. 7/XX/17</td>
<td>Treating Special Populations No Reading</td>
</tr>
<tr>
<td>5. 7/XX/17</td>
<td>Special Populations Breakout Session</td>
</tr>
<tr>
<td>7/XX/17</td>
<td>Examination</td>
</tr>
<tr>
<td>6.</td>
<td>Reproductive Agents</td>
</tr>
</tbody>
</table>
### Additional Course Information

Additional physician assistant program academic regulations; progression and retention criteria; letter grade computation; examination review policies; grade appeal and grievance information; advisement policies; and rules of conduct are contained in the 2016 Physician Assistant Student Handbook.

### Break-out Sessions

Students will be assigned to a small group consisting of six (6) students each. This assignment will be permanent for the entire semester, as well as in the subsequent semesters (Pharmacology-2, and Pharmacology-3). Students will meet in their small groups periodically (see class schedule/course outline) and a different simulated patient scenario will be assigned to each group. Using a variety of on-line and textbook resources, as well as class notes, students will work as a group to determine the appropriate diagnosis/diagnoses for their “patient,” followed by a treatment plan that may or may not include pharmaceutical intervention. The course instructor will serve only as facilitator for this group work. One student will act as a scribe, and another a spokesperson from each group; the spokesperson will “present” the case to the rest of the class, while the scribe will write out the appropriate treatment plan (including prescriptions) on the blackboard. The instructor and the class will then critique the group’s work. While the group assignments are permanent, the scribes and spokespersons should rotate through the group over the course of the semester. Students are not graded on this group work; it is designed to be experiential only.

### Grading Criteria

Grading for this course is based entirely on the two unit exams, and the comprehensive final exam (see grading below). All exams are composed of multiple choice, true/false, and short answer/short essay type questions.

<table>
<thead>
<tr>
<th>Examination</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination 1</td>
<td>30%</td>
</tr>
<tr>
<td>Examination 2</td>
<td>30%</td>
</tr>
<tr>
<td>Comprehensive Final Examination</td>
<td>40%</td>
</tr>
</tbody>
</table>

### Required Resources


On-line Drug Reference Resources:
1. [www.empr.com](http://www.empr.com)
2. [https://online.epocrates.com/home](https://online.epocrates.com/home)
3. Pdr. Net

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CUNY Policy on Academic Integrity

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Definitions and Examples of Academic Dishonesty:

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include:

- Copying from another student during an examination or allowing another to copy your work.
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Examples of falsification include:

- Forging signatures of authorization; falsifying information on an official academic record; falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.
Course Number: HPPA 538

Course Name: Obstetrics & Gynecology

Prerequisite(s): All prerequisites required for admission to the PA program and official acceptance into the program.

Instructor: TBD
Office Location: 112 SC
Office Hours: Open-Door Policy or by appointment
Phone: (718) 262-xxxx
E-mail: sample@york.cuny.edu

Course Description
2 Credits, 30 Hours (2 Hours lecture)
Foundations of women’s healthcare including prenatal, obstetric and gynecologic care. Health promotion and disease prevention, labor and delivery care, and recognition and management of common gynecologic conditions will be considered with emphasis on Physician assistant practice in an urban setting.

Course Purpose
This course serves as a foundation for the Obstetrics/Gynecology clinical rotation.

Instructional Methods
Lectures, group discussions regarding clinical case scenarios, reading assignments.

Topic Outline
- Anatomy/Physiology Review
- History and physical examination of the obstetrical and gynecologic patient
- Prenatal care
- Early complications of pregnancy
- Labor/Delivery and complications
- Sexually transmitted infections/ GYN Infections
- Common Gynecologic Disorders
- Infertility
- Menopause
- Gynecologic Cancers
- Breast Disorders
- Contraception

Learning Objectives
Upon completion of this course, the student will be able to
1. Describe the normal anatomy and physiology of the female reproductive tract.
2. Perform a complete history and physical exam (including a gynecologic exam).
3. Write a complete obstetrical or gynecological medical note.
4. Discuss the routine screening exams performed during the prenatal course of an obstetrical patient.
5. Explain the stages of labor, dilation and effacement, station, presentation.
6. Evaluates and identifies the key elements of the complications of pregnancy, their diagnosis and management, including but not limited to preeclampsia, eclampsia, pregnancy-induced hypertension, gestational diabetes, third trimester bleeding.
7. Differentiates the early complications of pregnancy including identification and management of an ectopic pregnancy.
8. Discuss the general characteristics and clinical interventions available for infertility.
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10. Discuss the risk factors, diagnosis, and management of the following gynecologic conditions: uterine prolapse, leiomyomata, stress incontinence, ovarian cysts including polycystic ovary syndrome.
11. Summarizes the screening for, diagnosis, and management of the following gynecologic malignancies: uterine, ovarian, cervical, vulvar.
12. Discuss the normal physiology of menstruation and menopause.
13. Discuss the diagnosis and management of amenorrhea, dysfunctional uterine bleeding, endometriosis, threatened abortion, incomplete abortion and ectopic pregnancy.
14. Discuss the physiologic changes that occur in menopause.
15. Discuss the risk factors, diagnosis, and management of female breast disorders including: mastodynia, breast infections, fibrocystic changes, fibroadenoma, and breast neoplasms.
16. Compare and contrast various forms of contraceptive methods.
**WEEK NUMBER** | **TOPIC**
--- | ---
1 | 6/XX/17  
Anatomy and Physiology Review, Approach to the OB/GYN patient, the GYN examination and documentation
2 | 6/XX/17  
Prenatal care, Maternal physiology during pregnancy, Early pregnancy complications
3 | 6/XX/17  
Medical complications of pregnancy, disproportionate fetal, multiple gestation
4 | 7/XX/17  
Stages of labor, Complications of labor and delivery, Third trimester bleeding, Postpartum hemorrhage, Abnormal puerperium
5 | 7/XX/17  
Infertility, Sexually transmitted infections/ infectious disorders
6 | 7/XX/17  
Benign disorders of the female genital tract, Premalignant and malignant disorders the vulva, vagina, cervix, uterus and ovaries.
7 | 7/XX/17  
Menstrual Cycle, menopause, complications of menstruation, abnormal uterine bleeding, endometriosis
8 | 8/XX/17  
Breast disorders, contraception
8/XX/17 | Final Comprehensive Examination

**Additional Information**
Additional physician assistant program academic regulations; progression and retention criteria; letter grade computation; examination review policies; grade appeal and grievance information; advisement policies; and rules of conduct are contained in the 2016 Physician Assistant Student Handbook.

**Grading Criteria**
- **Midterm Examination** 30%
- **Final Exam** 40%
- **Critically Appraised Topic Project** 30%

All examinations are multiple choice type examinations.
The Final Examination is cumulative.
The passing grade is 70%.
Make-up examinations are not offered for the midterm examination.
A make-up examination will be offered for a cumulative grade below 70% or in the case of failure of the final examination.
The highest course grade possible for students taking a make-up examination is 70%.
### Lecture Schedule

<table>
<thead>
<tr>
<th>Week Number</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Anatomy and Physiology Review, Approach to the OB/GYN patient, the GYN examination and documentation</td>
</tr>
<tr>
<td>2</td>
<td>Prenatal care, Maternal physiology during pregnancy, Early pregnancy complications</td>
</tr>
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<td>3</td>
<td>Medical complications of pregnancy, disproportionate fetal, multiple gestation</td>
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<td>4</td>
<td>Stages of labor, Complications of labor and delivery, Third trimester bleeding, Postpartum hemorrhage, Abnormal puerperium</td>
</tr>
<tr>
<td>5</td>
<td>Infertility, Sexually transmitted infections/ infectious disorders</td>
</tr>
<tr>
<td></td>
<td><strong>Midterm Examination</strong></td>
</tr>
<tr>
<td>6</td>
<td>Benign disorders of the female genital tract, Premalignant and malignant disorders the vulva, vagina, cervix, uterus and ovaries.</td>
</tr>
<tr>
<td>7</td>
<td>Menstrual Cycle, menopause, complications of menstruation, abnormal uterine bleeding, endometriosis</td>
</tr>
<tr>
<td>8</td>
<td>Breast disorders, contraception</td>
</tr>
<tr>
<td>9</td>
<td><strong>Final Comprehensive Examination</strong></td>
</tr>
</tbody>
</table>

### Required Resources

Access Medicine resources available at [www.york.cuny.edu/library/reference-databases/e-books](http://www.york.cuny.edu/library/reference-databases/e-books) as assigned, including (but not limited to):

- Current Diagnosis and Treatment: Obstetrics and Gynecology by Decherney, Nathan, Laufer and Roman 11ed, 2013


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**COURSE SYLLABUS**

**Course Number**  HPPA 540

**Course Name**  Clinical Correlations Seminar I

**Prerequisite(s)**  All prerequisites required for admission to the PA program and official acceptance into the program.

**Instructors**  TBD
Office Location: 112 SC
The course director is John Doe.

Course Description
1 Credit, 30 Hours (2 Hours Laboratory)
First of a two-course sequence. This problem-based learning course is taught in a small group format and will develop the student’s critical thinking skills by working through clinical case scenarios. Emphasizes differential diagnosis, diagnosis and treatment of diseases commonly encountered in urban health care settings. Incorporates evidence based medicine techniques.

Course Purpose
This course serves as an introduction to clinical reasoning, requiring students to think broadly and critically about complex patient presentations. It is an intermediate step from a compartmentalized curriculum with clearly delineated content to the broad array of clinical problems encountered in the clinical phase of the program.

Instructional Methods
Problem Based Case Scenario Discussions and Class Assignments.

Topical Outline
Topics will be selected by the instructor. The majority of cases chosen are those scenarios common to an urban health care setting and incorporate appropriate psychosocial issues.

Sample Case:
Mr. Knight is a 48 year old black male crane operator who presents to your clinic for an overdue annual job physical. He has indicated on a check-off history form that he was treated at an emergency room five months ago for a “cold” with epistaxis.

Students will consider:
- The psychosocial context of the visit
- The types of interview techniques which may be used
- The information to be elicited in the medical history
- The possible problems which should be searched for
- The focus of the physical examination
- The focus of any diagnostic studies
- The differential diagnosis of epistaxis
- The pathophysiology of hypertension
- The ethical obligations of the practitioner
- Potential variations of the medical history
- Potential variations of the physical examination
- Potential variations of diagnostic test results
- Potential treatment regimens (evidence-based)
- Crane operator history/physical examination form
- Physical requirements for job descriptions
- Medical insurance and cost considerations
Students will be assigned topics to investigate based on group discussions. Students will be called upon to perform mock physical examinations and to interpret diagnostic study results.

**Course Objectives**
At the conclusion of the course, the student will:

A. Demonstrate an ability to elicit a complete and focused medical history based on the presenting complaints and logical reasoning during the clinical interview
B. Demonstrate a focused physical examination based on the medical history
C. Discuss the physical findings one might expect in a given case scenario and the significance of those findings
D. Explain the potential pathophysiological mechanisms that may be expressed in disease
E. Examine the psychosocial context and concerns of the case
F. Synthesize information and develop a differential diagnosis
G. Develop a plan for diagnostic work-up if warranted
H. Develop a comprehensive treatment plan
I. Utilize an evidence-based approach to framing and answering clinical questions
J. Describe how cultural differences may affect the interview, findings and treatment
K. Revise plans as needed based on outcome or new information provided

**Weekly Schedule**
The facilitator will present case scenario information for in-class discussion and provide assignments at the conclusion of each class. Class will generally meet twice per week for two hour sessions. Groups will rotate between instructors.

<table>
<thead>
<tr>
<th>WEEK #</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 6/XX/17</td>
<td>Orientation to clinical reasoning; principles of effective teamwork</td>
</tr>
<tr>
<td></td>
<td>Start Case #1</td>
</tr>
<tr>
<td>2. 6/XX/17</td>
<td>Finish Case #1</td>
</tr>
<tr>
<td></td>
<td>Start Case #2</td>
</tr>
<tr>
<td>3. 6/XX/17</td>
<td>Finish Case #2</td>
</tr>
<tr>
<td></td>
<td>Start Case #3</td>
</tr>
<tr>
<td>4. 6/XX/17</td>
<td>Finish Case #3</td>
</tr>
<tr>
<td></td>
<td>Start Case #4</td>
</tr>
<tr>
<td>5. 7/XX/17</td>
<td>Finish Case #4</td>
</tr>
<tr>
<td></td>
<td>Start Case #5</td>
</tr>
<tr>
<td></td>
<td><strong>Assessment via Rubric</strong></td>
</tr>
<tr>
<td>6. 7/XX/17</td>
<td>Finish Case #5</td>
</tr>
<tr>
<td></td>
<td>Start Case #6</td>
</tr>
<tr>
<td>7. 7/XX/17</td>
<td>Finish Case #6</td>
</tr>
<tr>
<td></td>
<td>Start Case #7</td>
</tr>
<tr>
<td>8. 8/XX/17</td>
<td>Finish Case #7</td>
</tr>
<tr>
<td></td>
<td>Start Case #8</td>
</tr>
</tbody>
</table>

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Instructors will facilitate discussions in a small group format. Each group is a team, and individual students will assume responsibility to investigate aspects of the case being considered. Each student is expected to fully participate in class discussions, to complete research assignments and to report back to the group. Timely participation is essential. A student group leader will be elected and will be guided by the facilitator in distributing research assignments. Students are expected to defend decisions orally in a logical fashion, with appropriate depth and focus.

### Grading Criteria
Grading will be Pass/Fail and is based on attendance, class discussions and group participation. Class discussions are assessed in the following manner:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>On Target</th>
<th>Developing</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content &amp; Focus</td>
<td>Clearly understands content, focused upon most relevant information.</td>
<td>Familiar with content, may not be appropriately focused.</td>
<td>Unfamiliar with content required for participation.</td>
</tr>
<tr>
<td>Logic &amp; Flow</td>
<td>Able to present an argument or topic in a logical and organized fashion.</td>
<td>Minimally supports argument/presentation of topic.</td>
<td>Disorganized presentation, not supporting point of view.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Identifies relationships and components to clearly state opinions or ideas.</td>
<td>Identifies components, may not make appropriate connections.</td>
<td>Does not identify components or relationships.</td>
</tr>
</tbody>
</table>

Students will receive a mid-term evaluation and a final grade. Regular attendance and completion of assignments is expected. Any absences require an explanation from the student in writing, submitted by the next class.

**Students must earn an evaluation of “Developing” or “On Target” on all three evaluation measures in order to receive a passing grade for the course.**

### Required Resources
Students will use clinical textbooks and other resources from other courses appropriate to the case topic.

Specific journal articles or other internet resources may be assigned depending on cases and topics. Other Resources may be made available on the Blackboard Website

### Electronic Resources available through the York College Library website:
- Access Medicine: → Research Resources → Electronic Books → Access Medicine

- American Family Physician: → Research Resources → Articles and More → Medline with Full Text

- Cochrane Reviews: → Research Resources Tools → Articles and More → Articles & More → Cochrane Library (Wiley)

- Goodman and Gilman’s the Pharmacologic Basis of Therapeutics: available on Access Medicine

- UpToDate Database: → Research Resources → Articles and More → UpToDate

- Bandolier – http://www.medicine.ox.ac.uk/bandolier

- TRIP - http://www.tripdatabase.com/


York College Physician Assistant Program Student Handbook (2014) (Supplied by program)

York College Physician Assistant Program Clinical Manual, (2014) (Supplied by program.)

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**COURSE SYLLABUS**

**Course Number** HPPA 542

**Course Name** Clinical Medicine II

**Prerequisite(s)** All prerequisites required for admission to the PA program and official acceptance into the program.

**Instructor** TBD
Office Location: 112 SC
Office Hours: Open-Door Policy or by appointment
Phone: (718) 262-xxxx
E-mail: sample@york.cuny.edu

160
Course Description
2 credits; 60 Hours (2 Hours Lecture, 2 Hours Recitation)
Second of a three-course sequence designed to familiarize the student with various internal medicine problems. Foundations in gastroenterology, nephrology, ophthalmology and Ear/Nose/Throat disorders for Physician Assistant clinical practice. Includes brief overviews of the pertinent anatomy and physiology. Each disease entity is considered in terms of etiology, pathophysiology, clinical presentation, diagnostics, patient education, treatment and referral.

Course Purpose
This course serves as a traditional systems-based introduction to clinical internal medicine courses and provides the foundation for the adult medicine clinical rotations.

Instructional Methods
Lectures, group discussions regarding case scenarios, reading assignments.

Topical Outline
Gastroenterology
  Anatomy/Physiology Review
  Diagnostic Considerations
  Disorders
Nephrology
  Anatomy/Physiology Review
  Diagnostic Considerations
  Disorders
Ophthalmology
  Anatomy/Physiology Review
  Diagnostic Considerations
  Disorders

Course Objectives
Gastroenterology
1. Anatomy and Physiology Review
   Students will be able to:
   A. Identify the normal anatomy of the gastrointestinal system including portal system
   B. Describe the physiology of motility, digestion, absorption, the gastric mucosal barrier,
   C. Explain liver functions and bilirubin formation/transport/elimination

2. G.I. Evaluation
   A. The student will be able to choose the pertinent historical questioning pertaining to gastrointestinal disease and the physical examination of the abdomen
   B. The student will be able to differentiate the indications for and explain the significance of findings of the following tests and procedures commonly used in evaluation of the G.I. tract:
      Endoscopy
      Colonoscopy
      Proctosigmoidoscopy
      Carcinoembryonic Antigen Level
      ERCP (Endoscopic Retrograde Cholepancreatography)
Stool analysis
Guaiac testing for occult bleeding
Liver Biopsy
Hepatitis Profile
Liver Function Tests (LFT’s)
Helicobacter Pylori Testing
Amylase
Abdominal Ultrasonography
Radiological Studies
Nuclear Medicine Studies

3. G.I Disorders

Students will be able to describe each of the following gastrointestinal disorders in terms of: etiology, pathophysiology, clinical presentation, diagnostics, patient education, and treatment

A. Liver Disease
   Hepatitis: Viral, Alcoholic & Toxic
   Chronic Hepatitis
   Hepatic Failure
   Cirrhosis
   Liver Tumors
B. Gallbladder and Bile Duct Disease
   Acute Cholecystitis
   Choledocholithiasis
C. Pancreas
   Acute Pancreatitis
   Chronic Pancreatitis
   Carcinoma of Pancreas
D. Esophagus
   Esophageal Reflux Disease
   Achalasia
E. Stomach
   Peptic Ulcer Disease
   Zollinger-Ellison Syndrome
   Gastritis
   Gastrointestinal Bleeding
F. Intestine
   Inflammatory Bowel Disease
   Diverticulitis
   Colon Polyps and Colon Cancer
G. Rectum and Anus
   Hemorrhoids
   Anal Fissure
   Proctitis
   Rectal Prolapse
H. Selected Symptoms
   Constipation
   Diarrhea
Ophthalmology

1. Anatomy and Physiology Review
Students will be able to:
   A. Describe the anatomy of the eye and describe functions
   B. Outline the structure and function of the visual system including the retina and visual pathways
   C. Identify the structure and explain the function of the eyelid

2. Ophthalmologic Evaluation
Students will be able to:
   A. Elicit a complete ophthalmologic history by asking appropriate questions pertaining to:
      family history, specific signs and symptoms related to visual disorders, abnormal refractory processes.
   B. Perform an ophthalmologic examination. Specifically, the student will be able to use clinical equipment necessary in the examination of the eyes and visual system, perform measurement of visual acuity, extraocular movements and ophthalmoscopic examination.
   C. Describe the indications and utility of Slit-lamp examinations, tonometry and fluorescein angiography.

3. Ophthalmologic Disorders
   Students will be able to describe each of the following ophthalmologic signs/disorders in terms of: etiology, pathophysiology, clinical presentation, diagnostics, patient education, and treatment

   A. Glaucoma
   B. Macular Degeneration
   C. Evaluation of the Red Eye
      Conunctivitis – Viral, Bacterial, Allergic
      Iritis
      Injury
   D. Cataracts
   E. Corneal Problems
      Abrasion
      Edema
      Degeneration
   F. Optic Nerve Disease
   G. Vascular Disease
      Central Retinal Artery Occlusion
      Giant Cell Arteritis
      Retinal vein Occlusion
   H. Refractive Errors
   I. Exophthalmos
   J. Papilledema
   K. Diplopia and Nystagmus
   L. Eyelid Disease
Nephrology

1. Anatomy and Physiology Review
   The student will be able to:
   A. Review the anatomy of the kidneys and describe their function
   B. Explain the following concepts of renal physiology:
      Renal clearance, its calculation, and the method used to measure glomerular filtration rate (GFR);
   C. The process by which the kidney is able to produce either dilute or concentrated urine;
   D. The specific function of the glomerulus;
   E. The function of the juxtaglomerular apparatus;
   F. The process by which the major ions are secreted and/or reabsorbed, and the location of this process;
   G. The renin-angiotensin mechanism;
   H. The mechanisms of action of both antidiuretic hormone (ADH) and aldosterone;
   I. The control process for sodium reabsorption and excretion.

2. Nephrology Evaluation
   The student will be able to:
   A. Elicit a medical history and perform a physical focused on the signs and symptoms of renal disease
   B. Differentiate types of renal disease based on data obtained from the microscopic examination of urine.
   C. Explain the indications for and significance of the following diagnostic tests:
      Urinalysis
      Urinary Sediment, including all cellular elements
      Urine Culture and Sensitivity
      Urine Specific Gravity
      Urine Osmolality (and relationship to serum osmolality)
      Blood Urea Nitrogen (BUN)
      Serum Creatinine
      Creatinine Clearance.
   D. Differentiate the indications and limitations of the following radiographic studies and procedures:
      Flat plate of the abdomen
      Intravenous Pyelography (IVP)
      Computerized Tomography
      Renal Scan
      Cystoscopy
      Cystogram
      Retrograde pyelogram
      Catheterization
3. Nephrology Disorders

*Students will be able to describe each of the following nephrology disorders in terms of: etiology, pathophysiology, clinical presentation, diagnostics, patient education, and treatment*

A. Glomerular disorders
   - glomerulonephritis (GN)
   - diseases that cause GN
   - Nephrotic syndrome

B. Tubular disease
   - features
   - acute interstitial nephritis
   - chronic interstitial nephritis

C. Nephrolithiasis
   - crystallization of minerals
   - presentation
   - treatment

D. Vascular disorders
   - hypertensive nephrosclerosis
   - atherosclerotic disease
   - renal vein thrombosis

E. Infections

F. Acute Renal Failure (ARF)

G. Chronic Renal Failure
   - Dialysis
   - Renal Transplantation
   - Anatomic anomalies

H. Tumors
   - renal cell carcinoma (hypernephroma)
   - nephroblastoma (Wilm's tumor)

I. Incontinence
   - stress
   - overflow
   - confusional
   - spastic (reflex)
   - urinary retention
   - management

J. Fluids, Electrolytes and Acid Base Disorders

K. Volume disorders

L. Osmolality disorders

M. Electrolyte Imbalance

N. Acid-Base Disorders
   - Respiratory Acidosis and Alkalosis
   - Metabolic Acidosis and Alkalosis

O. Hypertension
   - Classification
     - Essential
Secondary hypertension
  Renovascular
  Pheochromocytoma
  Primary aldosteronism
  Cushing's syndrome
  Coartation of aorta
  Hormonal

Hypertensive crisis

Ear/Nose/Throat Disorders
1. Anatomy/Physiology Review
Students will be able to:
A. Identify the normal anatomy of the ear, nose and throat including the external, middle and inner ears, the turbinates, tonsils and oropharynx.
B. Describe the physiology of hearing, balance, smell and taste sensations.
C. Explain the functions of the ear ossicles, endolymph, perilymph, the semi-circular canals, the Eustachian tube, the inner and outer hair cells, the basilar membrane and the organ of Corti.

2. ENT evaluation
A. The student will be able to choose pertinent historical and contemporary questioning pertaining to ENT diseases and appropriate physical exams
B. The student will be able to differentiate the indications for and explain the significance of the following tests and procedures commonly used in the evaluation of ENT diseases:
  Otoscopy
  Hearing tests – conductive, sensory and neural
  Cerumen impaction and removal
  Foreign body removal
  Eustachian Tube Dysfunction in association with respiratory Infection
  Age-related hearing loss
  Diminished taste or smell sensation
  Nasal bleeding

3. ENT Disorders

Students will be able to describe each of the following ENT disorders in terms of: etiology, pathophysiology, clinical presentation, diagnostics, patient education, and treatment:

A. Ear disorders
  Acute /Chronic otitis media
  Barotrauma
  Cerumen impaction
  Hearing impairment
  Mastoiditis
  Meniere's disease
  Labyrinthitis
  Otitis Externa
  Tympanic membrane perforation
  Vertigo

B. Nose/Sinus disorders
  Acute/Chronic sinusitis
Allergic rhinitis
Epistaxis
Nasal polyps
C. Mouth/Throat disorders
   Acute pharyngitis/tonsillitis
   Aphthous ulcers
   Dental abscess
   Epiglottitis
   Laryngitis
   Oral Candida
   Oral herpes
   Oral leukoplakia
   Peritonsillar abscess
   Sialadenitis

Lecture and Examination Schedule

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topic</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gastroenterology</td>
<td>6/XX/17</td>
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<tr>
<td>2</td>
<td>Gastroenterology</td>
<td>6/XX/17</td>
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<tr>
<td>3</td>
<td>Nephrology</td>
<td>6/XX/17</td>
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<tr>
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<tr>
<td>5</td>
<td>Ophthalmology</td>
<td>7/XX/17</td>
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<tr>
<td>6</td>
<td>Ophthalmology</td>
<td>7/XX/17</td>
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<tr>
<td>7</td>
<td>ENT</td>
<td>7/XX/17</td>
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<tr>
<td>8</td>
<td>ENT</td>
<td>8/XX/17</td>
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</tbody>
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Grading Criteria
Exam One (Gastroenterology)  25%
Exam Two (Nephrology)        25%
Exam Three (Ophthalmology)   25%
Exam Four (ENT)              25%

Required Textbooks/Resources:

Current Medical Diagnosis and Treatment 2014, Papadakis, M.A., McPhee, S.J., & Rabow, M.W. 53rd Edition,

Lippincott, Williams, & Wilkins. ISBN: 0781734002
Policy on Students with Disabilities
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- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student’s work.

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Examples of falsification include:
- Forging signatures of authorization; falsifying information on an official academic record; falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.
COURSE SYLLABUS

Course Number  HPPA 544
Course Name  Primary Care
Prerequisite(s)  All prerequisites required for admission to the PA program and official acceptance into the program.
Instructor  TBD
Office Location: 112 SC
Office Hours: Open-Door Policy or by appointment
Phone: (718) 262-xxxx
E-mail: sample@york.cuny.edu

Course Description
3 Credits, 45 Hours (3 Hours Lecture)
Adult ambulatory medicine with an emphasis on urban health care. This course will take a problem-based approach to the diagnosis, treatment and continuing management of common outpatient complaints using evidence based medicine. The latter part of the course will deal with special concerns of geriatric patients.

Course Purpose
This course serves as an introduction to primary care issues from a problem-based perspective. Utilized evidence-based medicine to solve clinical scenario problems.

Instructional Methods
Lectures and an on-line component delivered through the Blackboard learning management system.

Course Objectives – PLEASE NOTE: Each class will have specific learning objectives posted on BlackBoard for which you are responsible

Upon completion of this course, the student will be able to:

- Formulate a differential diagnosis of common primary care and geriatric complaints
- Apply the concepts of EBM when formulating a treatment plan, including searching and evaluating the medical literature.
- Assess his/her current state of knowledge regarding a clinical problem and identify areas where more learning is needed.
- Assess the history and physical findings, construct a differential diagnosis and select treatment for:
  - Fever
  - Weight Loss
  - Fatigue
  - Nausea
  - Diarrhea
  - Constipation
  - Sore Throat & Cough
- Identify when a patient’s complaint requires referral to a specialist or other health care provider
- Discuss the general principles of geriatric medicine and compare/contrast to adult medicine
- Distinguish normal changes of aging from disease states which require treatment
- Perform a basic geriatric assessment and interpret the results
- Discuss the following issues in Geriatric Medicine and their management:
  - Differentiation of Delirium, Dementia, and Depression in the patient with cognitive deficits
  - Identification of and Interventions indicated in Elder Abuse
  - Polypharmacy in the Elderly Patient
  - Frailty and Immobility and their consequences (including pressure ulcers)
  - Falls & Gait Disturbance
  - Incontinence
  - End of Life Care
  - Sensory Impairments
  - Role of the team approach in management of geriatric patients
  - Nutritional concerns specific to the elderly

**Representative Cases and Other Resources for Class Discussion** – Apart from *Current Medical Diagnosis and Treatment (CMDT)*, which you should already have, there is no textbook for this class. Instead, each week there will be readings, review articles, representative cases, or online assignments posted on BlackBoard. **For this class it will be very important to read ahead.** Most classes will begin with a quiz or exercise based on the readings. These exercises and quizzes will contribute to your course grade (see below). There will also be collaborative group work on questions or cases during class time. This is intended to help you learn to reason your way through the diagnostic thinking process and to formulate an appropriate treatment plan for the diagnosis.

<table>
<thead>
<tr>
<th>WEEK #:</th>
<th>Topic</th>
<th>Readings/Explorations: (See BlackBoard for docs/links)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Basic Principles of Primary Care – EBM, Differential Diagnosis, When to Refer Form Groups Headache</td>
<td>EBP Tutorial Understanding the Risks of Medical Interventions Acute Headache in CMDT</td>
</tr>
<tr>
<td>2.</td>
<td>The Constitutional Symptoms – Weakness/Fatigue, Fever, Unintentional Weight Loss</td>
<td>Overview of Constitutional Symptoms AFP Fatigue Schaefer on Night Sweats Lankisch and Metalidis on Unintentional Weight Loss</td>
</tr>
</tbody>
</table>
CDC on Traveler’s Diarrhea  
Blesse – JAAPA IBS Article  
Web pages on Constipation & Diarrhea (see BBd) |
| 4. | Sore Throat and Cough  
Influenza vs. Common Cold  
Judicious use of antibiotics in treating respiratory infections | Antibiotics Consensus Statement  
CMDT on Cough, Seasonal Influenza, & Acute Viral Rhinosinusitis |
| 5. | Dyspnea and Cough - COPD/Asthma | CHI Asthma  
Making Sense of Pulmonary Function Tests  
Web pages on COPD and related disorders (see BBd) |

**Exam 1**  
**Weeks 1-5**

6-Dermatome pain in DeGowin and DeGowin  
Yelland – Algorithm for Dx of Chest Pain in Primary Care  
Rouan Rule handout |
| 7. | Anxiety & Depression in Primary Care  
Low Back Pain | BMJ – ABC of Psychological Medicine – Anxiety  
2007 Guidelines on LBP  
JAAPA LBP article  
Web page on Depression in Primary Care (See BBd) |
| 8. | Work up of Edema and Anemia reviewed  
HIV from a primary care perspective | Edema and Anemia in CMDT  
HIV Prevention and Care  
Improving the Health of People Who Use Drugs |

| 9. | Incontinence & Dysuria  
Intro to Geriatrics/Polypharmacy  
Normal Aging vs. Disease in the Elderly | NIH webpage on Urinary Incontinence (see BBd)  
AAMC Questions Re: Geriatric Medicine  
NY Times article on Geriatric Medicine Needs |

**Exam 2**  
**Wks 6-10**

| 10 | Geriatric Assessment  
Nutritional Concerns in the Elderly | Functional Assessment of the Elderly Tutorial  
Geriatric Syndromes Quick Reference Cards |
| 11 | The 3 D’s – Dementia, Delirium, Depression  
Elder Abuse | Brief CAM  
Duthy – Delirium  
AFP – Lewy Body Dementia  
Current Dx & Treatment in Family Medicine – Elder Abuse |
| 12. | Sensory Impairments and their management  
Frailty and Immobility  
Pressure Ulcers | Essentials of Clinical Geriatrics – Sensory Impairment  
Hazzard’s Geriatric Medicine – Frailty is at the Core of Geriatric Medicine |
| 13. | Parkinson’s and other Neurologic disorders  
Gait disturbances, Falls, Immobility, Osteoporosis | AFP – Falls  
Ferri – Parkinson’s Disease  
CMDT – Syncope  
Get Up and Go Test handout  
Fishman - Osteoporosis |
| 14. | Team Approach to Geriatric Care  
End of Life Care | Current Dx & Treatment – Geriatrics – The Interprofessional Team  
Breaking Bad News – SPIKES  
End of Life Care – Nutrition (handout)  
Smith – Giving Honest Information to Patients with Advanced Cancer Maintains Hope |
| 15. | Exam 3 | Cumulative with emphasis on wks 10-14 |

**Grading Criteria**

- Collaborative Group Work (includes peer assessment) 10%
- Quizzes/Exercises 20%
- Examination 1 20%
- Examination 2 20%
- Examination 3 30%

**Required Texts:**


**Suggested Textbooks/Resources**

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COURSE SYLLABUS

Course Number  HPPA 546

Course Name  Clinical Medicine III

Prerequisite(s)  All prerequisites required for admission to the PA program and official acceptance into the program.

Instructor  TBD
Office Location: 112 SC
Office Hours: Open-Door Policy or by appointment
Phone: (718) 262-xxxx
E-mail: sample@york.cuny.edu

Course Description
2 credits, 2 hrs. lecture, 2 hrs. recitation

Third of a three-course sequence designed to familiarize the student with various internal medicine problems. Foundations in rheumatology, neurology, infectious diseases and genetic disorders. Includes brief overviews of the pertinent anatomy and physiology. Each disease entity is considered in terms of etiology, pathophysiology, clinical presentation, diagnostics, patient education, treatment and referral.

Course Purpose
This course serves as a traditional systems-based introduction to clinical internal medicine courses and provides the foundation for the adult medicine clinical rotations.

Instructional Methods
Lectures, group discussions regarding case scenarios, reading assignments.

Topical Outline
Rheumatology
Anatomy/Physiology Review
Diagnostic Considerations
Disorders
Neurology
Anatomy/Physiology Review
Diagnostic Considerations
Disorders
Infectious Disease
Anatomy/Physiology Review
Rheumatology

1. Anatomy and Physiology Review
   Students will be able to:
   A. Identify the normal anatomy of the skeletal and muscular systems
   B. Classify and describe the function of: various joint types.
   C. Explain the inflammatory response.
   D. Outline skeletal muscle physiology

2. Rheumatologic Evaluation
   A. Describe the physical examination of the musculoskeletal system with regard to bones, joints, muscles, and the interrelationship of these tissues.
   B. Outline the familial aspects of joint diseases, and the importance of eliciting this information when obtaining a family history.
   C. Discuss the reasons to elicit historical information regarding the patient's lifestyle and occupation(s) insofar as they might affect the musculoskeletal system.
   D. Differentiate the indications and explain the significance of findings of the following tests commonly used in rheumatologic evaluation:
      - serum uric acid
      - serum calcium and phosphate
      - erythrocyte sedimentation rate
      - radiographs of the bones and joints
      - gram-stain of joint aspirate
      - antinuclear antibody
      - anti-DNA antibody
      - HLA-B27 typing
      - rheumatoid factor
      - complement levels
      - LE cell preparation
      - joint biopsy
      - electromyography (EMG)
      - renal biopsy

3. Rheumatologic Disorders
   Students will be able to describe each of the following rheumatologic disorders in terms of: etiology, pathophysiology, clinical presentation, diagnostics, patient education, and treatment

   A. Arthritis
      - Osteoarthritis
      - Rheumatoid Arthritis
Infectious Arthritis
Gouty Arthritis

B. Systemic Lupus Erythematosus

C. Polymyositis

D. Crystallopathies
   Gouty Arthritis
   Pseudogout (Chondrocalcinosis)

E. Spondyloarthopathy
   Anklosing Spondylitis

F. Vasculitis
   Periarteritis Nodosa
   Raynaud's Phenomenon
   Raynaud's Disease
   Temporal Arteritis

G. Scleroderma

H. Mixed Connective Tissue Disease

**Neurology**

1. Anatomy and Physiology Review
   - Review normal neuroanatomy including major sensory and motor pathways
   - Identify and describe cerebrovascular anatomy
   - Identify and describe neuronal transmission
   - Outline normal cerebrospinal fluid physiology and the blood-brain barrier

2. Neurologic Evaluation
   - Describe the significance and pathophysiologic basis of common signs and symptoms of neurologic disease
   - Perform a complete mental status examination, including evaluation of appearance, affect, mood, thought content, speech and higher cognitive functions.
   - Describe abnormal states of behavior such as delerium and dementia.
   - Describe a complete neurologic examination, including cranial nerves, motor, sensory, cerebellar systems and reflexes.

   Differentiate the indications for and perform the interpretation of:
   - Computerized Tomography
   - Magnetic Resonance Imaging
   - X-Rays (skull, spine)
   - Brain scan
   - Electroencephalogram
   - Electromyogram
   - Brainstem Auditory Evoked Potentials, other evoked potential studies
   - Lumbar puncture and spinal fluid analysis.

3. Neurologic Disorders
Students will be able to describe each of the following pulmonary disorders in terms of: etiology, pathophysiology, clinical presentation, diagnostics, patient education, and treatment.

Headaches
  Migraine
  Cluster
  Tension
  Systemic
  Idiopathic Cranial Neuralgias

Dementias
  Alzheimer's disease
  Multi-Infarct Dementia
  Pick's lobar atrophy
  Parkinson-Dementia Complex
  Progressive Supranuclear Bulbar Palsy
  Huntington's chorea
  Down's syndrome
  Creutzfeldt-Jacob disease
  Progressive Multifocal Leukoencephalopathy
  Subacute Sclerosing Panencephalopathy
  Toxic and Metabolic Dementias

Cerebrovascular Disease
  Cerebral hemorrhage
  Subarachnoid Hemorrhage
  Hypertensive Hemorrhage,
  Arteriovenous Malformations
  Cerebral Thrombosis and Embolism

Brain Tumors
  Gliomas
  Pituitary Adenomas
  Meningiomas
  Acoustic Neurinomas

Seizure Disorders and Other Paroxysmal Disorders
  Focal Seizures
  Petit Mal Epilepsy
  Grand Mal Epilepsy
  Complex-Partial Seizures
  Myoclonic Seizures
  Akinetic Seizures
  Meniere's disease
  Narcolepsy

Neuropathies
  Diabetic Peripheral Neuropathy
  Uremic, Alcoholic, and Metabolic Peripheral Neuropathies
Guillain Barre syndrome

Myopathies
Compressive neuropathies (i.e., carpal tunnel syndrome)
Neuromuscular disease: myasthenia gravis
Duchenne's muscular dystrophy
Myotonic dystrophy
Polymyositis

Spinal and Cerebellar Disorders
Myelopathy
Radiculopathy
Discogenic and spondylitic disease
Tabes dorsalis
Spinal and Cerebellar Tumors
Motor neuron disease
Amyotrophic Lateral Sclerosis
Friedreich's ataxia

Demyelinating disease: multiple sclerosis

Movement Disorders
Benign essential tremor
Athetosis
Chorea
Sydenham’s chorea
Huntington's chorea
Wilson’s disease
Gilles de la Tourette's syndrome
Tardive dyskinesia
Hemiballism
Parkinson's disease

Infectious Disease
1. Anatomy and Physiology Review
Students will be able to:
   A. Identify the normal cells, tissues and organs involved in the immune response
   B. Explain the mechanism and function of fever
   C. Compare and contrast the immune response to various pathogens
   D. Discuss the concept of normal flora

2. Infectious Disease Evaluation
Students will be able to:
   A. Outline the significance and pathophysiologic basis of common signs and symptoms of infections
   B. Explain the significance of physical findings on the general examination
   C. Differentiate the indications and outline the principles of the following diagnostic tests:
      1. acid-fast stain
      2. gram stain
3. sputum analysis/culture
4. urine analysis and culture
5. Complete Blood Count
6. Blood Culture

3. Infectious Disorders

*Students will be able to describe each of the following infectious diseases in terms of: etiology, pathophysiology, clinical presentation, diagnostics, patient education, treatment (including principles of antibiotic/antiviral treatment where appropriate) and referral*

A. Cardiovascular Infections
   - Endocarditis
   - Intravascular Infection
   - Pericarditis
   - Myocarditis

B. Genitourinary Tract Infections
   - Urinary Tract Infections
   - Pyelonephritis
   - Perinephric Abscess
   - Sexually Transmitted Diseases
     - Syphilis
     - Gonorrhea
     - Chlamydia
     - Lymphogranuloma venerum
     - Pediculosis Pubis Infestation
     - Condyloma acuminata
     - Herpes
     - Molluscum contagiosum

C. Bone and Joint Infections
   - Osteomyelitis
   - Septic Arthritis

D. Sepsis

E. Tuberculosis

F. HIV Infection

G. Abdominal Infections

H. Infectious Diarrheas

I. Pulmonary Infections

J. Mycotic Diseases

K. Meningitis

L. Special Problems
   - Infections in the immunocompromised patient
   - Fever of unknown origin
   - Nosocomial Infections
   - Animal and Human Bite Wounds

**Genetic Disorders**

1. Basic Science Review

Students will be able to:
A. Identify the elements of formal genetics  
B. Explain the mechanism of transmission of genetic diseases  
C. Describe the principles of multifactorial inheritance  
D. Discuss the role of epigenetics in cancer

2. Genetic Disorder Evaluation  
Differentiate the indications and outline the principles of the following diagnostic tests and procedures:  
A. Pedigree  
B. Twin studies  
C. Genotyping

3. Genetic Disorders  
_Students will be able to describe each of the following genetic disorders in terms of: known etiology, pathophysiology, clinical presentation, diagnostics, patient education, and treatment_

A. Retinoblastoma  
B. Down’s Syndrome  
C. Turner Syndrome  
D. Klienfelter Syndrome  
E. Cri Du Chat Syndrome  
F. Fragile X Syndrome  
G. Neurofibromatosus  
H. Spina Bifida

4. Genetics of Common Diseases  
A. Coronary Heart Disease  
B. Hypertension  
C. Diabetes Mellitus  
D. Cancer  
E. Alcoholism

**Weekly Schedule**

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/4/17</td>
<td>Rheumatology</td>
</tr>
<tr>
<td>2</td>
<td>9/11/17</td>
<td>Rheumatology</td>
</tr>
<tr>
<td>3</td>
<td>9/18/17</td>
<td>Rheumatology</td>
</tr>
<tr>
<td>4</td>
<td>9/25/17</td>
<td>Rheumatology</td>
</tr>
<tr>
<td>5</td>
<td>10/2/17</td>
<td>Rheumatology/Neurology</td>
</tr>
<tr>
<td>6</td>
<td>10/9/17</td>
<td>Neurology</td>
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<tr>
<td>7</td>
<td>10/16/17</td>
<td>Neurology</td>
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<tr>
<td>8</td>
<td>10/23/17</td>
<td>Neurology</td>
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<tr>
<td>9</td>
<td>10/30/17</td>
<td>Neurology/Infectious Disease</td>
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<tr>
<td>10</td>
<td>11/6/17</td>
<td>Infectious Disease</td>
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<tr>
<td>11</td>
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<td>Genetics</td>
</tr>
<tr>
<td>14</td>
<td>12/4/17</td>
<td>Genetics</td>
</tr>
</tbody>
</table>
**Grading Criteria**

Exam One (Rheumatology)  
Exam Two (Neurology)  
Exam Three (Infectious Disease)  
Exam Four (Genetics)  

**Required Textbooks/Resources:**

Current Medical Diagnosis and Treatment 2014, Papadakis, M.A., McPhee, S.J., & Rabow, M.W.  


**Policy on Students with Disabilities**

Students with a disability are encouraged to see the professor about accommodations during the first week of class so that you have the necessary tools to succeed in this course.

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- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/ dishonesty.
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- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student’s work.

**Falsification of Records and Official Documents**
Examples of falsification include:

- Forging signatures of authorization; falsifying information on an official academic record; falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

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**COURSE SYLLABUS**

**Course Number**  HPPA 548  
**Course Name**  Pharmacology III

**Prerequisite(s)**  All prerequisites required for admission to the PA program and official acceptance into the program.

**Instructor**  TBD  
Office Location: 112 SC  
Office Hours: Open-Door Policy or by appointment  
Phone: (718) 262-xxxx  
E-mail: sample@york.cuny.edu

**Course Description**  
3 Credits, 45 Hours  (3 Hours Lecture)  
A continuation of Pharmacology II, further exploration of pharmacologic principals as they apply to future prescriptive practice as a Physician Assistant.

**Course Purpose**  
This is the third and final course of an integrated series of pharmacology courses to instruct students in the foundation knowledge and skills to enable basic competency in prescriptive skills. Each pharmacology course is correlated with concurrent program coursework. This course continues with in-depth focus upon drug classes and incorporates practical considerations of drug therapy. Practical prescription writing is reinforced.

**Instructional Methods**  
Lectures, class discussion, reading assignments, and small group break-out sessions.

**Topic Outline**  
Antiinfectives  
Antibiotics
Learning Objectives
Upon completion of this course, the student will be able to:

*Explain for the prototypical drugs: mechanism of drug action, drug effect, therapeutic indications, routes of administration, monitoring, major side effects, warnings/precautions and drug interactions*

**Antibiotics**
- Review the basic principles of antibiotic therapy.
- Define which bacteria are classified as Gram positive, which are Gram negative, and understand which antibiotics cover which bacteria.
- Explain the concept of antibiotic resistance, and understand what measures should be taken by prescribers to prevent development of antibiotic resistance.
- Explain the practice of using culture and sensitivity testing to guide antibiotic prescribing.
- Understand the concepts of empiric and prophylactic antibiotic therapy.
- Review/discuss the various drug eruptions/adverse events that can occur from antibiotic administration, including hypersensitivity reaction, exfoliative dermatitis, photosensitivity drug eruption, and Steven-Johnson Syndrome, and the therapeutic measures to be taken in the event these reactions occur.
- Explain the concept of what is classically known as “MRSA” infection.
- Discuss the possibility for the development of antibiotic-induced Clostridium difficile colitis, and what measures can be taken to prevent it.

Describe the prototypical drugs in the manner listed above for the following major classes of antibiotics:

- Sulfonamides, penicillins, cephalosporins, tetracyclines, aminoglycosides, fluoroquinolones, macrolides, and miscellaneous antibiotics.

**Non-HIV Antiviral Agents**
- Discuss the nature of viral infections and the role of the immune system, for both immunocompromised and immunocompetent patients.
- Review the current treatment guidelines for prophylaxis/treatment of influenza, as established by the CDC annually.
- Describe the prototypical drugs in the manner listed above for the drugs used to treat infections caused by:
Human Herpesviridae family, including herpes simplex virus (HSV), cytomegalovirus (CMV), varicella-zoster virus (VZV), and Epstein-Barr virus (EBV), and anti-influenza antivirals.

**Antiretroviral Agents for HIV/AIDS**
- Review the role of lymphocytic T cells, and their sub-components, in patients with HIV/AIDS, including cytotoxic, memory, helper, and suppressor T cells, and understand the impact on the immune system when these T cells malfunction in patients with HIV/AIDS.
- Discuss the impact of opportunistic infections, select malignancies, and other pathology common in the HIV/AIDS population, and their treatment protocols.
- Review the various stages of disease in patients with HIV/AIDS, and the role of antiretroviral drug therapy in each stage.
- Understand the challenges in drug therapy that are unique to the HIV/AIDS population.
- List the six classes of antiretroviral drugs in the HAART protocol, and review the mechanism of action, select indications, contraindications, adverse/side effects and contraindications for each of the drugs in the six classes.
- Explain the current treatment guidelines for the HAART protocol, as established/updated by the CDC, including the preferred and alternate regimen recommended for both the pregnant and the non-pregnant patient.
- Discuss treatment guidelines for healthcare workers who incur an accidental exposure to the HIV virus.

**Treatment of Opportunistic Infections/Infestations**

**Antifungal Agents**
- Describe the prototypical drugs in the manner listed above for the drugs used to treat infections caused by:
  Superficial mycoses, including tineal and candida; systemic mycoses, including Histoplasmosis, coccidioidomycosis, blastomycosis, aspergillosis, cryptococcosis, Pneumocystosis, and systemic Candidiasis.

**Antiprotozoal Agents**
- Describe the prototypical drugs in the manner listed above for the drugs used to treat infections caused by:
  Malaria, amebiasis, toxoplasmosis, trichomoniasis, and leishmaniasis.

**Antitubercular Agents**
- Discuss the etiology, pathology and communicability of tuberculosis.
- Review the mycobacterial agents used for chemoprophylaxis and treatment of tuberculosis, including the primary and secondary line of agents, and describe the prototypical drugs in the manner listed above.
- Understand the concept of multi-drug regimen therapy used in the treatment of tuberculosis.

**Analgesics and Nonsteroidal Antiinflammatory Agents**
- Recall basic mechanisms involved in inflammation and pain.
- Describe the prototypical drugs in the manner listed above for:

**Opioid Analgesics and Antagonists**
- Recall the major types and distribution of opioid receptors.
- Recall components of pain, including autacoids and endorphins.
• Name the effects of opioids in the body: CNS, respiratory, cough, gastrointestinal, cardiovascular, and endocrine.
• Describe the prototypical natural and synthetic opioid analgesics and Opioid antagonists in the manner listed above. Describe the potential for tolerance, physical dependence, addiction or abuse.

Central Nervous System Medications

Antidepressant Pharmacology
• Discuss release and re-uptake of biogenic amines (norepinephrine, serotonin and dopamine) in the CNS.
• Name the diagnostic criteria for a major depressive episode.
• Recall the use of lithium salts in bipolar disorder.
• Describe the prototypical drugs in the manner listed above in the following categories:
  Tricyclic antidepressants; serotonin re-uptake inhibitors (SSRIs); monoamine oxidase inhibitors.

Anxiolytics, Sedatives and Hypnotics
• Describe the prototypical drugs in the manner listed above in the following categories:
  Barbiturates; benzodiazepines; nonbarbituate anxiolytics; miscellaneous anxiolytics (such as buspirone, hydroxyzine, chloral hydrate).
• Recall the pharmacology of Ethanol and its use/abuse.

Antipsychotics
• Describe the prototypical drugs in the manner listed above in the following categories:
  Typical neuroleptic and antipsychotic medications including haloperidol, chlorpromazine, thioridazine, fluphenazine; and second-generation antipsychotics including risperidone, olanzapine, aripiprazole, ziprasidone, and quetiapine.

CNS Stimulants
• Describe the prototypical drugs in the manner listed above in the following categories:
  Methylxanthines, amphetamines, and cocaine.
• Name and briefly describe psychotropic agents, such as: LSD, PCP, and THC.

Antiparkinson Agents
• Recall the etiology of Parkinson's disease.
• Describe the prototypical antiparkinson agents in the manner listed above.

Dementia
• Recall the types, signs and symptoms of dementia.
• Describe the prototypical drugs used in dementia in the manner listed above.

Anticonvulsants
• Recall the classifications of seizures.
• Describe the prototypical anticonvulsants drugs in the manner listed above.

Headaches
• Describe the basic classification of headaches.
• Describe the prototypical drugs in the manner listed above for the following categories: ergot alkaloids, analgesics, oxygen, 5-HT agonists, prophylactic agents.

Weekly Schedule

<table>
<thead>
<tr>
<th>WEEK #:</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1. 9/XX/17</td>
<td>Antibiotics - 1</td>
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<tr>
<td></td>
<td>Harvey pp. 369-420</td>
</tr>
<tr>
<td>2.</td>
<td>Antibiotics- 2</td>
</tr>
</tbody>
</table>

Harvey
### Break-out Sessions

Students will be assigned to a small group consisting of six (6) students each. This assignment will be permanent for the entire semester, as well as in the subsequent semesters (Pharmacology-2, and Pharmacology-3). Students will meet in their small groups periodically (see class schedule/course outline) and a different simulated patient scenario will be assigned to each group. Using a variety of on-line and textbook resources, as well as class notes, students will work as a group to determine the appropriate diagnosis/diagnoses for their “patient,” followed by a treatment plan that may or may not include pharmaceutical intervention. The course instructor will serve only as facilitator for this group work. One student will act as a scribe, and another a spokesperson from each group; the spokesperson will “present” the case to the rest of the class, while the scribe will write out the appropriate treatment plan (including prescriptions) on the blackboard. The instructor and the class will then critique the group’s work. While the group assignments are permanent, the scribes and spokespersons should rotate through the group over the course of the semester. Students are not graded on this group work; it is designed to be experiential only.

### Additional Course Information

Additional physician assistant program academic regulations; progression and retention criteria; letter grade computation; examination review policies; grade appeal and grievance information; advisement policies; and rules of conduct are contained in the (Year) Physician Assistant Student Handbook.
Grading Criteria

Examination 1 25%
Examination 2 25%
Examination 3 25%
Final Comprehensive Examination 25%

Required Resources


On-line Drug Reference Resources:
1. www.empr.com
2. https://online.epocrates.com/home
3. Pdr. Net

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COURSE SYLLABUS

Course Number  HPPA 550
Course Name  Psychiatry
Prerequisite(s)  All prerequisites required for admission to the PA program and official acceptance into the program.
Instructor  TBD
  Office Location: 112 SC
  Office Hours: Open-Door Policy or by appointment
  Phone: (718) 262-xxxx
  E-mail: sample@york.cuny.edu

Course Description
2 Credits, 30 Hours (2 Hours Lecture)
Introduction to the basic tenets of clinical psychiatry and emphasizes the biopsychosocial approach to patient treatment, which analyzes the sociological, cultural and psychological factors that influence an individual’s illness.

Course Purpose
This course provides a foundation for the recognition and treatment of psychiatric disorders that may be encountered in primary care practice. It also prepares the student for the subsequent clinical rotation in psychiatry.

Instructional Methods
Lectures, class discussion, reading assignments, blackboard postings, selected media.

Topic Outline
Bio psychosocial theories
Neuropsychological tests, nomenclature, mental status exam
Psychiatric Disorders: Psychosis/Schizophrenia, Mood disorders, Anxiety Disorders
Personality Disorders, Mental Retardation, Axis II issues
Human Sexuality Disorders
Eating Disorders
Dementia, Delirium, HIV
Substance Abuse
Suicide, Psychiatric Emergencies
Sleep Disorders
Impulse Control Disorders
Special Populations/Life cycle-developmental issues
Forensic psychiatry/Ethics
**Learning Objectives**
Upon completion of this course, the student will be able to:

**Nomenclature, mental status exam, neuroimaging & psychometric testing**
Utilize the DSM V system to classify psychiatric conditions, personality disorders, medical conditions; and rate a patients’ global assessment of functioning and psychosocial stressors.

Conduct a mental status examination and employ the appropriate exam to the clinical situation.

Describe neuroimaging techniques, psychometric and psychological testing used in making psychiatric diagnoses including but not limited to MRI (magnetic resonance imaging), SPECT (single photon emission computed tomography), PET (positron emission tomography, and EEG (electroencephalogram).

Apply the biopsychosocial model when diagnosing and treating patients.

Recognize the common psychiatric disorders seen in general practice, be able to make a differential diagnosis, and institute treatment.

Be familiar with the major types of medications dosages, and side effects used to treat psychiatric conditions.

Describe the non-medication psychotherapies and under what circumstances they are used.

Recognize the manifestations of various medical conditions that may present as psychiatric illnesses.

Diagnose and treat psychiatric conditions in special populations such as children, adolescents, and elderly.

**Personality development & personality disorders**
Know the theories of personality development by Freud, Erikson, Bowlby, and Piaget, Mahler and others.

Diagnose the personality disorders listed in DSM V

Describe the common defense mechanisms and the emphasis will be on how they are employed unconsciously by patients in medical situations.

Demonstrate knowledge of the treatment modalities for personality disorders.

**Psychosexual & gender identity disorders**
Sketch the phases of sexual behavior and how they are affected by medical illness, drug side effects, and psychiatric conditions.

Describe how culture influences one’s gender identity.

Elicit a psychosexual history as part of the history and physical exam.
List and describe the paraphilias.

**Mood disorders**
Recognize the major mood disorders of major depression, minor depression, recurrent depression and adjustment disorder.

Describe suicide epidemiology and suicide prevention in children, adolescents and adults.

Compare and contrast four types of bipolar disorders.

Identify childhood bipolar disorder and differentiate it from other childhood psychiatric conditions.

Know the prototypical drugs used pharmacological treatment of mood disorders, medications dosages and side effects.

**Anxiety & sleep disorders**
Identify generalized anxiety disorder, post traumatic stress disorder, separation anxiety disorder, simple phobia and social phobia.

Compare and contrast obsessive compulsive disorder, impulse control disorders and paraphilias.

Diagnose acute and chronic insomnia; and treat a variety of medical conditions that primarily affect sleep.

Demonstrate an understanding of circadian, ultradian and infradian biological cycles, the stages of the sleep cycle and the brain areas that control wakefulness and sleep.

Discuss the treatment of sleep disorder with medication and behavioral therapy.

**Eating disorders, impulse control disorders**
Compare and contrast the four major types of eating disorders and the subtypes.

Recognize the medical complications of eating disorders and institute appropriate treatment.
Distinguish between disorders of impulse and other psychiatric conditions that manifest repetitive behavior including body dysmorphic disorder and motor tic disorders.

**Schizophrenia & psychotic disorders**
Identify the major characteristics of schizophrenia and other psychotic conditions, including psychosis due to substance abuse.

Describe childhood pervasive developmental disorders (e.g., autism and genetic conditions such as Fragile X syndrome).

Describe the use of protypical anti psychotic medications, their neuropharmacology and side effects.

**Chronic pain & substance abuse**
Recognize the psychosocial aspects of chronic pain.

Differentiate between acute and chronic pain; and diagnose the psychiatric conditions associated with chronic pain (major depression, anxiety disorders).
Describe the use of psycho-pharmacology in chronic pain spanning the variety of psychiatric medications and adjuvants.

**Weekly Schedule**

<table>
<thead>
<tr>
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</table>
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Neuropsychological tests, nomenclature, mental status exam |
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| 5      | 10/2/17  | Personality Disorders, Mental Retardation Examination 1 |
| 6      | 10/16/17 | Human Sexuality Disorders |
| 7      | 10/23/17 | Eating Disorders |
| 8      | 10/30/17 | Dementia, Delirium, HIV |
| 9      | 11/6/17  | Substance Abuse |
| 10     | 11/13/17 | Suicide, Emergency Medicine Examination 2 |
| 11     | 11/20/17 | Sleep Disorders |
| 12     | 11/27/17 | Impulse Control Disorders |
| 13     | 12/4/17  | Special Populations/Life cycle-developmental issues |
| 14     | 12/11/17 | Forensic psychiatry/Ethics |
|        | 12/18/17 | Comprehensive Final Examination |

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<table>
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<tr>
<th>Examination</th>
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<tbody>
<tr>
<td>Examination I</td>
<td>33%</td>
</tr>
<tr>
<td>Examination II</td>
<td>33%</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>34%</td>
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Class attendance is mandatory and it will involve student participation. Additional materials will be given out during the lecture to supplement the readings.

**Required Textbook**  

Journal articles on current topics will be put on Blackboard for students to read.

**Suggested References/Resources**  

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  - Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or “cutting & pasting” from various sources without proper attribution.

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• Intentionally obstructing or interfering with another student’s work.

Falsification of Records and Official Documents
Examples of falsification include:
• Forging signatures of authorization; falsifying information on an official academic record; falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

COURSE SYLLABUS

Course Number       HPPA 552
Course Name         Clinical Correlations Seminar II
Prerequisite(s)     All prerequisites required for admission to the PA program and official acceptance into the program.
Instructors         TBD
                   Office Location: 112 SC
                   Office Hours: Open-Door Policy or by appointment
                   Phone: (718) 262-xxxx
                   E-mail: sample@york.cuny.edu

The course director is John Doe.

Course Description
1 Credit, 30 Hours (2 Hours Laboratory)
Continuation of Clinical Correlations Seminar I, utilizes increasingly complex multi-system clinical case scenarios. This problem-based learning course is taught in a small group format and will develop the student’s critical thinking skills by working through clinical case scenarios. Emphasizes differential diagnosis, diagnosis and treatment of diseases commonly encountered in urban health care settings. Incorporates evidence based medicine techniques.

Course Purpose
This seminar builds upon clinical reasoning skills acquired in Clinical Correlations Seminar I by presenting progressively complex clinical case scenarios. The problems require more specific research and closer collaboration between students.

Instructional Methods
Problem Based Case Scenario Discussions and Class Assignments.

Topical Outline
Topics will be selected by the instructor. The majority of cases chosen are those scenarios common to an urban health care setting and incorporate appropriate psychosocial issues.

Sample Case:
Mrs. B is an 84 year old white female with a history of the onset of atrial fibrillation after left knee replacement surgery one year ago. She reports increasing difficulty in completing activities of daily living and can walk about one city block before needing to stop because of palpitations and shortness of breath. She also has become increasingly forgetful and her daughter (who lives with her) reports that she wakes in the middle of the night with disorientation to time but not place. Recent echocardiogram revealed marked diminution in ejection fraction and moderate aortic stenosis.

In the specific context of this case, students will consider:
- The differential diagnosis of decreased functional capacity.
- The differential diagnosis of dyspnea
- The pathophysiology of congestive heart failure
- The etiologies of decreased cognition
- The focus of the medical history
- The focus of the physical examination
- The utility and limitations of the echocardiogram
- Diagnostic studies needed to diagnose and manage this case
- Potential pharmacologic interventions
- Potential surgical interventions
- Prognostic indicators
- How a geriatric assessment could help determine needed support services
- Medical insurance and cost considerations

Students will be assigned topics to investigate based on group discussions
Students will be called upon to perform mock physical examinations and to interpret diagnostic study results.

Course Objectives
At the conclusion of the course, the student will:
A. Demonstrate an ability to elicit a complete and focused medical history based on the presenting complaints and logical reasoning during the clinical interview
B. Demonstrate a focused physical examination based on the medical history
C. Discuss the physical findings one might expect in a given case scenario and the significance of those findings
D. Explain the potential pathophysiological mechanisms that may be expressed in disease
E. Examine the psychosocial context and concerns of the case
F. Synthesize information and develop a differential diagnosis
G. Develop a plan for diagnostic work-up if warranted
H. Develop a comprehensive treatment plan
I. Utilize an evidence-based approach to framing and answering clinical questions
J. Describe how cultural differences may affect the interview, findings and treatment
K. Revise plans as needed based on outcome or new information provided

Weekly Schedule
The facilitator will present case scenario information for in-class discussion and provide assignments at the conclusion of each class. Class will generally meet twice per week for two hour sessions. Groups will rotate between instructors.

<table>
<thead>
<tr>
<th>WEEK #</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Start Case #1</td>
</tr>
<tr>
<td>Date</td>
<td>Task</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>9/XX/17</td>
<td>Finish Case #1</td>
</tr>
<tr>
<td>9/XX/17</td>
<td>Start Case #2</td>
</tr>
<tr>
<td>9/XX/17</td>
<td>Finish Case #2</td>
</tr>
<tr>
<td>9/XX/17</td>
<td>Start Case #3</td>
</tr>
<tr>
<td>9/XX/17</td>
<td>Finish Case #3</td>
</tr>
<tr>
<td>9/XX/17</td>
<td>Start Case #4</td>
</tr>
<tr>
<td>10/XX/17</td>
<td>Finish Case #4</td>
</tr>
</tbody>
</table>
| 10/XX/17   | Start Case #5         | **Assessment via Rubric**
| 10/XX/17   | Finish Case #5        |
| 10/XX/17   | Start Case #6         |
| 10/XX/17   | Finish Case #6        |
| 10/XX/17   | Start Case #7         |
| 10/XX/17   | Finish Case #7        |
| 10/XX/17   | Start Case #8         |
| 11/XX/17   | Finish Case #8        |
| 11/XX/17   | Start Case #9         |
| 11/XX/17   | Finish Case #9        |
| 11/XX/17   | Start Case #10        | **Assessment via Rubric**
| 11/XX/17   | Finish Case #10       |
| 11/XX/17   | Start Case #11        |
| 12/XX/17   | Finish Case #12       |
| 12/XX/17   | Start Case #13        |
| 12/XX/17   | Finish Case #13       |
| 12/XX/17   | Start Case #14        |

**Additional Course Information**

Additional physician assistant program academic regulations; progression and retention criteria; letter grade computation; examination review policies; grade appeal and grievance information; advisement policies; and rules of conduct are contained in the 2016 Physician Assistant Student Handbook.

Instructors will facilitate discussions in a small group format. Each group is a team, and individual students will assume responsibility to investigate aspects of the case being considered. Each student is expected to fully participate in class discussions, to complete research assignments and to report back to the group. Timely participation is essential. A student group leader will be elected and will be guided by the facilitator in distributing research assignments. Students are expected to defend decisions orally in a logical fashion, with appropriate depth and focus.

**Grading Criteria**

Grading will be Pass/Fail and is based on attendance, class discussions and group participation. Class discussions are assessed in the following manner:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>On Target</th>
<th>Developing</th>
<th>Unsatisfactory</th>
</tr>
</thead>
</table>
### Content & Focus
- **Clearly understands content, focused upon most relevant information.**
- **Familiar with content, may not be appropriately focused.**
- **Unfamiliar with content required for participation.**

### Logic & Flow
- **Able to present an argument or topic in a logical and organized fashion.**
- **Minimally supports argument/presentation of topic.**
- **Disorganized presentation, not supporting point of view.**

### Analysis
- **Identifies relationships and components to clearly state opinions or ideas.**
- **Identifies components, may not make appropriate connections.**
- **Does not identify components or relationships.**

Students will receive a mid-term evaluation and a final grade. Regular attendance and completion of assignments is expected. Any absences require an explanation from the student in writing, submitted by the next class.

**Students must earn an evaluation of “Developing” or “On Target” on all three evaluation measures in order to receive a passing grade for the course.**

### Required Resources
Students will use clinical textbooks and other resources from other courses appropriate to the case topic.

Specific journal articles or other internet resources may be assigned depending on cases and topics. Other Resources may be made available on the Blackboard Website.

### Electronic Resources available through the York College Library website:
- **Access Medicine:** → Research Resources → Electronic Books → Access Medicine
- **American Family Physician:** → Research Resources → Articles and More → Medline with Full Text
- **Cochrane Reviews:** → Research Resources Tools → Articles and more → Articles & More → Cochrane Library (Wiley)
- **Goodman and Gilman’s the Pharmacologic Basis of Therapeutics:** available on Access Medicine
- **UpToDate Database:** → Research Resources → Articles and More → UpToDate
Policy on Students with Disabilities
Students with a disability are encouraged to see the professor about accommodations during the first week of class so that you have the necessary tools to succeed in this course.

CUNY Policy on Academic Integrity
Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Definitions and Examples of Academic Dishonesty:

Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include:
- Copying from another student during an examination or allowing another to copy your work.
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- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/ dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
- Submitting someone else’s work as your own.
- Unlawful use of any electronic devices during examinations.

Plagiarism is the act of presenting another person’s ideas, research or writings as your own. Examples of plagiarism include:
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COURSE SYLLABUS

Course Number  HPPA 554

Course Name  Emergency Medicine

Prerequisite(s)  All prerequisites required for admission to the PA program and official acceptance into the program.

Instructor  TBD
Office Location: 112 SC
Office Hours: Open-Door Policy or by appointment
Phone: (718) 262-xxxx
E-mail: sample@york.cuny.edu

Course Description
3 Credits, 45 Hours (3 Hours Lecture)
Fundamentals of care for clinical problems seen in the emergency setting. Emphasizes problems commonly seen in an urban emergency room.

Course Purpose
This course provides the didactic foundation for the clinical rotation in emergency medicine. Students will be able to identify potentially life threatening conditions and initiate care; review of protocols for advanced life support is included.

Instructional Methods
Lectures, group discussions, case scenarios, reading assignments.

Topic Outline
Emergency Medicine – approach to the patient in the ED
Trauma
Wound Care
Acute Surgical Conditions
Acute Pulmonary Disorders
Acute Cardiac Disorders
Acute Genitourinary Disorders
Ophthalmologic Emergencies
Obstetric Emergencies
Gynecologic Emergencies
Sexual Assault
Toxicology
Neurologic Emergencies
Thermal and Environmental Injury
Orthopedic Emergencies
Bioterrorism
Cardiopulmonary Resuscitation
**Learning Objectives**

Upon completion of this course, the student will be able to:

1. Identify the components of the medical history and physical examination as they specifically relate to medical practice in the emergency department setting
2. Describe acute wound care and management
3. Describe the evaluation and management of the acute surgical patient, including but not limited to the following disease entities: the acute abdomen, including acute appendicitis, acute pancreatitis, acute cholecystitis, diverticulitis, gastrointestinal bleeds, abdominal aortic aneurysm
4. Describe the evaluation and management of dyspnea, including asthma, pulmonary embolism, pneumothorax, and other emergent pulmonary disorders
5. Describe the evaluation and management of acute cardiac conditions including but not limited to the following: pericarditis, endocarditis, acute myocardial infarction, arrhythmia, congestive heart failure, pulmonary edema
6. Describe the evaluation and management of acute genitourinary conditions including but not limited to the following: renal colic, urinary retention, pyelonephritis, epididymoorchitis, torsion of the testicle, urethritis
7. Describe the evaluation and management of the acute “red” eye and other ophthalmologic emergencies
8. Describe the evaluation and management of acute obstetrical and gynecological diseases including but not limited to: ectopic pregnancy, placenta previa, dysfunctional uterine bleeding, spontaneous abortion
9. Describe the evaluation, management, and medico legal nuances in the care of the rape patient
10. Describe the evaluation and management of victims of poisoning
11. Describe the evaluation and management of head trauma patients and other neurological emergencies
12. Describe the evaluation and management of a patient in coma and altered mental status
13. Describe the evaluation and management of syncope and seizures
14. Describe the evaluation and management of the victim of thermal injury: burns, hyperthermia, hypothermia
15. Describe the evaluation and management of the acute orthopedic patient
16. Discuss bioterrorism – possible scenarios and responses

**Weekly Schedule**

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>9/5/17</td>
<td>Emergency medicine- taking the history and performing physical examination, acute wound care and management</td>
</tr>
<tr>
<td>2.</td>
<td>9/12/17</td>
<td>Evaluation and management of the acute surgical patient</td>
</tr>
<tr>
<td>3.</td>
<td>9/19/17</td>
<td>Evaluation and management of asthma and other pulmonary disorders</td>
</tr>
<tr>
<td>4.</td>
<td>9/26/17</td>
<td>Evaluation and management of the acute cardiac patient</td>
</tr>
<tr>
<td>5.</td>
<td>10/3/17</td>
<td>Evaluation and management acute genitourinary disease; <strong>Examination # 1</strong></td>
</tr>
<tr>
<td>6.</td>
<td>10/10/17</td>
<td>Evaluation and management of the acute “red” eye and ophthalmology</td>
</tr>
</tbody>
</table>
emergencies

7. 10/17/17 Evaluation and management of acute obstetrical and gynecological diseases, rape

8. 10/24/17 Toxicology, Evaluation and management victims of poisoning

9. 10/31/17 Evaluation and management of the comatose patient and neurological emergencies; Examination # 2

10. 11/7/17 Evaluation and management of the victim of thermal injury

11. 11/14/17 Evaluation and management of the acute orthopedic patient

12 11/28/17 Bioterrorism

13. 12/5/17 Case Studies

14. 12/12/17 Case Studies Examination # 3

**Additional Course Information**

Additional physician assistant program academic regulations; progression and retention criteria; letter grade computation; examination review policies; grade appeal and grievance information; advisement policies; and rules of conduct are contained in the 2016 Physician Assistant Student Handbook.

**Grading Criteria**

Grades are based upon three examinations and an e-portfolio entry consisting of an evidence based case study write-up on an emergency medicine topic.

<table>
<thead>
<tr>
<th>Examination</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>25%</td>
</tr>
<tr>
<td>e-Portfolio entry</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Required Resources**


**Suggested Resources**


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COURSE SYLLABUS

Course Number: HPPA 556
Course Name: Clinical Skills
Prerequisite(s): All prerequisites required for admission to the PA program and official acceptance into the program.
Instructor
Course Director:
TBD
Office Location: 112 SC
Office Hours: Open-Door Policy or by appointment
Phone: (718) 262-xxxx
E-mail: sample@york.cuny.edu

Laboratory Instructors:
TBD
Course Description
1 Credit, 1 Hour Lecture, 2 Hours Laboratory
Practical sessions introducing basic clinical skills necessary for clinical practice as a physician assistant. Includes instruction in electrocardiography, suturing and casting/splinting.

Course Purpose
This course prepares students for the practical clinical skills students need to fully participate in the clinical rotation experiences. Includes completion of Basic Cardiac Life Support, NYS Infection Control Certificate, and American Heart Association Stroke Classification Certificate.

Instructional Methods
Lectures, computer laboratory simulations, and clinical laboratory sessions.

Topic Outline
Electrocardiography
Clinical documentation
Sterile technique
Infection Control
Venipuncture
Venous catheterization
Arterial blood sampling
Bandaging, splinting and casting
Pulmonary Function Testing
Nasogastric tube insertion
Urinary catheterization
Suturing
Lumbar Puncture
Joint Aspiration
Abscess incision and drainage
Bedside ultrasound

Learning Objectives
Upon completion of this course, the student will be able to:

- Demonstrate the ability to perform an Electrocardiogram and to interpret the results
- Demonstrate the ability to write orders and pre-post-procedure notes
- Describe and demonstrate proper hand washing, gowning, gloving, and sterile technique.
- Describe and demonstrate the principles of infection control and “universal precautions”
- Describe and demonstrate the technique of venipuncture and its potential complications;
- Describe the placement and indications of a Chest Tube
- Describe and demonstrate techniques in the administration of medications and the complications of intradermal, subcutaneous and intramuscular injections
- Describe and demonstrate the technique and describe the complications of intravenous catheterization;
- Describe various approaches to central vein cannulation: subclavian, internal jugular and femoral vein;
- Describe and demonstrate the techniques and describe the complications of arterial blood gas sampling;
- Describe the indications of arterial cannulation;
- Describe and demonstrate the techniques as well as a description of the complications of the treatment of a subungual hematoma
- Describe and demonstrate the techniques and describe the complications of immobilization by splinting;
- Describe and demonstrate proper technique of applying bandages/dressings
- Describe the use of a peak-flow meter, describe and interpret pulmonary function testing;
- Describe and demonstrate the technique of inserting a Nasogastric tube and the complications of the procedure
- Demonstrate proper order and note writing
- Describe and demonstrate the techniques of knot tying and suturing as well as be able to describe the complications of suturing and the use of surgical instruments
- Describe and demonstrate the techniques and describe the complications of urinary bladder catheterization;
- Describe the techniques and describe the complications of lumbar puncture;
- Describe the techniques and describe the complications of joint aspiration.
- Describe and demonstrate the techniques and describe the complications of incision and drainage of an abscess
- List the indications and precautions for each of the above procedures.
- Describe the technique and possible complications of the use of the sigmoidoscope
- Recognize the basic applications for ultrasound in the clinical settings

**Class Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 9/XX/17</td>
<td>Electrocardiography</td>
<td>Dubins, Chapter 10</td>
</tr>
</tbody>
</table>
| 2 9/XX/17 | Clinical documentation  
Sterile technique | Asprey, Chapter 21 |
| 3 9/XX/17 | Infection Control  
Venipuncture  
**Electrocardiography Examination** | Asprey, Chapters 9, 8 and 15 |
| 4 9/XX/17 | Venous catheterization |
| 5 10/XX/17 | Arterial blood sampling | Handout |
| 6 10/XX/17 | Bandaging, splinting and casting | 3M Handout |
| 7 10/XX/17 | Pulmonary Function Testing  
**Written Examination # 1** | Asprey, Chapters 2 and 3 |
<p>| 8 10/XX/17 | Nasogastric tube insertion | Asprey, Chapters 5, 6 and 7 |
| 9 | Urinary catheterization | Asprey, Chapter 26 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/XX/17</td>
<td>Suturing</td>
<td>Asprey, Chapters 22 and 23</td>
</tr>
<tr>
<td>11/XX/17</td>
<td>Lumbar Puncture</td>
<td>Asprey, Chapters 20, 25 and 29</td>
</tr>
<tr>
<td>11/XX/17</td>
<td>Joint Aspiration</td>
<td>Asprey, Chapter 16</td>
</tr>
<tr>
<td>11/XX/17</td>
<td>Abscess incision and drainage</td>
<td>Asprey, Chapter 13 and 14</td>
</tr>
<tr>
<td>12/XX/17</td>
<td>Bedside ultrasound</td>
<td>Sonosim Tutorial</td>
</tr>
<tr>
<td>12/XX/17</td>
<td>Final Written Examination</td>
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</tr>
</tbody>
</table>

### Laboratory Schedule

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Electrocardiography</td>
<td>Dubins, Chapter 10</td>
</tr>
<tr>
<td>2</td>
<td>Electrocardiography</td>
<td>Dubins, Chapter 10</td>
</tr>
<tr>
<td>3</td>
<td>Gloving, gowning and sterile technique Infection Control Training</td>
<td>Asprey, Chapter 21</td>
</tr>
<tr>
<td>4</td>
<td>Venipuncture computer module</td>
<td>Asprey, Chapters 9, 8 and 15</td>
</tr>
<tr>
<td>5</td>
<td>Venipuncture simulation model</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Venous catheterization computer module</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Venous catheterization simulation model</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Arterial blood sampling video</td>
<td>Handout</td>
</tr>
<tr>
<td>5</td>
<td>Arterial blood sampling simulation model</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Bandaging, splinting and casting</td>
<td>3M Handout</td>
</tr>
<tr>
<td>7</td>
<td>Pulmonary Function Testing</td>
<td>Asprey, Chapters 2 and 3</td>
</tr>
<tr>
<td>7</td>
<td>Nasogastric tube insertion</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Practical Examination I</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Urinary catheterization simulation model male/female</td>
<td>Asprey, Chapters 5, 6 and 7</td>
</tr>
<tr>
<td>9</td>
<td>Basic Life Support Class</td>
<td>Asprey, Chapter 26</td>
</tr>
<tr>
<td>10</td>
<td>Suturing (pigs feet simulation lab)</td>
<td>Asprey, Chapters 22 and 23</td>
</tr>
<tr>
<td>11</td>
<td>Lumbar Puncture simulation model</td>
<td>Asprey, Chapter 16</td>
</tr>
</tbody>
</table>
11/XX/17 Joint Aspiration simulation model

12 11/XX/17 Flexible sigmoidoscopy computer simulation Asprey, Chapters 20, 25 and 29

13 11/XX/17 Abscess incision and drainage Asprey, Chapter 13 and 14

14 12/XX/17 Bedside ultrasound simulation - Sonosim Sonosim Tutorial

15 12/XX/17 Practical Examination II

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Grading Criteria
Electrocardiography Examination 20%
Clinical Skills Practical Examination I 20%
Clinical Skills Practical Examination II 20%
Clinical Skills Cumulative Written Examination 30%
Participation 10%

Course Completion Requirements
BLS certification
AHA stroke protocol completion certificate (online, self-paced module)
NYS Infection control completion certificate

Required Textbooks/Resources


Suggested References/Resources

Procedures for Primary Care Physicians, John Pfenninger & Grant Fowler, 2nd ed., 2003, Mosby

Policy on Students with Disabilities: Students with a disability are encouraged to see the professor about accommodations during the first week of class so that you have the necessary tools to succeed in this course.

CUNY Policy on Academic Integrity
Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Definitions and Examples of Academic Dishonesty

**Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/ dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
- Submitting someone else's work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

**Plagiarism** is the act of presenting another person’s ideas, research or writings as your own. Examples of plagiarism include:

- Copying another person’s actual words or images without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or “cutting & pasting” from various sources without proper attribution.

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- Forging signatures of authorization; falsifying information on an official academic record; falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

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**COURSE SYLLABUS**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>HPPA 600 - WEB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name</td>
<td>PA-Portfolio I</td>
</tr>
</tbody>
</table>
Prerequisite(s)  All prerequisites required for admission to the PA program and official acceptance into the program.

Instructor  TBD
Office Location: 112 SC
Office Hours: Open-Door Policy, or by appointment
Phone: (718) 262-xxxx
E-mail: sample@york.cuny.edu

Course Description
2 Credits, 30 Hours (Online)
First of a series, runs concurrently with clinical rotations to facilitate the design and development of an electronic portfolio demonstrating integrative learning, professional development and evidence-based critical thinking. Selected assignments require appropriate electronic documentation of learning activities and experiences pertaining to self-assessment, intellectual inquiry, and professional skill development.

Course Purpose
This course serves as the structured space to monitor and facilitate the activities that culminate in the uploading of the final products from various courses and also from this course itself. Working closely with the assigned faculty facilitator, the student will identify and begin to conduct the necessary research and develop the skills needed to critically evaluate medical topics.

Instructional Methods
Online activities and assignments delivered through the Blackboard learning management system.

Topic Outline
Upload of previously posted artifacts and documents
Reflective Statements
Rotation # 1, 2 & 3 Artifacts
  History and Physical Write-Up
  Site Visit Summary
  Typhon Postings
  Exam Wrapper
  Rotation Reflective Journaling
Clinical Focused Review Process
  Identifying Clinical Questions
  Investigating Clinical Questions
  Comparing Medical Literature Sources
  Summarizing Outcomes
Exam Wrappers for Didactic Summative Examination

Learning Objectives
- The student will be able to upload documents and artifacts from previous coursework
- The student will be able to upload the following documents and artifacts from currently attended clinical rotations (HPPA 650 – 668):
  - Site Evaluations (performed during each clerkship):
    - Journal article presentation
    - H&Ps rubric assessment
Grading rubric for Online Course Component entries
Preceptor Evaluations at clinical sites
Patient encounter logs

- The student will reflect upon previous coursework and be able to document constructive critical analysis of the work and formulate a plan to improve outcomes:

  Reflective Assignment # 1
  HPPA 502 and 522 – Physical Diagnosis I&II

  Reflective Assignment # 2
  HPPA 518 – Health Policy
  Reflective piece on teamwork training session.

  Reflective Assignment # 3
  HPPA 540 & 552 Clinical Correlations I & II
  Rubric assessing skills in researching a question, constructing a differential diagnosis, and creating a treatment plan
  Reflective writing self-assessing the same items and identifying areas that require more work – written in HPPA 520 and revisited in HPPA 526

- The student will be able to conduct all components of a Clinically Focused Review as a precursor to the PICO (Patient Problem, Intervention, Comparison, Outcomes) and CAT (Critically Appraised Topic) process

- The student will be able to conduct and document “Exam Wrapper” reflection on Summative Examinations

**Weekly Unit Schedule**

<table>
<thead>
<tr>
<th>Unit #:</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1/29/18-2/4/18</td>
<td>Uploading of Prior Documents 1-3</td>
</tr>
<tr>
<td>2. 2/5/18-2/11/18</td>
<td>Uploading of Prior Documents 4-6</td>
</tr>
<tr>
<td>3. 2/12/18-2/18/18</td>
<td>Uploading of Prior Documents/Artifacts 7-8</td>
</tr>
<tr>
<td>4. 2/19/18-2/25/18</td>
<td>Physical Diagnosis Reflective Statement</td>
</tr>
<tr>
<td>5. 2/26/18-3/4/18</td>
<td>Clinical Rotation Uploads</td>
</tr>
<tr>
<td>7. 3/12/18-3/18/18</td>
<td>Teamwork Training Reflective Statement</td>
</tr>
<tr>
<td>8. 3/19/18 –3/25/18</td>
<td>Clinically Focused Review Independent Research</td>
</tr>
<tr>
<td>9. 3/26/18-4/1/18</td>
<td>Clinically Focused Review Independent Research</td>
</tr>
</tbody>
</table>
### Clinical Rotation Uploads
- 10. 4/2/18-4/8/18
- 11. 4/9/18-4/15/18
- 12. 4/16/18-5/22/18
- 13. 4/23/18-4/29/18
- 14. 4/30/18-5/6/18
- 15. 5/7/18-5/13/18

### Online Units
Each online unit consists of one or two sections:
1. Study and Learning Activities
2. Discussions and Assignments

#### Unit 1: Uploading of Prior Documents and Artifacts 1-3
**Initial Response Due: 2/1/18 Midnight**
**Replies to Others Due: 2/4/18 Midnight**

1. Study and Learning Activities
   - Read this unit’s introduction

2. Discussions and Assignments
   - Upload the Following Documents/Artifacts:
     - HPPA 502 and 522 – Physical Diagnosis I&II
     - Last H&P performed at the end of semester I
     - Last H&P performed at the end of semester II
     - HPPA 508 – Interviewing and Counseling
     - Role play scenario video tape with critique on interviewing skills
     - HPPA 510 – PA Profession
     - Exploration of the role of professionalism in a clinical scenario
       - Comment on one other student’s uploads

#### Unit 2: Uploading of Prior Documents and Artifacts 4-6
Initial Response Due: 2/9/18 Midnight  
Replies to Others Due: 2/11/18 Midnight

1. Study and Learning Activities
   • Read this unit’s introduction

2. Discussions and Assignments
   • Upload the Following Documents/Artifacts:

   HPPA 512 – Health Promotion and Disease Prevention
   Two Case studies - Require assessment of HP/DP issues and design of plan to address them

   HPPA 514 - Biomedical Ethics
   Course Project – 3-stage project in which student identifies a focused ethical question relevant to PA practice, reviews and summarizes 5 peer-reviewed sources relevant to the question and presents the findings via a written essay

   HPPA 518 – Health Policy
   Analysis of a specific current health policy issue and measures implemented to address it – was it successful or not. Support your stand on whether it was successful with relevant data and literature.

   • Comment on one other student’s uploads

Unit 3: Uploading of Prior Documents and Artifacts 7 & 8

Initial Response Due: 2/15/18 Midnight  
Replies to Others Due: 2/25/18 Midnight

1. Study and Learning Activities
   • Read this unit’s introduction

2. Discussions and Assignments
   • Upload the Following Documents/Artifacts:

      HPPA 530 – Evidence Based Medicine and Medical Informatics
      Critically Appraised Topic

      HPPA 540 & 552 Clinical Correlations I & II
      Rubric assessing skills in researching a question, constructing a differential diagnosis, and creating a treatment plan

   • Comment on one other student’s uploads

Unit 4: Physical Diagnosis Reflective Statement
Initial Response Due: 2/23/18 Midnight
Replies to Others Due: 2/11/18 Midnight

1. Study and Learning Activities
   - Read this unit’s introduction

2. Discussions and Assignments
   - Reflect upon the changes between your first and second full History and Physical submissions critically evaluating the growth demonstrated from the first to the second document and what remains to be mastered in this area
   - Comment on one other student’s uploads

Units 5, 10 and 15: Clinical Rotation Uploads
Initial Response Due: Thursday Midnight of Respective Week
Replies to Others Due: Sunday Midnight of Respective Week

1. Study and Learning Activities
   - Read this unit’s introduction
   - Upload the following from HPPA 550-558 (Clinical Clerkships)
     Site Evaluations (performed during each clerkship):
     Journal article presentation
     H&Ps rubric assessment
     Preceptor Evaluations at clinical sites
     Patient encounter logs

2. Discussions and Assignments
   - Comment on one other student’s uploads

Unit 6: Clinically Focused Review Process
Initial Response Due: Sunday Midnight

1. Study and Learning Activities
   - Read this unit’s introduction

2. Discussions and Assignments
   - Complete self-assessment and post it on the discussion board

Unit 7: Teamwork Training Reflective Statement
Initial Response Due: 3/15/18 Midnight
Response to Others Due: 3/18/18 Midnight

1. Study and learning Activities
• Read Unit Introduction

2. Discussions and Assignments

• Describe how you have applied the concepts introduced in the teamwork training session(s) into your clinical rotation experiences and post the document in the discussion board area

• Respond to the descriptions posted by another student.

Units 8, 9, 12 & 13 Clinically Focused Topic Independent Research
Initial Response Due: Thursday Midnight of Respective Week
Response to Others Due: Sunday Midnight of Respective Week

1. Study and Learning Activities

• Read Unit Introduction

2. Discussions and Assignments

• Conduct a full Clinically Focused Topic Review

• Post your Review in the CFT Wiki

• View and comment on another student’s Wiki entry in the Discussion Board area.

Unit 11: Clinical Correlations Reflection
Initial Response Due: 4/12/18 Midnight
Replies to Others Due: 4/15/18 Midnight

1. Study and Learning Activities

• Read this unit’s introduction

2. Discussions and Assignments

• Write your reflective piece and post in the Discussion Board Area

• Respond to the reflective piece posted by another student

Unit 14: Exam Wrappers
Initial Response Due: 5/1/18 Midnight
Replies to Others Due: 5/6/18 Midnight

1. Study and Learning Activities

• Read this unit’s introduction

• Document study strategies for exam including time spent on each activity
• Review all incorrect questions with analysis of reason for error
• Identify areas of deficiency and develop a plan to remedy them

2. Discussions and Assignments

• Write exam wrappers for the two End-of-Rotation examinations that you have completed and post them in the Discussion Board area.
• Write exam wrapper for the didactic summative examination.
• Respond to the exam wrappers posted by two fellow students

Additional Course Information
Additional physician assistant program academic regulations; progression and retention criteria; letter grade computation; examination review policies; grade appeal and grievance information; advisement policies; and rules of conduct are contained in the 2018 Physician Assistant Student Handbook.

Grading Criteria
This course is graded using the posted rubric to evaluate the student’s performance each week. Any assignments posted late (all must be completed to receive a grade) will result in a full letter grade reduction for that week’s assignment. Each week’s assignment is equally weighted.

Required Resources
All available medical literature resources available on the York College Library Website

Policy on Students with Disabilities
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• Changing a graded exam and returning it for more credit.
• Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
• Preparing answers or writing notes in a blue book (exam booklet) before an examination.
• Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
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**COURSE SYLLABUS**

**Course Number**  HPPA 610 - WEB

**Course Name**  PA-Portfolio II

**Prerequisite(s)**  All prerequisites required for admission to the PA program and official acceptance into the program.

**Instructor**  TBD

Office Location: 112 SC
Office Hours: Open-Door Policy, or by appointment
Phone: (718) 262-xxxx
E-mail: sample@york.cuny.edu

**Course Description**  
2 Credits, 30 Hours (Online)
Second of a series, runs concurrently with clinical rotations to facilitate the design and development of an electronic portfolio demonstrating integrative learning, professional development and evidence-based critical thinking. Selected assignments require appropriate electronic documentation of learning activities and experiences pertaining to self-assessment, intellectual inquiry, and professional skill development.
Course Purpose
This course serves as the structured space to monitor and facilitate the activities that culminate in the uploading of the final products from various courses and also from this course itself. Working closely with the assigned faculty facilitator, the student will identify and begin to conduct the necessary research and develop the skills needed to critically evaluate medical topics. Students progress to the PICO format (Patient Problem, Intervention, Comparison, Outcomes) from the prior Clinically Focused Topics research. Includes the summative practical examination, or Objective Structured Clinical Examination.

Instructional Methods
Online activities and assignments delivered through the Blackboard learning management system.

Topic Outline
Rotation # 4, 5 & 6 Artifacts
- History and Physical Write-Up
- Site Visit Summary
- Typhon Postings
- Exam Wrapper
- Rotation Reflective Journaling

PICO Topic Process
- Identifying Clinical Questions
- Investigating Clinical Questions
- Comparing Medical Literature Sources
- Summarizing Outcomes

Reflective Statements

Learning Objectives

- The student will be able to upload the following documents and artifacts from currently attended clinical rotations (HPPA 650–668):
  - Site Evaluations (performed during each clerkship):
  - Journal article presentation
  - H&Ps rubric assessment
  - Grading rubric for Online Course Component entries
  - Preceptor Evaluations at clinical sites
  - Patient encounter logs

- The student will be able to conduct all components of a Critically Appraised Topic (CAT) process

- The student will be able to design and write a sample Objective Structured Clinical Examination

- The student will successfully complete the Objective Structured Clinical Examination

Weekly Unit Schedule

<table>
<thead>
<tr>
<th>Unit #:</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 5/14/18-5/20/18</td>
<td>Introduction to the PICO Process</td>
</tr>
<tr>
<td>Date Range</td>
<td>Activity</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>2. 5/21/18-5/27/18</td>
<td>PICO Independent Research</td>
</tr>
<tr>
<td>3. 5/28/18-6/3/18</td>
<td>PICO Independent Research</td>
</tr>
<tr>
<td>4. 6/4/18-6/10/18</td>
<td>PICO Independent Research</td>
</tr>
<tr>
<td>5. 6/11/18-6/17/18</td>
<td>Clinical Rotation Uploads</td>
</tr>
<tr>
<td>6. 6/18/18–6/24/18</td>
<td>PICO Independent Research</td>
</tr>
<tr>
<td>7. 6/25/18-7/1/18</td>
<td>PICO Independent Research</td>
</tr>
<tr>
<td>8. 7/2/18 -7/8/18</td>
<td>PICO Independent Research</td>
</tr>
<tr>
<td>9. 7/9/18-7/15/18</td>
<td>PICO Independent Research</td>
</tr>
<tr>
<td>10. 7/16/18 -7/22/18</td>
<td>Clinical Rotation Uploads</td>
</tr>
<tr>
<td>11. 7/23/18-7/29/18</td>
<td>PICO Independent Research</td>
</tr>
<tr>
<td>12. 7/30/18 -8/5/18</td>
<td>PICO Independent Research</td>
</tr>
<tr>
<td>13. 8/6/18 -8/12/18</td>
<td>PICO Independent Research</td>
</tr>
<tr>
<td>14. 8/13/18 -8/19/18</td>
<td>Objective Structured Clinical Examination</td>
</tr>
<tr>
<td>15. 8/20/18 -8/26/18</td>
<td>Clinical Rotation Uploads</td>
</tr>
</tbody>
</table>

**Online Units**

Each online unit consists of one or two sections:

1. **Study and Learning Activities**
2. **Discussions and Assignments**

**Unit 1: Introduction to the PICO Process**

**Initial Response Due: 5/17/18 Midnight**

**Replies to Others Due: 5/20/18 Midnight**

1. **Study and Learning Activities**
   - Read this unit’s introduction

2. **Discussions and Assignments**
   - Choose a sample PICO question provided in the introduction, write a critique as outlined and post it in the Discussion Board
   - Comment on one other student’s critique
Units 2-4, 6-9, 11-13 PICO Independent Research
Initial Response Due: Thursday Midnight of Respective Week
Response to Others Due: Sunday Midnight of Respective Week

1. Study and Learning Activities
   • Read Unit Introduction

2. Discussions and Assignments
   • Conduct a full PICO for each unit as approved by your faculty facilitator
   • Post your Review in the PICO Wiki
   • View and comment on another student’s Wiki entry in the Discussion Board area.

Units 5, 10 and 15: Clinical Rotation Uploads
Initial Response Due: Thursday Midnight of Respective Week
Replies to Others Due: Sunday Midnight of Respective Week

1. Study and Learning Activities
   • Read this unit’s introduction
   • Upload the following from HPPA 550-558 (Clinical Clerkships)
     Site Evaluations (performed during each clerkship):
     Journal article presentation
     H&Ps rubric assessment
     Preceptor Evaluations at clinical sites
     Patient encounter logs

2. Discussions and Assignments
   • Comment on one other student’s uploads

Unit 6: Objective Structured Clinical Examination
Initial Response Due: Sunday Midnight

1. Study and Learning Activities
   • Read this unit’s introduction
   • Take the OSCE Examination as scheduled

2. Discussions and Assignments
   • Complete self-assessment and post it on the discussion board

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COURSE SYLLABUS

Course Number  HPPA 620 - WEB
Course Name  PA-Portfolio III
Prerequisite(s)  All prerequisites required for admission to the PA program and official acceptance into the program.
Instructor  TBD
Office Location: 112 SC
Office Hours: Open-Door Policy, or by appointment
Phone: (718) 262-xxxx
E-mail: sample@york.cuny.edu

Course Description
2 Credits, 30 Hours (Online)
Third and final of a series, runs concurrently with clinical rotations to facilitate the design and development of an electronic portfolio demonstrating integrative learning, professional development and evidence-based critical thinking. Selected assignments require appropriate electronic documentation of learning activities and experiences pertaining to self-assessment, intellectual inquiry, and professional skill development.

Course Purpose
This course serves as the structured space to monitor and facilitate the activities that culminate in the uploading of the final products from various courses and also from this course itself. Working closely with the assigned faculty facilitator, the student will identify conduct the necessary research and develop the skills needed to critically evaluate medical topics using the CAT (Critically Appraised Topic) process. Includes the summative written examination.

Instructional Methods
Online activities and assignments delivered through the Blackboard learning management system.

Topic Outline
Rotation # 7,8 & 9  Artifacts
  History and Physical Write-Up
  Site Visit Summary
  Typhon Postings
  Exam Wrapper
  Rotation Reflective Journaling
Critically Appraised Topic (CAT) Process
  Identifying Clinical Questions
  Investigating Clinical Questions
  Comparing Medical Literature Sources
  Summarizing Outcomes
Exam Wrappers for Practical and Written Summative Examinations
Full CAT Review and Uploading
Learning Objectives

- The student will be able to upload the following documents and artifacts from currently attended clinical rotations (HPPA 650 – 668):
  
  Site Evaluations (performed during each clerkship):
  
  - Journal article presentation
  - H&Ps rubric assessment
  - Grading rubric for Online Course Component entries
  - Preceptor Evaluations at clinical sites
  - Patient encounter logs

- The student will be able to conduct all components of a Critically Appraised Topic (CAT) process

- The student will be able to write reflective "Exam Wrappers" for both the summative practical and written examinations.

- The student will be able to design, conduct, defend and upload a full CAT

Weekly Unit Schedule

<table>
<thead>
<tr>
<th>Unit #:</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 9/4/18 - 9/9/18</td>
<td>CAT Independent Research</td>
</tr>
<tr>
<td>2. 9/10/18 - 9/16/18</td>
<td>CAT Independent Research</td>
</tr>
<tr>
<td>3. 9/17/18 - 9/23/18</td>
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</tr>
<tr>
<td>4. 9/24/18 - 9/30/18</td>
<td>CAT Independent Research</td>
</tr>
<tr>
<td>5. 10/1/18-10/7/18</td>
<td>Clinical Rotation Uploads</td>
</tr>
<tr>
<td>6. 10/8/18 - 10/14/18</td>
<td>CAT Independent Research</td>
</tr>
<tr>
<td>7. 10/15/18 - 10/21/18</td>
<td>CAT Independent Research</td>
</tr>
<tr>
<td>8. 10/22/18 - 10/28/18</td>
<td>CAT Independent Research</td>
</tr>
<tr>
<td>10. 11/5/18-11/11/18</td>
<td>Clinical Rotation Uploads</td>
</tr>
<tr>
<td>11. 11/12/18 - 11/18/18</td>
<td>CAT Independent Research</td>
</tr>
<tr>
<td>12. 11/19/18 - 11/25/18</td>
<td>Exam Wrapper - OSCE</td>
</tr>
<tr>
<td>Date Range</td>
<td>Event</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>13. 11/26/18-12/2/18</td>
<td>Summative Written Examination</td>
</tr>
<tr>
<td>14. 12/3/18-12/9/18</td>
<td>Uploading of CAT &amp; C.V.</td>
</tr>
<tr>
<td>15. 12/9/18-12/16/18</td>
<td>Clinical Rotation Uploads and PANCE Study Plan</td>
</tr>
</tbody>
</table>

**Online Units**

Each online unit consists of one or two sections:

1. Study and Learning Activities
2. Discussions and Assignments

**Units 1-4, 6-9 & 11 CAT Independent Research**

*Initial Response Due: Thursday Midnight of Respective Week*

*Replies to Others Due: Sunday Midnight of Respective Week*

1. Study and Learning Activities
   - Read this unit’s CAT introduction
   - Commence work on the Critically Appraised topics to include: development of topic; approval of topic by faculty facilitator; literature search and documentation; evidence assessment and comparison; conclusion and summary document

2. Discussions and Assignments
   - Post a progress statement
   - Comment on one other student’s progress statement

**Units 5, 10 and 15: Clinical Rotation Uploads**

*Initial Response Due: Thursday Midnight of Respective Week*

*Replies to Others Due: Sunday Midnight of Respective Week*

1. Study and Learning Activities
   - Read this unit’s introduction
   - Upload the following from HPPA 550-558 (Clinical Clerkships):
     - Site Evaluations (performed during each clerkship):
     - Journal article presentation
     - H&Ps rubric assessment
     - Preceptor Evaluations at clinical sites
     - Patient encounter logs

2. Discussions and Assignments
   - Comment on one other student’s uploads
Units 12 & 13 Exam Wrappers
Initial Response Due: Thursday Midnight of Respective Week
Replies to Others Due: Sunday Midnight of Respective Week

1. Study and Learning Activities
   - Read this unit’s introduction
   - Document study strategies for exam including time spent on each activity
   - Review all incorrect questions with analysis of reason for error
   - Identify areas of deficiency and develop a plan to remedy them

2. Discussions and Assignments
   - Write exam wrappers for the respective summative examination that you have completed and post them in the Discussion Board area.
   - Respond to the exam wrappers posted by two fellow students

Unit 14 CAT Upload
Initial Response Due: 12/6/18
Replies to Others Due: 12/9/18

1. Study and Learning Activities
   - Read this unit’s introduction

2. Discussions and Assignments
   - Upload your faculty-reviewed and approved CAT product.
   - Respond to the CAT posted by another student

Additional Course Information
Additional physician assistant program academic regulations; progression and retention criteria; letter grade computation; examination review policies; grade appeal and grievance information; advisement policies; and rules of conduct are contained in the 2018 Physician Assistant Student Handbook.

Grading Criteria
This course is graded using the posted rubric to evaluate the student’s performance each week. Any assignments posted late (all must be completed to receive a grade) will result in a full letter grade reduction for that week's assignment.

Required Resources
All available medical literature resources available on the York College Library Website

Policy on Students with Disabilities
Students with a disability are encouraged to see the professor about accommodations during the first week of class so that you have the necessary tools to succeed in this course.

CUNY Policy on Academic Integrity
Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.
Definitions and Examples of Academic Dishonesty:

**Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include:

- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
- Submitting someone else’s work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

**Plagiarism** is the act of presenting another person’s ideas, research or writings as your own. Examples of plagiarism include:

- Copying another person’s actual words or images without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or “cutting & pasting” from various sources without proper attribution.

**Obtaining Unfair Advantage** is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student’s work.

**Falsification of Records and Official Documents**

Examples of falsification include:

- Forging signatures of authorization; falsifying information on an official academic record; falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

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**COURSE SYLLABUS**

**HPPA 650 Surgery Clinical Rotation 2017-18**

Five week clinical rotation; 2 Credits

**Course Description**

This five-week rotation takes place in an inpatient hospital setting and may includes outpatient surgical clinic duties. This rotation will provide the student with the opportunity to acquire skills and knowledge necessary to diagnose and treat patients with surgical problems. Under the supervision of a preceptor, students will progressively assume responsibility to provide surgical services.
Students are required to attend available conferences/lectures, participate in daily rounds and take call when scheduled.

**Course Purpose**
This rotation will provide the student with the opportunity to acquire skills and knowledge necessary to diagnose and treat patients with surgical problems. Under the supervision of a preceptor, students will progressively assume responsibility to provide surgical services. During this surgical rotation, the student will perform comprehensive history and physical examinations and monitor the progress of assigned patients. The student will perform the appropriate history/physical examination and then form an assessment with differential diagnoses. With the assistance of the preceptor, the student will develop a patient management plan to include diagnostic tests (when indicated), pharmacologic and non-pharmacologic treatment. The student will also develop appropriate disease prevention/health promotion strategies, perform patient education and consider when referral to a specialist or other members of the health care team would be appropriate. The student will defend the rationale for assessments/treatment plans to include the relevant physiologic and pathophysiologic mechanisms, pertinent medical history, correlated sign and symptom complexes, physical examination findings and diagnostic test results. The student will present assigned patients to the preceptor with a logical information flow and sequence. Students will maintain medical records as directed by the preceptor.

Students are responsible for reading all assigned literature and also for reading independently about the problems patients present with during this rotation.

**Students are responsible for all surgical disorders, clinical problems and other topics listed in the following objectives whether or not clinical examples were seen during the clinical rotation experience.**

**Instructional Methods**
Hospital Rotations, Lectures, Reading Assignments, Case Presentations, Group Discussions.

**Topical Outline**
Anesthesia, Surgical Nutrition, Wound Healing, Post-Operative Complications, Clinical Problems, Diagnostics, Therapeutics, Skills, Surgical Anatomy, Professionalism

**Topic Objectives**

**A. Anesthesia**
The student will be able to differentiate between the indications, contraindications, side effects, complications, and demonstrate patient education for the following types of anesthesia:

- Regional and Local Anesthesia
- Spinal anesthesia
- Epidural anesthesia
- General anesthesia
- Muscular Relaxation and Intravenous Anesthesia
- Pain management
B. Surgical Nutrition
The student will be able to categorize the indications, contraindications, routes of administration, and complications for the following types of nutritional support in the surgical patient.

- Parenteral Feeding (peripheral / central)
- Enteral feeding
- Intravenous Fluid Hydration
- Special Diets (NPO, clear liquid, hepatic, renal, and diabetic)

C. Wound Healing:
The student will be able to diagnose the stages of wound healing, demonstrate wound care procedures and techniques to include the wound repair process, regulators of wound repair, clinical factors affecting wound healing, in sufficient depth for clinical application.

D. Post-Operative Complications
The student will be able to differentiate (through appropriate use of historical and physical examination skills) and develop a differential diagnosis and management of the following common post-operative complications:

<table>
<thead>
<tr>
<th>Fever</th>
<th>Renal Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wound Infection</td>
<td>Wound Dehiscence</td>
</tr>
<tr>
<td>Pulmonary Embolism</td>
<td>Adhesions</td>
</tr>
<tr>
<td>Pneumonia</td>
<td>Atelectasis</td>
</tr>
<tr>
<td>Urinary Retention</td>
<td>Arrthyhmias</td>
</tr>
<tr>
<td>Ileus</td>
<td>Deep Venous Thrombosis</td>
</tr>
<tr>
<td>Constipation</td>
<td>Hematoma/Seroma</td>
</tr>
</tbody>
</table>

E. Clinical Problems
For each problem listed, the student will be able to outline the clinical approach, including how to perform a focused history and physical examination, list differential diagnoses, order appropriate diagnostic studies, and describe the initial and comprehensive treatment plan. It is imperative that the physician assistant student knows when to refer his/her patient to specialized services for consultation and/or treatment. The more common illnesses are listed below but are not limited to:

<table>
<thead>
<tr>
<th>Fever</th>
<th>Arterial bruits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dyspnea</td>
<td>Tachypnea and shortness of breath</td>
</tr>
<tr>
<td>Chest pain</td>
<td></td>
</tr>
<tr>
<td>Tachycardia and palpitations</td>
<td>Hypertension and hypotension</td>
</tr>
<tr>
<td>Abdominal pain</td>
<td>Abdominal masses</td>
</tr>
<tr>
<td>Nausea and vomiting</td>
<td>Diarrhea and constipation</td>
</tr>
<tr>
<td>Rectal pain</td>
<td>Rectal bleeding</td>
</tr>
<tr>
<td>Calf pain</td>
<td>Pain, pallor, pulselessness,</td>
</tr>
</tbody>
</table>
F. Diagnostics
The student will be able to summarize the indications, contraindications, precautions, patient preparation, technique and utility of the following diagnostic procedures.

<table>
<thead>
<tr>
<th>Laboratory</th>
<th>Imaging</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBC with differential</td>
<td>Chest x-rays / tomography</td>
<td>Ventilator settings</td>
</tr>
<tr>
<td></td>
<td>CT scans</td>
<td></td>
</tr>
<tr>
<td>Serum chemistries including electrolytes and enzymes</td>
<td>Ventilation / perfusion scan</td>
<td>Gastroscopy, Colonoscopy and Sigmoidoscopy</td>
</tr>
<tr>
<td>Blood, sputum, throat, urine, stool, and wound cultures</td>
<td>Arteriogram / angiogram</td>
<td>Ankle - Brachial index (ABI)</td>
</tr>
<tr>
<td>Gram stain</td>
<td>MRI (magnetic resonances imaging)</td>
<td>Electrocardiograms</td>
</tr>
<tr>
<td>Coagulation studies</td>
<td>DSA (digital subtraction angiography)</td>
<td></td>
</tr>
<tr>
<td>Arterial blood gas analysis</td>
<td>Abdominal x-rays including barium studies</td>
<td></td>
</tr>
<tr>
<td>Urinalysis (including microscopic examination and enzyme analysis)</td>
<td>Ultrasonography</td>
<td>Pulmonary / cardiac monitoring (via central line placement)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ERCP (endoscopic retrograde cholangiopancreatography)</td>
</tr>
<tr>
<td>Fecal occult blood testing</td>
<td>Lower extremity venogram and arteriogram</td>
<td></td>
</tr>
</tbody>
</table>

G. Therapeutics
The student will be able to identify the actions, dosages, interactions, side effects, adverse effects and use of the following pharmacological agents associated with the management of surgical patients:

1. Analgesics
2. Anticoagulants
3. Antibiotics
4. Miscellaneous - *i.e.* Anti-Arrythmics, H-2 receptors, IV Fluid Replacement and IV Maintenance Fluid Therapy

H. Skills
Medical Records
The student will be able to document the following:
Surgical Admission History
Surgical Admission Physical Examination
Admission Orders
Preoperative Operative and Postoperative Notes and Orders
SOAP (Subjective, Objective, Assessment & Plan) Progress Notes
Discharge Summaries

Procedural Skills

The student will be able to perform, interpret and evaluate the following technical and diagnostic procedures under appropriate supervision:

- Aseptic technique during the pre-operative, intra-operative and post-operative periods
- Administer intramuscular, subcutaneous, and intradermal injections
- Venipuncture
- Intravenous catheterization, maintenance, and removal
- Arterial puncture for blood gas determination
- Insertion and removal of nasogastric and feeding tubes
- Insertion and removal of Foley catheters
- Describe the technique for insertion of central lines
- 12 lead ECG’s and Basic Interpretation
  - Chest tube insertion
  - Intubation
  - Oxygen administration
  - Peritoneal lavage
  - Operating room scrubbing techniques and assisting
  - Minor wound repair
  - Wound care / dressing changes and wound debridement
  - Incision and drainage abscesses
  - Complete fever and post-op fever work up

I. Surgical Anatomy

Students will be able to discuss the appropriate anatomy for thoracic, abdominal or extremity surgical procedures.

Surgical Disorders

The student will be able to describe and explain the anatomy, pathophysiology, epidemiology, etiology, clinical presentation (signs and symptoms), differential diagnoses, diagnostic evaluation, management and monitoring plan, patient education, and sequelae/prognosis for the following organ systems in the adult and when appropriate the pediatric population:

<table>
<thead>
<tr>
<th>A.</th>
<th>Breast</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Breast Abscess</td>
</tr>
<tr>
<td><strong>Breast Cysts</strong></td>
<td><strong>Gynecomastia</strong></td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Breast Carcinomas (invasive / noninvasive)</strong></td>
<td><strong>Mammary Duct Papilloma</strong></td>
</tr>
</tbody>
</table>

### B. Pulmonary

<table>
<thead>
<tr>
<th>Atelectasis</th>
<th>Pneumothorax/ Hemothorax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carcinoma of the Lung</td>
<td>Pulmonary Abscesses</td>
</tr>
<tr>
<td>Flail Chest</td>
<td>Pulmonary Embolism</td>
</tr>
</tbody>
</table>

### C. Endocrine

- **Adrenal Carcinoma and Adenoma**
- **Conn’s syndrome (Primary Hyperaldosteronism)**

<table>
<thead>
<tr>
<th><strong>Thyroid Tumors and Malignancies</strong></th>
</tr>
</thead>
</table>

### D. Cardiovascular

- **Aneurysms (aortic, renal )**
- **Peripheral Vascular Disease**
- **Carotid Atherosclerotic Disease**
- **Varicose Veins**
- **Deep Vein Thrombosis**
- **Venous Stasis Ulcers**

### E. Gastrointestinal

- **Acute appendicitis**
- **Acute diverticulitis**
- **Acute cholecystitis**
- **Cholelithiasis and Choledocholithiasis**
- **Pyloric stenosis**
- **Intestinal obstruction (small and large bowel)**
- **Meckel's diverticulum**
- **Perforated viscus**
- **Barrett's esophagitis**
- **Peptic Ulcer Disease**
- **Carcinoma: gallbladder, liver, pancreas, gastric, kidney, colorectal**
- **Achalasia**
- **Acute abdomen**
- **Hernias (umbilical, inguinal, femoral, incisional, epigastric)**
- **Pilonidal abscess**
- **Anal fissures, fistulas and polyps**
- **Perirectal abscess**
- **Hemorrhoids**
- **Gastro-esophageal reflux disease**
- **Mallory-Weiss Syndrome**
- **Esophageal Varices**
- **Pancreatitis**
- **Diverticulitis**
- **Volvulus**

### F. Genitourinary

- **Varicocele and hydrocele**
- **Testicular neoplasms**
- **Testicular torsion**
- **Benign Prostatic Hypertrophy (BPH)**
- **Phimosis**
- **Nephrolithiasis**
- **Carcinoma (prostatic, bladder, renal)**

### G. Neurological

- **Epidural hemorrhage**
- **Subdural hemorrhage**
- **Epidural and subdural hematomas**
- **Subarachnoid hemorrhage**
- **Skull Fracture**
- **Intracranial Tumor**
- **Cerebral Aneurysm/Arteriovenous Malformation**

### H. Skin

| **Burns** | **Cellulitis** |
Cysts | Local anesthesia use
---|---

I. Musculoskeletal

Fractures | Strains
---|---
Sprains

Professional Development

The student will
a) demonstrate initiative and enthusiasm in participating in patient care activities as a member of the health care team;
b) demonstrate intellectual curiosity in interactions with preceptors and by performing independent reading/research regarding clinical problems seen;
c) exhibit cultural sensitivity to understanding and relate to the emotional and social background of patients;
d) demonstrate a constructively self-critical manner and the ability to accept direction from others;
e) acknowledge limitations by consulting with the supervising preceptor or others when appropriate
f) successfully complete all clerkship on-line assignments and logging requirements in a timely manner, and actively participate in the on-line discussions;
g) be present and on-time at the clinical clerkship site whenever they are so scheduled, including weekends and evenings as assigned;
h) be appropriately groomed and professionally attired for the clerkship site, including a white coat where appropriate;
i) attend any and all available medical lectures, conferences, teaching rounds, grand rounds, or other similar events;
j) exhibit a team orientation and attitudes conducive to inter-professional training environments, and
k) demonstrate effective teamwork and communication skills when interacting with other members of the healthcare team.

Grading Criteria (See Clinical Handbook for further information)

Site Evaluation | 20%
Preceptor Evaluation | 20%
Online Component | 10%
Written Examination | 50%
Online Case Logging (Required but not graded)

Site Evaluation: students are visited by a clinical faculty member, students are required to present a patient and discuss the disease entity(ies) treated. The visit(s) include presenting a related clinical research article and pharmacology review (“drug cards”).

Preceptor Evaluation: objective evaluation of clinical competence, teamwork and professionalism

Online Component: evaluation conducted by assigned facilitator utilizing grading rubric posted online in “Course Information”

Written Examination: multiple choice, and/or true/false, matching and/or fill in questions administered at the end of the clerkship
Online Logging Component: required electronic documentation of patient encounters and procedures

Required Textbooks/Resources

CURRENT Diagnosis & Treatment: Surgery, 13e Edited by Gerard M. Doherty
(Available via Access Medicine on York Library Website)

Required Texts for All Clinical Clerkships (use most recent editions):

Current Medical Diagnosis and Treatment 2014, Lawrence M. Tierney Jr. (Editor), 2014, Lange
(Available via Access Medicine on York Library Website)

DeGowin's Diagnostic Examination, 9e Richard LeBlond, Donald Brown, Richard DeGowin
(Available via Access Medicine on York Library Website)

Basic Radiology 2e, Michael Chen, Thomas Pope & David Ott
(Available via Access Medicine on York Library Website)

Pocket Guide to Diagnostic Tests, 6e Diana Nicoll, Chuanyi Mark Lu, Stephen McPhee, Michael Pignone
(Available via Access Medicine on York Library Website)


Suggested References/Resources

Schwartz's Principles of Surgery, 9e
F. Charles Brunicardi, Dana K. Andersen, Timothy R. Billiar, David L. Dunn, John G. Hunter, Jeffrey B. Matthews, Raphael E. Pollock
(Available via Access Medicine on York Library Website)

Cope’s Early Diagnosis of the Acute Abdomen, Silen, Oxford University Press, New York

Policy on Students with Disabilities
Students with a disability are encouraged to see the professor about accommodations during the first week of class so that you have the necessary tools to succeed in this course.

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Examples of falsification include:
• Forging signatures of authorization; falsifying information on an official academic record; falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

COURSE SYLLABUS
HPPA 652 Internal Medicine Clinical Rotation 2017-18

Five week clinical rotation; 2 Credits

Course Description
2 credits; 5 Weeks
This five-week rotation takes place in a hospital setting. This rotation will provide the student with the opportunity to acquire skills and knowledge necessary to diagnose and treat patients with medical problems. Under the supervision of a preceptor, students will progressively assume responsibility to provide medical services. Students are required to attend available conferences/lectures, participate in daily rounds and take call when scheduled.
Course Purpose
The student will perform the appropriate history/physical examination and then form an assessment with differential diagnoses. With the assistance of the preceptor, the student will develop a patient management plan to include diagnostic tests (when indicated), pharmacologic and non-pharmacologic treatment. The student will also develop appropriate disease prevention/health promotion strategies, perform patient education and consider when referral to specialists or other members of the health care team would be appropriate. The student will be able to present the rationale for the assessments with differential diagnoses and management plan. The student will be able to briefly present assigned patients to the preceptor with a logical information flow and sequence. Students will maintain medical records as directed by the preceptor.

During this medical rotation, the student will perform comprehensive history and physical examinations and monitor the progress of assigned patients. The student will perform patient care tasks as assigned by the preceptor. The student will broaden and reinforce medical skills and knowledge through: attendance at grand rounds (if available), medical conferences/lectures, team meetings/rounds, assigned readings and independent research.

Students are responsible for all medical disorders, clinical problems and other topics listed in the following objectives whether or not clinical examples were seen during the clinical rotation experience.

Instructional Methods
Fieldwork, Lectures, Reading Assignments, Chart Review, Case Presentations, Online Asynchronous Group Discussions.

Medical Disorders
The student will be able to describe the pathophysiology, epidemiology, etiology, clinical presentation (signs and symptoms), differential diagnoses, diagnostic evaluation, management and monitoring plan, patient education, and sequelae/prognosis for the following conditions:

Cardiovascular Disease
- Heart failure
- Coronary artery disease
- Myocardial infarction/acute coronary syndrome
- Hypertension
- Valvular heart disease
- Cardiac arrhythmias
- Cardiomyopathies
- Infective endocarditis
- Pericarditis
- Rheumatic heart disease
- Cor pulmonale
- Aortic aneurysm/dissection
- Deep vein thrombosis and pulmonary thromboembolism
- Peripheral arterial insufficiency
- Cerebrovascular disease

Pulmonary Diseases
- Asthma
- Bronchitis, acute
- Chronic obstructive pulmonary diseases (chronic bronchitis, emphysema)
- Restrictive pulmonary disorders
- Pneumonia
- Pulmonary hypertension
- Sleep-related pulmonary disorders
- Acute respiratory failure
- Lung cancer
- Tuberculosis

Gastrointestinal Disease
- Esophagitis, esophageal reflux, motility disorders
- Gastritis, gastric cancer
- Peptic ulcer disease
- Gallbladder disorders
- Inflammatory bowel diseases (Crohn’s and Ulcerative colitis)
- Colon cancer
- Colonic diverticular disease
- Irritable Bowel Syndrome
- Hepatitis
- Cirrhosis of the liver
- Pancreatitis, pancreatic cancer

Musculoskeletal/ Connective Tissue/ Autoimmune Diseases
- Rheumatoid arthritis
- Osteoarthritis
- Gout
- Low back pain
- Polymyositis
- Fibrositis
- Renal/ Urinary Tract Disease
- Acute renal failure
- Chronic renal insufficiency/ failure
- Renal lithiasis
- Prostatitis, benign prostatic hyperplasia, prostate cancer

Electrolyte Imbalance Disorders
- Endocrine/ Metabolic
- Diabetes mellitus
- Thyroid disorders
- Pituitary disorders
• Adrenal insufficiency
• Cushing’s Disease
• Disorders of electrolyte imbalance
• Neurological Diseases
• Headache (migraine, cluster, tension)
• Seizure disorders
• Transient ischemic attacks & stroke
• Parkinson’s disease
• Multiple sclerosis
• Alzheimer’s disease, dementia
• Peripheral neuropathies
• Meningitis
• Cerebral edema

Hematologic/ Oncologic Diseases
• Anemia (iron deficiency, B12 and folate deficiencies, of chronic disease, Sickle Cell)
• Thalassemias
• Thrombocytosis, thrombocytopenia, polycythemia
• Selected cancers of the organ systems as noted

Substance Abuse-Related Disorders
• Alcoholism
• Tobacco
• Narcotics and street drugs

Infectious Diseases
• Recommended vaccinations for adults
• HIV/ AIDS
• Influenza
• Mononucleosis
• Hepatitis: A,B,C
• FUO in adults
• Specific infections: herpes, mycoplasma, tuberculosis, chlamydia, gram-positive and gram-negative infections of above listed conditions/organ systems

Health Promotion/Disease Prevention
The student will be able to provide medical education at the patient’s level of comprehension regarding the medical problems listed above as well as the following problems/issues:
  • Adult Vaccination
  • Smoking Cessation
  • Substance Abuse
  • Use of Therapeutic Inhalers
  • Use of Peak Flow Meter
  • Diet and Nutrition
  • Exercise
  • Cardiac Risk Factor Reduction
  • Special Issues in Diabetes – eye care, foot care, diet, use of medications
  • Transmission of infectious disease agents
Prevention of rheumatic fever
Endocarditis Prophylaxis
Screening tests for common malignancies
Prevention of Injury and Violence

**HIV Disease**
The student will be able to describe the transmission, natural history and pathophysiology of HIV infection and AIDS.
The student will be able to describe the replicative cycle of retroviruses and HIV in particular.
The student will be able to describe the clinical presentation (signs and symptoms), diagnostic evaluation, and management/monitoring of the spectrum of HIV disease.
The student will be able to compare and contrast various opportunistic infections associated with HIV/AIDS.
The student will be able to describe an approach to the following clinical problems in the HIV infected patient: cough/shortness of breath/pneumonia, oral lesions, esophagitis, diarrhea, CNS symptoms, weight loss, peripheral neuromuscular symptoms, fever and lymphadenopathy.
The student will understand the indication, contraindication, side effects and general cost effectiveness of the pharmacologic management of HIV/AIDS.
The student will be able to provide medical education at the patient’s level of comprehension regarding: pre-and-post HIV testing counseling, prevention and risk reduction for HIV transmission, prevention of occupational HIV transmission, post-exposure prophylactic treatment for HIV, pregnancy and HIV, and proper nutrition in HIV/AIDS.

**Psychosocial Issues**
The student will be able to identify the relationship between medical and socio-economic problems.
The student will be able to identify the impact of cultural differences on patient-provider interactions and describe how race and ethnicity affect morbidity/mortality.
The students will be able to apply an approach for working effectively with patients from different cultures.

**Clinical Problems**
For each problem listed, the student will be able to describe the clinical approach, including how to perform a focused history and physical examination, list differential diagnoses, order appropriate diagnostic studies, and describe the initial and comprehensive treatment plan. It is also imperative that the physician assistant student knows when to refer his/her patient to specialized services for consultation and/or treatment.

<table>
<thead>
<tr>
<th>Cough</th>
<th>Shortness of Breath / Dyspnea</th>
<th>Chest Pain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wheezing</td>
<td>Hemoptysis</td>
<td>Smoking</td>
</tr>
<tr>
<td>Diarrhea</td>
<td>Nausea and Vomiting</td>
<td>Hematemesis</td>
</tr>
<tr>
<td>Heartburn</td>
<td>Dysphagia</td>
<td>Anorexia</td>
</tr>
<tr>
<td>Constipation</td>
<td>Hepatomegaly</td>
<td>Jaundice, Ascites, Biliary colic</td>
</tr>
<tr>
<td>Weight Loss</td>
<td>Guaiac Positive Stool</td>
<td>Dizziness/Lightheadedness and Vertigo</td>
</tr>
<tr>
<td>Headache</td>
<td>Numbness / Paresthesia</td>
<td>Syncope</td>
</tr>
<tr>
<td>Seizure - generalized and partial</td>
<td>Dementia/delerium</td>
<td>Edema</td>
</tr>
<tr>
<td>Fever</td>
<td>Goiter</td>
<td>Palpitations</td>
</tr>
<tr>
<td>Fatigue</td>
<td>Chest Pain</td>
<td>Wheezing / Rales (crackles)</td>
</tr>
<tr>
<td>Chest pain</td>
<td>Trauma (blunt / penetrating)</td>
<td>Calf pain</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Tachycardia and Palpitations</td>
<td>Hypertension and Hypotension</td>
<td>Palpable Breast Mass</td>
</tr>
<tr>
<td>Mastodynia</td>
<td>Abdominal Pain</td>
<td>Abdominal Masses</td>
</tr>
<tr>
<td>Anemia</td>
<td>Weight Change</td>
<td>Temperature Intolerance</td>
</tr>
<tr>
<td>Rectal Pain, Rectal bleeding</td>
<td>Fatigue</td>
<td>Claudication</td>
</tr>
<tr>
<td>Hematuria/Pyuria/Proteinuria</td>
<td>Cyanosis of extremities</td>
<td>Melena</td>
</tr>
<tr>
<td>Arterial bruits</td>
<td>Pain, pallor, pulselessness, paresthesia, paralysis,</td>
<td>Aphasia</td>
</tr>
<tr>
<td>Burns</td>
<td>Papilledema</td>
<td>Prolonged Clotting Time/Bleeding</td>
</tr>
<tr>
<td>Hemiparesis</td>
<td>Leukocytosis, Leukopenia</td>
<td>Lymphadenopathy</td>
</tr>
<tr>
<td>Dysuria/Urgency/Frequency</td>
<td>Thrombocytopenia</td>
<td></td>
</tr>
</tbody>
</table>

**Diagnostics**

The student will be able to state the indications, contraindications, precautions, patient preparation, technique and utility of the following diagnostic procedures.

<table>
<thead>
<tr>
<th>Laboratory</th>
<th>Imaging</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arterial Blood Gas Analysis</td>
<td>Mammography</td>
<td>Bronchoscopy</td>
</tr>
<tr>
<td>CBC with differential</td>
<td>Echocardiogram</td>
<td>Mediastinoscopy</td>
</tr>
<tr>
<td>RBC indices</td>
<td>Ultrasoundigraphy</td>
<td>Pulmonary Function Tests</td>
</tr>
<tr>
<td>Serum Chemistries / Electrolytes</td>
<td>Chest x-rays / tomography</td>
<td>Anergy panel / PPD</td>
</tr>
<tr>
<td>Blood, sputum, throat, urine, stool, and wound cultures</td>
<td>CAT scans (Computerized Axial Tomography)</td>
<td>Colonoscopy and Sigmoidoscopy</td>
</tr>
<tr>
<td>Gram stain</td>
<td>Ventilation / perfusion scan</td>
<td>Cardiac Stress Tests</td>
</tr>
<tr>
<td>Acid Fast Stain</td>
<td>Arteriogram / Angiogram</td>
<td>Electrocardiograms / Holter Monitor</td>
</tr>
<tr>
<td>Viral Cultures, Antigen Detection</td>
<td>Fluoroscopy</td>
<td>Cystoscopy</td>
</tr>
<tr>
<td>Serology</td>
<td>MRI (Magnetic Resonance Imaging)</td>
<td>Esophagogastroduodenoscopy</td>
</tr>
<tr>
<td>PCR (Polymerase Chain Reaction)</td>
<td>Nuclear Medicine Studies</td>
<td>Esophagoscopy</td>
</tr>
<tr>
<td>Cytology</td>
<td>Bone scan</td>
<td>Stool Guaiac</td>
</tr>
<tr>
<td>Thyroid function tests</td>
<td>Cystogram</td>
<td>Bone Marrow Aspirate</td>
</tr>
<tr>
<td>Urinalysis (including microscopic examination)</td>
<td>ERCP (endoscopic retrograde cholangiopancreatography)</td>
<td>Pulmonary / cardiac monitoring (via central line placement)</td>
</tr>
<tr>
<td>Tumor markers</td>
<td>Abdominal x-rays</td>
<td>Electromyogram</td>
</tr>
<tr>
<td>Fecal occult blood testing</td>
<td>DSA (digital subtraction angiography)</td>
<td>Myelogram</td>
</tr>
<tr>
<td>C - reactive protein</td>
<td>Lower Extremity Venogram and Arteriogram</td>
<td>Electroencephalogram</td>
</tr>
<tr>
<td>Serum and urinary amylase / lipase</td>
<td>Barium studies</td>
<td></td>
</tr>
<tr>
<td>Urinary catecholemines and metabolites</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Coagulation studies
Alkaline phosphatase
Hormone receptor analysis
PT/PTT
Liver Function Tests
Serum Amylase
Iron studies, Ferritin, Schilling test
Cerebrospinal Fluid Studies
Cardiac Enzymes
Lipid Profile
HIV Ab, CD4+, CD8+, Viral Load

**Therapeutics**
The student will know the action, dosage, interactions, side effects, adverse effects and use of the following prototypical agents of drug classes utilized in the management of medical patients such as (but not limited to) the following:

<table>
<thead>
<tr>
<th>Analgesics</th>
<th>Antacids</th>
<th>Antianxiety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antibiotics</td>
<td>Anticoagulants</td>
<td>Anticonvulsants</td>
</tr>
<tr>
<td>Antihypertensives</td>
<td>Antidepressants</td>
<td>Antiarrhythmics</td>
</tr>
<tr>
<td>Antifungals</td>
<td>Antivirals</td>
<td>Bronchodilators</td>
</tr>
<tr>
<td>Iron preparations</td>
<td>Insulins, Oral Hypoglycemics</td>
<td>Diuretics</td>
</tr>
<tr>
<td>Antitussives/Expectorants</td>
<td>TB drugs</td>
<td>Oxygen</td>
</tr>
<tr>
<td>Corticosteroids</td>
<td>Smoking Cessation</td>
<td>ACE Inhibitors</td>
</tr>
<tr>
<td>Calcium Channel Blockers</td>
<td>Thrombolytics</td>
<td>Nitrate</td>
</tr>
<tr>
<td>Vasodilators</td>
<td>antiemetics</td>
<td>Cardiac Glycosides</td>
</tr>
<tr>
<td>Beta Blockers</td>
<td>Antidiarrheals, Laxatives</td>
<td>Anti-Platelet Drugs</td>
</tr>
<tr>
<td>Vitamins and Minerals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Skills**

**A. Medical Records**
The student will be able to document the following:
- Admission History / Comprehensive Data Base
- Admission Physical Examination
- Problem List
- Admission Orders
- Preoperative Note/Orders
- SOAP (Subjective, Objective, Assessment & Plan) Progress Notes
- Operative/Postoperative Notes
- Discharge Summaries
The student will present in oral format the admission history/physical exam and/or the daily progress report of his/her assigned patients.

**B. Procedural Skills**
The student will be able to perform and/or interpret the following technical and diagnostic procedures under the appropriate supervision:

- Administer intramuscular, subcutaneous and intradermal injections
- Venipuncture
- Intravenous catheter insertion/removal
- Arterial Puncture for Blood Gas Determination
- 12 lead EKG
- Fingerstick hemoglobin/hematocrit, glucose
- Urinalysis, including microscopic
- Wet mount
- Bacteriologic and viral specimen collection
- Gram stain
- Pulmonary function testing
- Insert and remove nasogastric tubes
- Administer inhalation O2
- Bladder catheterization, removal

The student will assist at and/or have knowledge of and indications for the following procedures under direct supervision:

- Paracentesis
- Lumbar puncture
- Joint aspiration or injection
- Insertion of CVP line
- Peritoneal dialysis
- Chest tubes
- Tracheostomy
- Insertion of central line
- Insertion of femoral line
- Peritoneal dialysis
- Chest tubes
- Paracentesis
- Thoracentesis
- “Cut down” for venous access

**Professional Development**

The student will
a) demonstrate initiative and enthusiasm in participating in patient care activities as a member of the health care team;
b) demonstrate intellectual curiosity in interactions with preceptors and by performing independent reading/research regarding clinical problems seen;
c) exhibit cultural sensitivity to understanding and relate to the emotional and social background of patients;
d) demonstrate a constructively self-critical manner and the ability to accept direction from others;
e) acknowledge limitations by consulting with the supervising preceptor or others when appropriate
f) successfully complete all clerkship on-line assignments and logging requirements in a timely manner, and actively participate in the on-line discussions;
g) be present and on-time at the clinical clerkship site whenever they are so scheduled, including weekends and evenings as assigned;

h) be appropriately groomed and professionally attired for the clerkship site, including a white coat where appropriate;

i) attend any and all available medical lectures, conferences, teaching rounds, grand rounds, or other similar events;

j) exhibit a team orientation and attitudes conducive to inter-professional training environments, and

k) demonstrate effective teamwork and communication skills when interacting with other members of the healthcare team.

**Grading Criteria** (See Clinical Handbook for further information)

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Evaluation</td>
<td>20%</td>
</tr>
<tr>
<td>Preceptor Evaluation</td>
<td>20%</td>
</tr>
<tr>
<td>Online Component</td>
<td>10%</td>
</tr>
<tr>
<td>Written Examination</td>
<td>50%</td>
</tr>
<tr>
<td>Online Case Logging</td>
<td>(Required but not graded)</td>
</tr>
</tbody>
</table>

**Site Evaluation:** students are visited by a clinical faculty member, students are required to present a patient and discuss the disease entity(ies) treated. The visit(s) include presenting a related clinical research article and pharmacology review (“drug cards”).

**Preceptor Evaluation:** objective evaluation of clinical competence, teamwork and professionalism

**Online Component:** evaluation conducted by assigned facilitator utilizing grading rubric posted online in “Course Information”

**Written Examination:** multiple choice, and/or true/false, matching and/or fill in questions administered at the end of the clerkship

**Online Logging Component:** required electronic documentation of patient encounters and procedures

**Required Textbooks/Resources**

*Harrison's Principles of Internal Medicine, 18e*


(Available via Access Medicine on York Library Website)

**Required Texts for All Clinical Clerkships (use most recent editions):**

*Current Medical Diagnosis and Treatment 2014,* Lawrence M. Tierney Jr. (Editor), 2014, Lange

(Available via Access Medicine on York Library Website)

*DeGowin’s Diagnostic Examination, 9e* Richard LeBlond, Donald Brown, Richard DeGowin

(Available via Access Medicine on York Library Website)

*Basic Radiology 2e,* Michael Chen, Thomas Pope & David Ott

(Available via Access Medicine on York Library Website)
Policy on Students with Disabilities
Students with a disability are encouraged to see the professor about accommodations during the first week of class so that you have the necessary tools to succeed in this course.

CUNY Policy on Academic Integrity
Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Definitions and Examples of Academic Dishonesty:
Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include:
• Copying from another student during an examination or allowing another to copy your work.
• Unauthorized collaboration on a take home assignment or examination.
• Using notes during a closed book examination.
• Taking an examination for another student, or asking or allowing another student to take an examination for you.
• Changing a graded exam and returning it for more credit.
• Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
• Preparing answers or writing notes in a blue book (exam booklet) before an examination.
• Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
• Giving assistance to acts of academic misconduct/dishonesty.
• Fabricating data (in whole or in part).
• Falsifying data (in whole or in part).
• Submitting someone else’s work as your own.
• Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person’s ideas, research or writings as your own. Examples of plagiarism include:
• Copying another person’s actual words or images without the use of quotation marks and footnotes attributing the words to their source.
• Presenting another person’s ideas or theories in your own words without acknowledging the source.
• Failing to acknowledge collaborators on homework and laboratory assignments.
• Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or “cutting & pasting” from various sources without proper attribution.
**Obtaining Unfair Advantage** is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student’s work.

**Falsification of Records and Official Documents**

Examples of falsification include:

- Forging signatures of authorization; falsifying information on an official academic record; falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

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**COURSE SYLLABUS**

**HPPA 654  Pediatrics Clinical Rotation  2017-18**

Five week Clinical Rotation; 2 credits

**Course Description**

This five-week rotation takes place in an inpatient and/or outpatient pediatric department/clinics/office/emergency department setting(s). This rotation will provide the student with the opportunity to acquire skills and knowledge required to care for pediatric patients. Under the supervision of a preceptor, students will progressively assume responsibility to provide pediatric services. Students are required to attend available conferences/lectures, participate in daily rounds and take call when scheduled.

**Course Purpose**

This rotation will provide the student with the opportunity to acquire skills and knowledge required to care for pediatric patients. This five-week rotation takes place in a hospital (including outpatient clinic), clinic and/or private office setting. During this pediatric rotation, the student will perform patient care tasks as assigned by the preceptor. Students are required to attend available conferences/lectures, participate in daily rounds (if performed at the rotation site) and take call when scheduled. This rotation will provide the student with the opportunity to acquire skills and knowledge required to care for pediatric patients. Under the supervision of a preceptor, students will progressively assume responsibility to provide pediatric services. The student will perform the age appropriate pediatric history/physical examination and then form an assessment with differential diagnoses. With the assistance of the preceptor, the student will develop a patient management plan to include diagnostic tests (when indicated), pharmacologic and non-pharmacologic treatment. The student is expected to participate in well child care, management of acute and chronic clinical pediatric problems, behavioral problems and adolescent care. The student will also develop appropriate disease prevention/health promotion strategies, perform parent/child patient education and consider when referral to specialists or other members of the health care team would be
appropriate. The student will be able to present the rationale for the assessments with differential diagnoses and management plan. The student will be able to briefly present assigned patients to the preceptor with a logical information flow and sequence. Students will maintain medical records as directed by the preceptor. Students are responsible for reading all assigned literature and also for reading independently about the problems patients present with during this rotation.

**Instructional Methods**

*Fieldwork, Lectures, Reading Assignments, Chart Review, Case Presentations, Online*

*Asynchronous Group Discussions.*

**Course Objectives**

Students are responsible for all pediatric disorders, clinical problems and other topics listed in the following objectives whether or not clinical examples were seen during the clinical rotation experience.

**Pediatric Disorders**

The student will be able to describe the pathophysiology, epidemiology, etiology, clinical presentation (signs and symptoms), differential diagnoses, diagnostic evaluation, management and monitoring plan, patient education, and sequelae/prognosis for the following conditions:

<table>
<thead>
<tr>
<th>Integument</th>
<th>HEENT (Head, Eyes, Ears, Nose, Throat)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eczema (atopic dermatitis)</td>
<td>Rhinitis</td>
</tr>
<tr>
<td>Cellulitis</td>
<td>Mononuclosis</td>
</tr>
<tr>
<td>Contact Dermatitis</td>
<td>Strep Throat/Pharyngitis</td>
</tr>
<tr>
<td>Scabies</td>
<td>Thyroglossal duct cyst</td>
</tr>
<tr>
<td>Milia</td>
<td>Sinusitis</td>
</tr>
<tr>
<td>Acne Vulgaris</td>
<td>Cephalhematoma</td>
</tr>
<tr>
<td>Café au Lait Spots</td>
<td>Sinusitis</td>
</tr>
<tr>
<td></td>
<td>Orbital Cellulitis</td>
</tr>
<tr>
<td></td>
<td>Ophthalmia Neonatorum</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Caput Succedaneum</td>
<td>Tonsillitis</td>
</tr>
<tr>
<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Otitis externa</td>
<td>Suppurative/Serous Otitis Media</td>
</tr>
</tbody>
</table>

**Pulmonary**

<table>
<thead>
<tr>
<th>Asthma</th>
<th>Cystic Fibrosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuberculosis</td>
<td>Foreign Body Aspiration</td>
</tr>
<tr>
<td>Bronchiectasis</td>
<td>Sudden Infant Death Syndrome (SIDS)</td>
</tr>
<tr>
<td>Infant Respiratory Distress Syndrome</td>
<td></td>
</tr>
</tbody>
</table>

**Endocrine**

<table>
<thead>
<tr>
<th>Congenital Adrenal Hyperplasia</th>
<th>Insulin Dependent Diabetes, Type I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypothyroidism</td>
<td>Hyperthyroidism</td>
</tr>
<tr>
<td>Delayed puberty</td>
<td>Short stature</td>
</tr>
<tr>
<td>Phenylketonuria</td>
<td>Disturbances of Growth and Sexual Development</td>
</tr>
</tbody>
</table>

**Cardiovascular**

<table>
<thead>
<tr>
<th>Rheumatic Fever and Rheumatic Heart Disease</th>
<th>Congenital Heart Disease: Cyanotic and Noncyanotic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypertension</td>
<td>Hyperlipidemia</td>
</tr>
<tr>
<td>Arrhythmias</td>
<td></td>
</tr>
</tbody>
</table>

**Blood & Lymphatic**

<table>
<thead>
<tr>
<th>Lead Poisoning</th>
<th>Wilm’s Tumor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henoch-Schonlein Purpura</td>
<td>Coagulopathies</td>
</tr>
<tr>
<td>Thrombocytopenia</td>
<td>Erythroblastosis Fetalis</td>
</tr>
<tr>
<td>Hemolytic Anemia</td>
<td>Non-Hodgkin's Lymphoma</td>
</tr>
<tr>
<td>Iron Deficiency Anemia</td>
<td>Thalassemia - minor and major</td>
</tr>
<tr>
<td>Sickle Cell Trait/Sickle Cell Disease</td>
<td>Leukemia / Lymphoma</td>
</tr>
<tr>
<td>Bleeding Disorders</td>
<td>Hodgkin's lymphoma</td>
</tr>
</tbody>
</table>

**Gastrointestinal**

<table>
<thead>
<tr>
<th>Pyloric Stenosis</th>
<th>Gastroenteritis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meckel's diverticulum</td>
<td>Volvulus</td>
</tr>
<tr>
<td>Malabsorption Syndromes</td>
<td>Acute Appendicitis</td>
</tr>
<tr>
<td>Hirschprung's disease</td>
<td>Lactose Intolerance</td>
</tr>
<tr>
<td>Constipation</td>
<td>Constipation</td>
</tr>
<tr>
<td>Intestinal Atresia</td>
<td>Meconium Ileus</td>
</tr>
<tr>
<td>Imperforate Anus</td>
<td>Celiac Disease</td>
</tr>
<tr>
<td>Intussusception</td>
<td>Inguinal and Umbilical hernias</td>
</tr>
<tr>
<td>Chronic Diarrhea</td>
<td>GERD</td>
</tr>
<tr>
<td>Esophageal Achalasia</td>
<td>Tracheoesophageal Fistulas</td>
</tr>
<tr>
<td>Biliary Atresia</td>
<td></td>
</tr>
</tbody>
</table>

**Genitourinary**

<table>
<thead>
<tr>
<th>Urinary Tract Infection</th>
<th>Pyelonephritis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testicular torsion</td>
<td>Acute Glomerulonephritis</td>
</tr>
<tr>
<td>Hypospadias</td>
<td>Vesico-Ureteral Reflux</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Urinary Tract Anomalies</td>
<td>Enuresis</td>
</tr>
<tr>
<td>Renal Hypertension</td>
<td>Hemolytic-Uremic Syndrome</td>
</tr>
<tr>
<td>Nephrolithiasis</td>
<td>Undescended Testes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Musculoskeletal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Slipped Capital Femoral Epiphysis</td>
</tr>
<tr>
<td>Juvenile Rheumatoid Arthritis (JRA)</td>
</tr>
<tr>
<td>Scoliosis</td>
</tr>
<tr>
<td>Osteomyelitis</td>
</tr>
<tr>
<td>Talipes Equinovarus (club foot)</td>
</tr>
<tr>
<td>Duchenne's muscular dystrophy</td>
</tr>
<tr>
<td>Spina Bifida</td>
</tr>
<tr>
<td>Congenital Hip Dislocation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Neurological / Psychiatry</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Neurofibromatosis</td>
</tr>
<tr>
<td>Headaches</td>
</tr>
<tr>
<td>Somatoform Disorder</td>
</tr>
<tr>
<td>Development Delays</td>
</tr>
<tr>
<td>Down syndrome (Trisomy 21)</td>
</tr>
<tr>
<td>Narcotic Withdrawal</td>
</tr>
<tr>
<td>Anorexia Nervosa</td>
</tr>
<tr>
<td>Congenital Malformations</td>
</tr>
<tr>
<td>Neurofibromatosis</td>
</tr>
<tr>
<td>Meningitis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Infectious Diseases</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Diphtheria</td>
</tr>
<tr>
<td>Pertussis</td>
</tr>
<tr>
<td>Mumps</td>
</tr>
<tr>
<td>Varicella (chickenpox)</td>
</tr>
<tr>
<td>Rubeola (measles)</td>
</tr>
<tr>
<td>Roseola (HHV-6, HHV-7)</td>
</tr>
<tr>
<td>Bronchiolitis</td>
</tr>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Growth and Development</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to demonstrate competency in assessing pediatric growth and development by performing an accurate, age-specific, history and physical exam, along with:</td>
</tr>
</tbody>
</table>

Using and interpreting growth charts and identifying normal and abnormal growth.  
Evaluate an infant at birth using the Apgar score.  
The Denver Developmental Scale.  
Using a developmental model to assess psychological developmental status.
Identifying behavior problems in children.
Assessing school readiness including learning disorders, school phobia and attention deficit disorders.
Identifying developmental delays in infants and children and initiating further evaluation.
Assess sexual maturity in adolescence using Tanners scale of maturity.

**Well Child Care**
The student will have sufficient knowledge of the concepts of health promotion and disease prevention and wellness to apply the following concepts in a clinical pediatric setting:

- Providing anticipatory guidance to parents from infancy to adolescence regarding growth and development, nutrition, poison control, injury prevention and preventive medicine.
- Describe the current pediatric health screening recommendations for infants and children.
- Provide an immunization schedule and discuss their indications, contraindications and side effects.
- Make assessments and provide counseling for need and frequency of return visits.
- Identifying presentations and children at risk for child abuse/neglect.
- Perform an appropriate history and physical for sports participation.

**Vaccinations**
The student will know the standard immunization schedules, administration routes, adverse reactions and public health issues regarding immunization practices.

**Child Abuse/Neglect**
The Student will be able to recognize the signs and symptoms of child abuse and know the proper referrals.

**Health Promotion / Disease Prevention**
The students will know the concepts of health promotion, disease prevention, and wellness and how to apply these concepts in clinical pediatric practice. The student will be able to give parents advice and education concerning:

- Infant feeding and nutrition
- Teething
- Toilet Training
- Poison Control
- Safety – Car seats, helmets
- Adolescent substance abuse - tobacco, alcohol, anabolic steroids, marijuana, cocaine, amphetamines, ecstasy, heroin
- Adolescent sexuality
- Eating disorders
- Suicide
- Childhood obesity
- Injury prevention
- Lead poisoning
- STD and HIV counseling
Clinical Problems

For each problem listed, the student will be able to describe the clinical approach, including how to perform a focused history and physical examination, list differential diagnoses, order appropriate diagnostic studies, and describe the initial and comprehensive treatment plan. It is imperative that the physician assistant student knows when to refer his/her patient to specialized services for consultation and/or treatment.

<table>
<thead>
<tr>
<th>Clinical Problems</th>
<th>Differential</th>
<th>Clinical Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>failure to thrive</td>
<td>feeding problems</td>
<td>hearing problems</td>
</tr>
<tr>
<td>enuresis/encopresis</td>
<td>sore throat</td>
<td>fever</td>
</tr>
<tr>
<td>earache</td>
<td>rash</td>
<td>cough/wheezeing</td>
</tr>
<tr>
<td>Jaundice</td>
<td>anemia</td>
<td>colic</td>
</tr>
<tr>
<td>drug/toxic ingestion</td>
<td>seizures</td>
<td>constipation/diarrhea</td>
</tr>
<tr>
<td>vomiting</td>
<td>social &amp; school phobias</td>
<td>meningeal irritation</td>
</tr>
<tr>
<td>teething</td>
<td>developmental delays</td>
<td></td>
</tr>
</tbody>
</table>

Diagnostics

The student will be able to state the indications, contraindications, precautions, patient preparation, technique and utility of the following diagnostic procedures.

<table>
<thead>
<tr>
<th>Laboratory</th>
<th>Imaging</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBC with differential</td>
<td>Chest x-rays</td>
<td>Sweat Chloride Test</td>
</tr>
<tr>
<td>Reticulocyte Count</td>
<td>CT scans</td>
<td>Audiometry</td>
</tr>
<tr>
<td>Serum chemistries / electrolytes</td>
<td>MRI (magnetic resonance) imaging</td>
<td>Tympanometry</td>
</tr>
<tr>
<td>Blood, sputum, throat, urine, stool, and wound cultures</td>
<td>Abdominal x-rays</td>
<td>Spirometry</td>
</tr>
<tr>
<td>Gram stain</td>
<td>Ultrasonography</td>
<td>Pulmonary function tests</td>
</tr>
<tr>
<td>Thyroid function tests</td>
<td>PPD</td>
<td></td>
</tr>
<tr>
<td>Lead Level</td>
<td>Fecal Wet Mount</td>
<td></td>
</tr>
<tr>
<td>Urinalysis (including microscopic examination)</td>
<td>Electrocardiograms</td>
<td></td>
</tr>
<tr>
<td>Arterial Blood Gases</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chromosome Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PKU</td>
<td></td>
<td></td>
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<tr>
<td>Rapid Streptococcus Testing</td>
<td></td>
<td></td>
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<tr>
<td>Hemoglobin Electrophoresis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coagulation studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mono Spot and Heterophile Test</td>
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</tr>
</tbody>
</table>

Pharmacology

The student will be able to outline the indications, contraindications, and side effects of the following drug classes commonly used in pediatrics:
antibiotics
tylenol, aspirin, ibuprofen and other antipyretics
anti-histamines
dehcongestants and expectorants
asthma medications
anti-tubercular medications
epinephrine
fungal dermatological and oral preparations
cortisone dermatological preparations
prednisone
iron preparations
ophthalmological topical agents
seizure medications
oral rehydration solutions
insulin
stimulants used in treatment of ADD/ADHD
acne preparations-topical and systemic (isoretinoic acid)

Skills

A. Medical Records
   The student will be able to document the following:
   - Pediatric History – including birth history, growth and development, and feeding history
   - Pediatric Physical Examination
   - Admission Orders
   - SOAP (Subjective, Objective, Assessment & Plan) Progress Notes
   - Discharge Summaries

B. Procedural Skills
   The student will be able to perform and interpret the following technical and diagnostic procedures under appropriate supervision:
   - venipuncture
   - administration of routine immunizations and allergy desensitization
   - obtain specimens for throat/urine/blood/stool cultures
   - chest x-ray
   - urinalysis, including microscopic
   - arterial blood gas
   - office spirometry
   - tympanometry
   - audiometry
   - PPD
   - EKG
   - insert an intravenous line
   - calculate replacement and maintenance fluids in dehydration

Professional Development
The student will
a) demonstrate initiative and enthusiasm in participating in patient care activities as a member of the health care team;
b) demonstrate intellectual curiosity in interactions with preceptors and by performing independent reading/research regarding clinical problems seen;
c) exhibit cultural sensitivity to understanding and relate to the emotional and social background of patients;
d) demonstrate a constructively self-critical manner and the ability to accept direction from others;
e) acknowledge limitations by consulting with the supervising preceptor or others when appropriate
f) successfully complete all clerkship on-line assignments and logging requirements in a timely manner, and actively participate in the on-line discussions;
g) be present and on-time at the clinical clerkship site whenever they are so scheduled, including weekends and evenings as assigned;
h) be appropriately groomed and professionally attired for the clerkship site, including a white coat where appropriate;
i) attend any and all available medical lectures, conferences, teaching rounds, grand rounds, or other similar events;
j) exhibit a team orientation and attitudes conducive to inter-professional training environments, and
k) demonstrate effective teamwork and communication skills when interacting with other members of the healthcare team.

Grading Criteria (See Clinical Handbook for further information)

Site Evaluation: 20%
Preceptor Evaluation: 20%
Online Component: 10%
Written Examination: 50%
Online Case Logging: (Required but not graded)

Site Evaluation: students are visited by a clinical faculty member, students are required to present a patient and discuss the disease entity(ies) treated. The visit(s) include presenting a related clinical research article and pharmacology review (“drug cards”).

Preceptor Evaluation: objective evaluation of clinical competence, teamwork and professionalism

Online Component: evaluation conducted by assigned facilitator utilizing grading rubric posted online in “Course Information”

Written Examination: multiple choice, and/or true/false, matching and/or fill in questions administered at the end of the clerkship

Online Logging Component: required electronic documentation of patient encounters and procedures

Required Textbooks/Resources

CURRENT Diagnosis & Treatment: Pediatrics, 20e
William W. Hay, Jr., Myron J. Levin, Judith M. Sondheimer, Robin R. Deterding
(Available via Access Medicine on York Library Website)
Required Texts for All Clinical Clerkships (use most recent editions):

Current Medical Diagnosis and Treatment 2014, Lawrence M. Tierney Jr. (Editor), 2014, Lange (Available via Access Medicine on York Library Website)

DeGowin's Diagnostic Examination, 9e Richard LeBlond, Donald Brown, Richard DeGowin (Available via Access Medicine on York Library Website)

Basic Radiology 2e , Michael Chen, Thomas Pope & David Ott (Available via Access Medicine on York Library Website)

Pocket Guide to Diagnostic Tests, 6e Diana Nicoll, Chuanyi Mark Lu, Stephen McPhee, Michael Pignone (Available via Access Medicine on York Library Website)


Policy on Students with Disabilities
Students with a disability are encouraged to see the professor about accommodations during the first week of class so that you have the necessary tools to succeed in this course.

CUNY Policy on Academic Integrity
Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.
Definitions and Examples of Academic Dishonesty:
Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include:
• Copying from another student during an examination or allowing another to copy your work.
• Unauthorized collaboration on a take home assignment or examination.
• Using notes during a closed book examination.
• Taking an examination for another student, or asking or allowing another student to take an examination for you.
• Changing a graded exam and returning it for more credit.
• Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
• Preparing answers or writing notes in a blue book (exam booklet) before an examination.
• Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
• Giving assistance to acts of academic misconduct/ dishonesty.
• Fabricating data (in whole or in part).
• Falsifying data (in whole or in part).
• Submitting someone else’s work as your own.
• Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person’s ideas, research or writings as your own. Examples of plagiarism include:
• Copying another person’s actual words or images without the use of quotation marks and footnotes attributing the words to their source.

• Presenting another person’s ideas or theories in your own words without acknowledging the source.

• Failing to acknowledge collaborators on homework and laboratory assignments.

• Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or “cutting & pasting” from various sources without proper attribution.

**Obtaining Unfair Advantage** is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.

- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.

- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.

- Intentionally obstructing or interfering with another student’s work.

**Falsification of Records and Official Documents**
Examples of falsification include:

- Forging signatures of authorization; falsifying information on an official academic record; falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

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**COURSE SYLLABUS**

**HPPA 656  Emergency Medicine Clinical Rotation  2017-18**

Five week clinical rotation; 2 Credits

**Course Description**
This five-week rotation takes place in the hospital emergency department. This rotation will provide the student with the opportunity to acquire skills and knowledge necessary to diagnose and treat patients with emergency and urgent medical problems. Under the supervision of a preceptor, students will progressively assume responsibility to provide emergency medical services. Students are required to attend available conferences/lectures, and work the day, evening, night or weekend shift as assigned.

**Course Purpose**
Students will be able to identify life-threatening conditions and, when appropriate, provide urgent intervention as a member of the emergency department health care team. The student will perform the appropriate focused history/physical examination and then form an assessment with differential
diagnoses. With the assistance of the preceptor, the student will develop a patient management plan to include diagnostic tests (when indicated), pharmacologic and non-pharmacologic treatment. The student will also develop appropriate disease prevention/health promotion strategies, perform patient education and consider when referral to specialists or other members of the health care team would be appropriate. The student will defend the rationale for assessments/treatment plans including the relevant physiologic and pathophysiologic mechanisms, pertinent medical history, correlated sign and symptom complexes, physical examination findings and diagnostic test results. The student will be able to briefly present assigned patients to the preceptor with a logical information flow and sequence. Students will maintain medical records as directed by the preceptor.

During this emergency medicine rotation, the student will perform focused history and physical examinations. The student will perform patient care tasks as assigned by the preceptor and may apply appropriate first aid techniques such as airway management, cardiopulmonary resuscitation and control of bleeding when immediate action is necessary. Under proper supervision, students may carry out minor surgical procedures such as suturing of simple lacerations, incision and drainage of abscesses and wound care.

Students are responsible for reading all assigned literature and also for reading independently about the problems patients present with during this rotation.

**Students are responsible for all medical disorders, clinical problems and other topics listed in the following objectives whether or not clinical examples were seen during the clinical rotation experience.**

**Instructional Methods**

Fieldwork, Lectures, Reading Assignments, Case Presentations, Online Group Discussions.

**Topical Outline**

Emergency Medicine Disorders
Advanced Life Support
Sexual Assault
Muticasualty Incidents and Disasters
Wound Healing
Burns
Poisoning
Clinical Problems
Diagnostics
Therapeutics
Skills
Professionalism

**Emergencies / Urgent Conditions**
The student will be able to describe the physiology, pathophysiology, epidemiology, etiology, clinical presentation (signs and symptoms), differential diagnoses, diagnostic evaluation, management and monitoring plan, patient education, and sequelae/prognosis for the following conditions either requiring emergency care or commonly seen in the emergency department:

<table>
<thead>
<tr>
<th>A. HEENT</th>
<th>B. Pulmonary</th>
<th>C. Endocrine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acute Angle-Closure Glaucoma</td>
<td>Hemoptysis</td>
<td>Thyroid Storm</td>
</tr>
<tr>
<td>Central Retinal Artery Occlusion</td>
<td>Pulmonary Embolism</td>
<td>Conn’s syndrome (Primary Hyperaldosteronism)</td>
</tr>
<tr>
<td>Retinal Detachment</td>
<td>Pulmonary Edema</td>
<td>Pheochromocytoma</td>
</tr>
<tr>
<td>Acute Hordeolum</td>
<td>Pneumothorax</td>
<td>Adrenal Carcinoma and Adenoma</td>
</tr>
<tr>
<td>Subconjunctival Hemorrhage</td>
<td>COPD (Chronic Obstructive Pulmonary Disease) Exacerbation</td>
<td>Diabetic Ketoacidosis / Carbohydrate Disorders</td>
</tr>
<tr>
<td>Bacterial Corneal Ulcer</td>
<td>Asthma and Status Asthmaticus</td>
<td>Myxedema</td>
</tr>
<tr>
<td>Hyphema</td>
<td>Pneumonia</td>
<td>Diabetes Insipidus</td>
</tr>
<tr>
<td>Uveitis</td>
<td>Pneumothorax</td>
<td></td>
</tr>
<tr>
<td>Optic Neuritis</td>
<td>COPD (Chronic Obstructive Pulmonary Disease) Exacerbation</td>
<td></td>
</tr>
<tr>
<td>Ocular Burns and Trauma</td>
<td>Asthma and Status Asthmaticus</td>
<td></td>
</tr>
<tr>
<td>Blowout Fractures</td>
<td>Pneumonia</td>
<td></td>
</tr>
<tr>
<td>Central Retinal Artery Occlusion</td>
<td>Pneumothorax</td>
<td></td>
</tr>
<tr>
<td>Corneal Abrasions/Conjunctival Foreign Bodies</td>
<td>COPD (Chronic Obstructive Pulmonary Disease) Exacerbation</td>
<td></td>
</tr>
<tr>
<td>Epistaxis</td>
<td>COPD (Chronic Obstructive Pulmonary Disease) Exacerbation</td>
<td></td>
</tr>
<tr>
<td>Tinnitus</td>
<td>Asthma and Status Asthmaticus</td>
<td></td>
</tr>
<tr>
<td>Malignant External Otitis</td>
<td>Pneumonia</td>
<td></td>
</tr>
<tr>
<td>Impacted Cerumen</td>
<td>Pneumonia</td>
<td></td>
</tr>
<tr>
<td>Otitis Media</td>
<td>Pneumonia</td>
<td></td>
</tr>
<tr>
<td>Meniere’s Disease</td>
<td>Pneumonia</td>
<td></td>
</tr>
<tr>
<td>Viral Labyrinthitis</td>
<td>Pneumonia</td>
<td></td>
</tr>
<tr>
<td>Acoustic Neuroma</td>
<td>Pneumonia</td>
<td></td>
</tr>
<tr>
<td>Sinusitis</td>
<td>Pneumonia</td>
<td></td>
</tr>
<tr>
<td>Tonsillar/Peritonsillar Abscess</td>
<td>Pneumonia</td>
<td></td>
</tr>
<tr>
<td>Epiglottitis</td>
<td>Pneumonia</td>
<td></td>
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<tr>
<td>Ludwig’s Angina</td>
<td>Pneumonia</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Cardiovascular</th>
<th>E. Gastrointestinal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aneurysms (aortic, renal)</td>
<td>Acute Abdomen</td>
</tr>
<tr>
<td>Deep vein thrombosis</td>
<td>Acute Abdomen</td>
</tr>
<tr>
<td>Carotid Atherosclerotic Disease</td>
<td>Acute Diverticulitis</td>
</tr>
<tr>
<td>Varicose veins</td>
<td>Acute Diverticulitis</td>
</tr>
<tr>
<td>Venous Stasis Ulcers</td>
<td>Acute Diverticulitis</td>
</tr>
<tr>
<td>Peripheral Vascular Disease</td>
<td>Acute Diverticulitis</td>
</tr>
<tr>
<td>Angina</td>
<td>Acute Diverticulitis</td>
</tr>
<tr>
<td>Myocardial Infarction</td>
<td>Acute Diverticulitis</td>
</tr>
<tr>
<td>Cardiac Arrythmias</td>
<td>Acute Diverticulitis</td>
</tr>
<tr>
<td>Cardiac Tamponade</td>
<td>Acute Diverticulitis</td>
</tr>
<tr>
<td>Hypertensive Crisis</td>
<td>Acute Diverticulitis</td>
</tr>
<tr>
<td>Syncope</td>
<td>Acute Diverticulitis</td>
</tr>
<tr>
<td>CHF (Congestive Heart Failure)</td>
<td>Acute Diverticulitis</td>
</tr>
<tr>
<td>Endocarditis</td>
<td>Acute Diverticulitis</td>
</tr>
<tr>
<td>Coarctation of the Aorta</td>
<td>Acute Diverticulitis</td>
</tr>
<tr>
<td>Pericarditis, Pericardial Effusion</td>
<td>Acute Diverticulitis</td>
</tr>
<tr>
<td>Pulmonary Hypertension</td>
<td>Acute Diverticulitis</td>
</tr>
</tbody>
</table>
### Acute Cholecystitis

**Cholelithiasis and Choledocholithiasis**

### Pyloric Stenosis

**Intestinal Obstruction (small and large bowel)**

### Pancreatitis

**Perforated Viscus**

### Acute Appendicitis

**Peptic Ulcer Disease**

### Gastro-esophageal reflux disease

**Hemorrhoids**

### GI Bleeding

**Hernias (umbilical, inguinal, femoral, incisional, epigastric)**

### Pilonidal Abscess

**Mallory-Weiss Syndrome**

### Esophageal Varices

#### F. Genitourinary / Gynecologic

<table>
<thead>
<tr>
<th>Condition</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pyelonephritis</td>
<td>Prostatitis</td>
</tr>
<tr>
<td>Testicular torsion</td>
<td>Benign Prostatic Hypertrophy (BPH)</td>
</tr>
<tr>
<td>Phimosis / Paraphimosis</td>
<td>Nephrolithiasis</td>
</tr>
<tr>
<td>Epididymitis</td>
<td>PID (Pelvic Inflammatory Disease)</td>
</tr>
<tr>
<td>Balanitis</td>
<td>Ectopic Pregnancy</td>
</tr>
<tr>
<td>Abnormal Vaginal Bleeding</td>
<td>Abortion – spontaneous, threatened</td>
</tr>
<tr>
<td>Third-Trimester Bleeding</td>
<td>Genitourinary Trauma</td>
</tr>
<tr>
<td>Oliguria</td>
<td>Renal Failure</td>
</tr>
<tr>
<td>UTI (Urinary Tract Infection)</td>
<td></td>
</tr>
</tbody>
</table>

#### G. Musculoskeletal

<table>
<thead>
<tr>
<th>Condition</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fractures/Dislocations</td>
<td>Septic Joint</td>
</tr>
<tr>
<td>Compartment Syndrome</td>
<td>Growth Plate Injuries</td>
</tr>
<tr>
<td>Rotator Cuff Tear</td>
<td>Acromioclavicular Joint Injury</td>
</tr>
<tr>
<td>Acute Bursitis</td>
<td>Acute Tendonitis / Tenosynovitis</td>
</tr>
<tr>
<td>Meniscal Injuries</td>
<td>Ligamentous Injuries</td>
</tr>
<tr>
<td>Herniated Lumbar Disk</td>
<td></td>
</tr>
</tbody>
</table>

#### H. Neurological

<table>
<thead>
<tr>
<th>Condition</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Epidural hemorrhage</td>
<td>Subdural hemorrhage</td>
</tr>
<tr>
<td>Epidural and subdural hematomas</td>
<td>Subarachnoid hemorrhage</td>
</tr>
<tr>
<td>Skull Fracture</td>
<td>CVA</td>
</tr>
<tr>
<td>Cerebral Aneurysm/Arteriovenous Malformation</td>
<td>Meningitis</td>
</tr>
<tr>
<td>Coma</td>
<td>Seizure</td>
</tr>
<tr>
<td>Spinal Trauma</td>
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</tr>
</tbody>
</table>

#### I. Psychiatric

<table>
<thead>
<tr>
<th>Condition</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug Abuse</td>
<td>ETOH Abuse</td>
</tr>
<tr>
<td>Overdose</td>
<td>Anxiety Neurosis</td>
</tr>
<tr>
<td>Acute Psychotic Episode</td>
<td>Acute Depression</td>
</tr>
</tbody>
</table>

**Topic Objectives**

**A. Advanced Cardiac Life Support**

Students will memorize all advanced cardiac life support protocols and will be encouraged to attend an approved Cardiac Life Support Certification program during the emergency medicine rotation.
B. Sexual Assault
Students will be able to describe the management of the rape victim in terms of preventive measures, legal issues (including collection of evidence), physical examination, and counseling.

C. Multicasualty Incidents and Disasters
Students will identify the components of a multicasualty/disaster response plan.

D. Wound Healing:
The student will be responsible for the mastery of wound healing, wound care procedures and techniques to include the wound repair process, regulators of wound repair, clinical factors affecting wound healing, in sufficient depth for clinical application.

E. Burns
The student will be able to describe the classification of burns.
The student will be able to articulate the basic tenets of caring for burn patients.

F. Poisoning
The student will be able to describe the immediate management, techniques of decontamination and use of poison control center services in the care of the poisoned patient.

Clinical Problems
For each problem listed, the student will be able to describe the clinical approach, including how to perform a focused history and physical examination, list differential diagnoses, order appropriate diagnostic studies, and describe the initial and comprehensive treatment plan. It is imperative that the physician assistant student knows when to refer his/her patient to specialized services for consultation and/or treatment.

<table>
<thead>
<tr>
<th>Fever</th>
<th>Tachypnea and Shortness of Breath</th>
<th>Cough</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dyspnea</td>
<td>Compromised Airway</td>
<td>Arrhythmia</td>
</tr>
<tr>
<td>Chest pain</td>
<td>Trauma (blunt / penetrating)</td>
<td>Hemoptysis</td>
</tr>
<tr>
<td>Tachycardia and Palpitations</td>
<td>Hypertension and Hypotension</td>
<td>Abdominal Pain/Acute Abdomen</td>
</tr>
<tr>
<td>Nausea and Vomiting</td>
<td>Cyanosis of Extremities</td>
<td>Joint Pain</td>
</tr>
<tr>
<td>Calf pain</td>
<td>Head and Spinal Trauma</td>
<td>Altered Level of Consciousness and Coma</td>
</tr>
<tr>
<td>Burns</td>
<td>Hypothermia and Frostbite</td>
<td>Jaundice, Ascites, and Biliary Colic</td>
</tr>
<tr>
<td>Dizziness/Vertigo</td>
<td>Rectal bleeding</td>
<td>Temperature intolerance</td>
</tr>
<tr>
<td>Claudication</td>
<td>Pain, pallor, pulselessness, paresthesia, paralysis,</td>
<td>Dehydration</td>
</tr>
<tr>
<td>Electrical Injuries</td>
<td>Arterial bruits</td>
<td>Extremity Pain</td>
</tr>
<tr>
<td>Lacerations</td>
<td>Heat Stroke/Heat Exhaustion</td>
<td>Eye Infection, Injury and Foreign Body</td>
</tr>
<tr>
<td>Near-Drowning</td>
<td>Acute Hypoglycemia</td>
<td>Seizures and Status Epilepticus</td>
</tr>
<tr>
<td>Anaphylaxis and Hypersensitivity</td>
<td>Disturbance or Loss of Vision</td>
<td>Headache</td>
</tr>
<tr>
<td>Acute dysphagia/odynophagia</td>
<td>Human and Animal Bites</td>
<td>Acute Gastrointestinal Bleeding</td>
</tr>
<tr>
<td>Insect Bites and Stings</td>
<td>Sexual Assault</td>
<td>Common Toxicologic</td>
</tr>
</tbody>
</table>
### Emergency

| Vaginal bleeding/ectopic pregnancy | Urinary tract infections - lower and upper; STDs | Pelvic inflammatory disease/tubo-ovarian abscess | Acute vaginal bleeding, miscarriage and ectopic pregnancy |

---

### Diagnostics

The student will be able to state the indications, contraindications, precautions, patient preparation, technique and utility of the following diagnostic procedures.

<table>
<thead>
<tr>
<th>Laboratory</th>
<th>Imaging</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBC with differential</td>
<td>Chest x-rays / tomography</td>
<td>Bronchoscopy</td>
</tr>
<tr>
<td>RBC indices</td>
<td>CT scans</td>
<td>Pulse Oximetry</td>
</tr>
<tr>
<td>Serum chemistries / electrolytes</td>
<td>Ventilation / perfusion scan</td>
<td></td>
</tr>
<tr>
<td>Blood, sputum, throat, urine, stool, and wound cultures</td>
<td>Arteriogram / angiogram</td>
<td>Mediastinoscopy</td>
</tr>
<tr>
<td>Gram stain</td>
<td>Fluoroscopy</td>
<td>Pulmonary function tests</td>
</tr>
<tr>
<td>Thyroid function tests</td>
<td>MRI (magnetic resonances imaging)</td>
<td>Anergy panel / PPD</td>
</tr>
<tr>
<td>Arterial blood gas analysis</td>
<td>Mammography</td>
<td>Blood Type and Screen/ X-Match</td>
</tr>
<tr>
<td>Urinalysis (including microscopic examination)</td>
<td>Ultrasonography</td>
<td>Pulmonary / cardiac monitoring (via central line placement)</td>
</tr>
<tr>
<td>Cardiac Enzymes</td>
<td>ERCP (endoscopic retrograde cholangiopancreatography)</td>
<td>Colonoscopy and Sigmoidoscopy</td>
</tr>
<tr>
<td>Fecal occult blood testing</td>
<td>Bone scan</td>
<td>Ankle - Brachial index (ABI)</td>
</tr>
<tr>
<td>C - reactive protein</td>
<td>Lower extremity venogram and arteriogram</td>
<td>Electrocardiograms</td>
</tr>
<tr>
<td>Serum and urinary amylase / lipase</td>
<td>Barium studies</td>
<td>Cystoscopy</td>
</tr>
<tr>
<td>Urinary catecholemines and metabolites</td>
<td>Abdominal x-rays</td>
<td>Esophagogastroduodenoscopy</td>
</tr>
<tr>
<td>Coagulation studies</td>
<td>DSA (digital subtraction angiography)</td>
<td>Esophagoscopy</td>
</tr>
<tr>
<td>Alkaline phosphatase</td>
<td>HIDA Scan</td>
<td></td>
</tr>
<tr>
<td>Hormone receptor analysis</td>
<td>Skull, Facial, Spinal, Extremity X-Rays</td>
<td></td>
</tr>
</tbody>
</table>

### Therapeutics

The student will know the action, dosage, interactions, side effects, adverse effects and use of the following pharmacological agents associated with emergency medical care:
### Medications

<table>
<thead>
<tr>
<th>Glucose/dextrose</th>
<th>Potassium chloride</th>
<th>Dopamine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naloxone (Narcan) and flumazenil (Romazicon)</td>
<td>Antiarrhythmics</td>
<td>Oxygen</td>
</tr>
<tr>
<td>Thiamine</td>
<td>Epinephrine</td>
<td>Antihistamines</td>
</tr>
<tr>
<td>Intravenous rehydration solutions</td>
<td>Atropine</td>
<td>Antibiotics</td>
</tr>
<tr>
<td>Corticosteroids</td>
<td>Analgesics and NSAIDS</td>
<td>Bronchodilators, parenteral and nebulized</td>
</tr>
<tr>
<td>Diazepam (Valium)</td>
<td>Phenobarbital</td>
<td>Phenytoin (Dilantin)</td>
</tr>
<tr>
<td>Vasopressors</td>
<td>Nitroglycerin</td>
<td>Antiemetics</td>
</tr>
<tr>
<td>Antidiarrheals</td>
<td>Antihypertensives</td>
<td></td>
</tr>
</tbody>
</table>

### Skills

**Medical Records**

The student will be able to document the following:
- Surgical Admission History
- Surgical Admission Physical Examination
- Admission Orders
- Preoperative Note/Orders
- SOAP (Subjective, Objective, Assessment & Plan) Progress Notes
- Operative/Postoperative Notes
- Discharge Summaries

**Procedural Skills**

The student will be able to perform and interpret the following technical and diagnostic procedures under appropriate supervision:
- Administer intramuscular, subcutaneous, and intradermal injections
- Venipuncture
- Intravenous catheterization, maintenance, and removal
- Arterial puncture for blood gas determination
- Insertion and removal of nasogastric and feeding tubes
- Insertion and removal of foley catheters
- Describe the technique for insertion of central lines
- 12 lead ECG’s and Basic Interpretation
- Chest tube insertion
- Intubation
- Oxygen administration
- Peritoneal lavage
- Suturing: skin, fascial layers of superficial lacerations
- Minor wound repair
- Wound care / dressing changes and wound debridement
- Incision and drainage abscesses
- Complete fever and post-op fever work up
- Splint and cast application under supervision
- Lumbar puncture under supervision
- Cardiopulmonary resuscitation
- Cricothyroidotomy
- Administration of Nebulizer Treatment
Professional Development

The student will
a) demonstrate initiative and enthusiasm in participating in patient care activities as a member of the health care team;
b) demonstrate intellectual curiosity in interactions with preceptors and by performing independent reading/research regarding clinical problems seen;
c) exhibit cultural sensitivity to understanding and relate to the emotional and social background of patients;
d) demonstrate a constructively self-critical manner and the ability to accept direction from others;
e) acknowledge limitations by consulting with the supervising preceptor or others when appropriate;
f) successfully complete all clerkship on-line assignments and logging requirements in a timely manner, and actively participate in the on-line discussions;
g) be present and on-time at the clinical clerkship site whenever they are so scheduled, including weekends and evenings as assigned;
h) be appropriately groomed and professionally attired for the clerkship site, including a white coat where appropriate;
i) attend any and all available medical lectures, conferences, teaching rounds, grand rounds, or other similar events;
j) exhibit a team orientation and attitudes conducive to inter-professional training environments, and
k) demonstrate effective teamwork and communication skills when interacting with other members of the healthcare team.

Grading Criteria (See Clinical Handbook for further information)

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Evaluation</td>
<td>20%</td>
</tr>
<tr>
<td>Preceptor Evaluation</td>
<td>20%</td>
</tr>
<tr>
<td>Online Component</td>
<td>10%</td>
</tr>
<tr>
<td>Written Examination</td>
<td>50%</td>
</tr>
<tr>
<td>Online Case Logging</td>
<td>(Required but not graded)</td>
</tr>
</tbody>
</table>

Site Evaluation: students are visited by a clinical faculty member, students are required to present a patient and discuss the disease entity(ies) treated. The visit(s) include presenting a related clinical research article and pharmacology review (“drug cards”).

Preceptor Evaluation: objective evaluation of clinical competence, teamwork and professionalism

Online Component: evaluation conducted by assigned facilitator utilizing grading rubric posted online in “Course Information”

Written Examination: multiple choice, and/or true/false, matching and/or fill in questions administered at the end of the clerkship

Online Logging Component: required electronic documentation of patient encounters and procedures

Required Textbooks/Resources

Judith E. Tintinalli, J. Stephan Stapczynski, David M. Cline,
O. John Ma, Rita K. Cydulka, and Garth D. Meckler
The American College of Emergency Physicians
(Available via Access Medicine on York Library Website)

**Required Texts for All Clinical Clerkships (use most recent editions):**

- **Current Medical Diagnosis and Treatment 2014**, Lawrence M. Tierney Jr. (Editor), 2014, Lange
  (Available via Access Medicine on York Library Website)

- **DeGowin’s Diagnostic Examination, 9e**, Richard LeBlond, Donald Brown, Richard DeGowin
  (Available via Access Medicine on York Library Website)

- **Basic Radiology 2e**, Michael Chen, Thomas Pope & David Ott
  (Available via Access Medicine on York Library Website)

- **Pocket Guide to Diagnostic Tests, 6e**, Diana Nicoll, Chuanyi Mark Lu, Stephen McPhee, Michael Pignone
  (Available via Access Medicine on York Library Website)


**Policy on Students with Disabilities**

Students with a disability are encouraged to see the professor about accommodations during the first week of class so that you have the necessary tools to succeed in this course.

**CUNY Policy on Academic Integrity**

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Definitions and Examples of Academic Dishonesty:

- **Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include:
  - Copying from another student during an examination or allowing another to copy your work.
  - Unauthorized collaboration on a take home assignment or examination.
  - Using notes during a closed book examination.
  - Taking an examination for another student, or asking or allowing another student to take an examination for you.
  - Changing a graded exam and returning it for more credit.
  - Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
  - Preparing answers or writing notes in a blue book (exam booklet) before an examination.
  - Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
  - Giving assistance to acts of academic misconduct/dishonesty.
  - Fabricating data (in whole or in part).
  - Falsifying data (in whole or in part).
  - Submitting someone else’s work as your own.
Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

**Plagiarism** is the act of presenting another person’s ideas, research or writings as your own. Examples of plagiarism include:

- Copying another person’s actual words or images without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or “cutting & pasting” from various sources without proper attribution.

**Obtaining Unfair Advantage** is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include:

- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student’s work.

**Falsification of Records and Official Documents**

Examples of falsification include:

- Forging signatures of authorization; falsifying information on an official academic record; falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

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**COURSE SYLLABUS**

**HPPA 658**  
Long Term Care Clinical Rotation  
2017-18

Five Week Clinical Rotation; 2 credits

**Course Description**

This five-week rotation takes place in nursing homes, specialized geriatric facilities, and chronic care facilities. This rotation provides the student with the opportunity to acquire the skills and knowledge necessary to diagnose and treat elder patients with medical, functional and social/family support problems. In addition, younger patients with chronic conditions requiring long term care may also be cared for. Students are required to attend available conferences/lectures, participate in daily rounds and take call when scheduled.

**Course Purpose**
Emphasis is placed on comprehensive assessment, appropriate clinical decision making and management of medical problems - both acute and chronic - commonly encountered in the geriatric population. Under the supervision of a preceptor, students will progressively assume responsibility to provide medical services. The student will perform the appropriate history/physical examination and then form an assessment with differential diagnoses. This may take the form of a monthly review of chronic conditions. With the assistance of the preceptor, the student will develop a patient management plan to include diagnostic tests (when indicated), pharmacologic and non-pharmacologic treatment. The student will also develop appropriate disease prevention/health promotion strategies, perform patient education and consider when referral to specialists or other members of the health care team would be appropriate. The student will be able to present the rationale for the assessments with differential diagnoses and management plan. The student will be able to briefly present assigned patients to the preceptor with a logical information flow and sequence. Students will maintain medical records as directed by the preceptor. Management plans will also address the elder's living situation (if the patient will be discharged to the community) and any family issues which may be relevant to the patient’s care.

During this rotation, the student will perform functional assessments using instruments to assess activities of daily living, mental status examination, falls prevention and other assessment tools. All written medical records and oral presentations must be orderly, thorough and logical. It is required that the student maintain problem-oriented medical records. The student will perform patient care tasks as assigned by the preceptor. Students are responsible for reading all assigned literature and also for reading independently about the problems patients present with during this rotation.

Students are responsible for all medical disorders, clinical problems and other topics listed in the following objectives whether or not clinical examples were seen during the clinical rotation experience.

Instructional Methods

Fieldwork, Lectures, Reading Assignments, Case Presentations, Group Discussions.

Topical Outline

Physiologic Changes with Aging
Special Topics Pertinent to Eldercare/Chronic Care
Chronic Care / Geriatric Medical Disorders
Patient Education / Health Promotion
Clinical Problems
Diagnostics
Therapeutics
Skills
Professionalism

Course Objectives
Physiologic Changes in the Elderly Patient

Students will be able to outline normal physiologic changes that occur with aging and contrast these with abnormal physiologic changes impacting normal function in the elderly.

Special Topics

Students will be able to:

Explain the importance of geriatric syndromes in evaluating and treating geriatric patients. (see: http://www.healthinaging.org/public_education/geriatric syndromes.php)

Assess functional status in the following areas:
- Cognitive function (Duthie Ch 25-27)
- Activities of Daily Living (Duthie Ch 4)
- Instrumental Activities of Daily Living (Duthie Ch 4)
- Falls assessment (Duthie Ch 17&18)
- Sensory impairment (Duthie Ch 23 &24)
- Urinary Continence/Incontinence (Duthie Ch. 16)
- Frailty (see: http://www.thedoctorwillseeyounow.com/content/aging/art2070.html)

Identify community resources that may support activities of daily living for the elderly or chronically ill patient (see Duthie Ch. 10)

Describe the role of physical and occupational therapy in rehabilitation (see Duthie Ch 10)

Explain the consequences of polypharmacy in the elderly and chronically ill patient and describe strategies to avoid it. (see: http://www.modernmedicine.com/modernmedicine/article/articleDetail.jsp?id=172920)

Explain the concept of Palliative Care/End of Life Care and how it affects management of patient problems and patient/family counseling. (See Duthie Ch 12 –Summary points through the section on “Communicating Bad News”)

Chronic Disorders / Geriatric Medical Disorders

On this rotation special attention should be paid to the presentation of disease in elderly patients. The student will be able to describe the pathophysiology, epidemiology, etiology, clinical presentation (signs and symptoms), differential diagnoses, diagnostic evaluation,
management and monitoring plan, patient education, and sequelae/prognosis in geriatric patients for the following conditions (see CMDT 2009 or 2010 and Duthie):

### A. Integument

<table>
<thead>
<tr>
<th>Condition</th>
<th>Diagnosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dry Skin (asthetoic dermatitis)</td>
<td>Herpes zoster</td>
</tr>
<tr>
<td>Atrophy of skin</td>
<td>Decubitus Ulcers.</td>
</tr>
<tr>
<td>Hyperpigmentation</td>
<td>Actinic Keratosis</td>
</tr>
<tr>
<td>The 3 main types of skin cancer and their</td>
<td>Acne Rosacea</td>
</tr>
<tr>
<td>differential diagnoses</td>
<td></td>
</tr>
<tr>
<td>Seborheic Keratosis</td>
<td></td>
</tr>
</tbody>
</table>

### B. Eyes

<table>
<thead>
<tr>
<th>Condition</th>
<th>Diagnosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arcus Senilis</td>
<td>Macular Degeneration</td>
</tr>
<tr>
<td>Cataracts</td>
<td>Retinal Tears and Detachment</td>
</tr>
<tr>
<td>Glaucoma - non-acute</td>
<td>Central Retinal Artery Occlusion</td>
</tr>
<tr>
<td>Hypertensive and Diabetic Retinopathy</td>
<td>Giant Cell Arteritis</td>
</tr>
</tbody>
</table>

### C. ENT (Ear, Nose, Throat)

<table>
<thead>
<tr>
<th>Condition</th>
<th>Diagnosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Otosclerosis</td>
<td>Presbycusis</td>
</tr>
<tr>
<td>Denture Problems</td>
<td>Oral Cancers</td>
</tr>
<tr>
<td>Gingival and Periodontal Conditions</td>
<td>Dysphagia</td>
</tr>
</tbody>
</table>

### D. Pulmonary

<table>
<thead>
<tr>
<th>Condition</th>
<th>Diagnosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carcinoma of the Lung</td>
<td>Chronic Obstructive Pulmonary Disease</td>
</tr>
<tr>
<td>Community Acquired vs. Nosocomial Pneumonia</td>
<td>Pulmonary Embolism</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Atelectasis</td>
</tr>
</tbody>
</table>

### E. Endocrine

<table>
<thead>
<tr>
<th>Condition</th>
<th>Diagnosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypothyroidism as it presents in the elderly</td>
<td>Pagets Disease of the Bone (osteitis deformans)</td>
</tr>
<tr>
<td>Diabetes Mellitus with particular attention to end stage disease</td>
<td>Hyperparathyroidism</td>
</tr>
</tbody>
</table>

### F. Blood and Lymph

<table>
<thead>
<tr>
<th>Condition</th>
<th>Diagnosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differential diagnosis of anemia in the elderly</td>
<td>Polycythemia</td>
</tr>
<tr>
<td>Hematologic malignancies in the elderly</td>
<td>Hemochromatosis</td>
</tr>
</tbody>
</table>

### G. Cardiovascular

<table>
<thead>
<tr>
<th>Condition</th>
<th>Diagnosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aneurysms (aortic, renal)</td>
<td>Deep vein thrombosis</td>
</tr>
<tr>
<td>Carotid Atherosclerotic Disease</td>
<td>Stroke</td>
</tr>
<tr>
<td>Venous stasis ulcers</td>
<td>Peripheral vascular disease</td>
</tr>
<tr>
<td>Hypertension</td>
<td>Coronary Artery Disease and Acute Coronary Syndrome</td>
</tr>
<tr>
<td>Congestive Heart Failure (CHF)</td>
<td>Common arrhythmias in the elderly</td>
</tr>
<tr>
<td>Valvular Heart Disease and heart murmurs</td>
<td>Varicose veins</td>
</tr>
<tr>
<td>(adult)</td>
<td></td>
</tr>
</tbody>
</table>

### H. Gastrointestinal

<table>
<thead>
<tr>
<th>Condition</th>
<th>Diagnosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peptic Ulcer Disease</td>
<td>Hernias (umbilical, inguinal, femoral, incisional, epigastric)</td>
</tr>
<tr>
<td>Gastritis</td>
<td>Diverticulosis and Diverticulitis</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Meckel's Diverticulum</td>
<td>Achalasia</td>
</tr>
<tr>
<td>Gastro-Esophageal Reflux Disease</td>
<td>Hemorrhoids</td>
</tr>
<tr>
<td>Barrett's Esophagitis</td>
<td>Mallory-Weiss Syndrome</td>
</tr>
<tr>
<td>Carcinoma: gallbladder, liver, pancreas, gastric, kidney, colorectal</td>
<td>Esophageal Varices</td>
</tr>
<tr>
<td>Pilonidal abscess</td>
<td>Anal fissures, fistulas and polyps</td>
</tr>
<tr>
<td>Perirectal abscess</td>
<td>Pancreatitis</td>
</tr>
<tr>
<td>Ischemic bowel as it presents in the elderly</td>
<td></td>
</tr>
</tbody>
</table>

I. Genitourinary

| Pyelonephritis – acute and chronic | Urinary Incontinence |
| Glomerulonephritis | Urinary Tract Infections in the Elderly vs. Asymptomatic Bacteriuria |
| Chronic Renal Insufficiency | Carcinoma (prostatic, bladder, renal) |
| Obstructive Uropathies | Benign Prostatic Hypertrophy (BPH) |
| Ovarian Cancer and Breast Cancer in the elderly | Nephrolithiasis |
| Prostatitis | Sexual health in the elderly |
| Acute Urinary Retention |

J. Orthopedic

| Osteoporosis | Osteoarthritis – including medical and surgical management |
| Rheumatoid Arthritis | Hip fractures/Wrist fractures/Vertebral fractures |

K. Neurological / Psychiatric

| Epidural hemorrhage | Dementia and the differential diagnosis of cognitive impairment |
| Epidural and Subdural Hematomas | Depression in the elderly |
| Skull Fracture | Anxiety |
| Cerebral Aneurysm/Arteriovenous Malformation | Parkinsonism |
| Stroke | Alcohol and Substance Abuse |
| Delirium |

Patient Education/Health Promotion

Students will be able to provide patient and family education appropriate to the patient’s level of comprehension on the following topics:

- Dementia
- End of life care and planning
- Exercise prescription appropriate to patient’s goals and level of function
- Diet and nutrition
- Medical treatments and drug side effects
- Surgical treatments
- Sexuality
- Kegel exercises for incontinence

Clinical Problems
For each problem listed, the student will be able to describe the clinical approach, including how to perform a focused history and physical examination, list differential diagnoses, order appropriate diagnostic studies, and describe the initial and comprehensive treatment plan. It is imperative that the physician assistant student knows when to refer his/her patient to specialized services for consultation and/or treatment.

<table>
<thead>
<tr>
<th>Fever</th>
<th>Dementia/Delirium</th>
<th>Cough</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dyspnea</td>
<td>Tachypnea and shortness of breath</td>
<td>Wheezing / rales (crackles)</td>
</tr>
<tr>
<td>Chest pain</td>
<td>Dehydration</td>
<td>Hemoptysis</td>
</tr>
<tr>
<td>Tachycardia and palpitations</td>
<td>Hypertension and hypotension</td>
<td>Abdominal pain</td>
</tr>
<tr>
<td>Diarrhea and constipation</td>
<td>Nausea and vomiting</td>
<td>Heartburn</td>
</tr>
<tr>
<td>Weight loss and weight gain</td>
<td>Temperature intolerance</td>
<td>Rectal bleeding</td>
</tr>
<tr>
<td>Hematuria</td>
<td>Arterial bruits</td>
<td>Extremity Pain</td>
</tr>
<tr>
<td>Rectal pain</td>
<td>Claudication</td>
<td>Jaundice, ascites, and biliary colic</td>
</tr>
<tr>
<td>Anemia</td>
<td>Incontinence</td>
<td>Syncope</td>
</tr>
<tr>
<td>Parkinsonism</td>
<td>Falls in the elderly</td>
<td>Aphasia</td>
</tr>
<tr>
<td>Vertigo</td>
<td>Insomnia</td>
<td></td>
</tr>
</tbody>
</table>

**Diagnostics**

The student will be able to state the indications, contraindications, precautions, patient preparation, technique and utility of the following diagnostic procedures.

<table>
<thead>
<tr>
<th>Laboratory</th>
<th>Imaging</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBC with differential</td>
<td>Chest x-rays / tomography</td>
<td>Tonometry</td>
</tr>
<tr>
<td>RBC indicies</td>
<td>CT scans</td>
<td>Audiometry</td>
</tr>
<tr>
<td>Serum chemistries / electrolytes</td>
<td>Ventilation / perfusion scan</td>
<td>Bronchoscopy</td>
</tr>
<tr>
<td>Blood, sputum, throat, urine, stool, and wound cultures</td>
<td>Arteriogram / angiogram</td>
<td>Mediastinoscopy</td>
</tr>
<tr>
<td>Gram stain</td>
<td>Fluoroscopy</td>
<td>Pulmonary function tests</td>
</tr>
<tr>
<td>Thyroid function tests</td>
<td>MRI (magnetic resonances imaging)</td>
<td>Anergy panel / PPD</td>
</tr>
<tr>
<td>Arterial blood gas analysis</td>
<td>Mammography</td>
<td>Prostate Biopsy</td>
</tr>
<tr>
<td>Urinalysis (including microscopic examination)</td>
<td>Ultrasonography</td>
<td>Colonoscopy and Sigmoidoscopy</td>
</tr>
<tr>
<td>Tumor markers</td>
<td>DEXA scan</td>
<td>Electrocardiograms</td>
</tr>
<tr>
<td>Fecal occult blood testing</td>
<td>Serum and urinary amylase / lipase</td>
<td>Urinary markers for osteoporosis and hyperparathyroidism</td>
</tr>
<tr>
<td>Cytology</td>
<td>Coagulation studies</td>
<td>Alkaline phosphatase</td>
</tr>
<tr>
<td>Coagulation studies</td>
<td>Hormone receptor analysis</td>
<td>PT/PTT</td>
</tr>
</tbody>
</table>

**Therapeutics**
The student will know the action, dosage, and use of the following pharmacological agents associated with the management of problems common to the elderly and chronically ill:

<table>
<thead>
<tr>
<th>Finasteride (Proscar)</th>
<th>Alpha and Beta Blockers</th>
<th>Calcitonin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anticholinergics – especially side effects of these when used by older pts.</td>
<td>Oxygen</td>
<td>Diuretics</td>
</tr>
<tr>
<td>Anticoagulants</td>
<td>Mydriatics</td>
<td>Antiglaucoma Agents</td>
</tr>
<tr>
<td>Antiplatelet Agents</td>
<td>Pneumococcal and Influenza Vaccine</td>
<td>Ace-Inhibitors</td>
</tr>
<tr>
<td>Bis-Phosphonates</td>
<td>NSAIDs</td>
<td>Statins</td>
</tr>
<tr>
<td>Digoxin</td>
<td>Thyroxine</td>
<td>SSRIs</td>
</tr>
<tr>
<td>Oral medications for diabetes</td>
<td>Insulin</td>
<td></td>
</tr>
<tr>
<td>Proton Pump Inhibitors</td>
<td>Calcium Channel Blockers</td>
<td>ARBs</td>
</tr>
<tr>
<td>Psychotropic medications</td>
<td>Levo-dopa/Carboxidopa</td>
<td>Benzodiazepines</td>
</tr>
<tr>
<td>H2 Blockers (esp. Cimetidine)</td>
<td>Statins</td>
<td>SERMs</td>
</tr>
</tbody>
</table>

**Skills**

Medical Records - The student will be able to document the following:

- Geriatric Assessments
- Admission Orders
- Daily Orders
- Monthly Evaluations
- SOAP (Subjective, Objective, Assessment & Plan) Progress Notes
- Discharge Summaries

**Procedural Skills**

The student will be able to perform and interpret the following technical and diagnostic procedures under appropriate supervision:

- Administer intramuscular, subcutaneous, and intradermal injections
- Venipuncture
- Intravenous catheterization, maintenance, and removal
- Arterial puncture for blood gas determination
- Insertion and removal of nasogastric and feeding tubes
- Insertion and removal of foley catheters
- 12 lead ECG’s and Basic Interpretation
- Oxygen administration
- Wound care / dressing changes and wound debridement
- Incision and drainage abscesses
- Complete fever and post-op fever work up

**Professional Development**

The student will

a) demonstrate initiative and enthusiasm in participating in patient care activities as a member of the health care team;

b) demonstrate intellectual curiosity in interactions with preceptors and by performing independent reading/research regarding clinical problems seen;
c) exhibit cultural sensitivity to understanding and relate to the emotional and social background of patients;
d) demonstrate a constructively self-critical manner and the ability to accept direction from others;
e) acknowledge limitations by consulting with the supervising preceptor or others when appropriate
f) successfully complete all clerkship on-line assignments and logging requirements in a timely manner, and actively participate in the on-line discussions;
g) be present and on-time at the clinical clerkship site whenever they are so scheduled, including weekends and evenings as assigned;
h) be appropriately groomed and professionally attired for the clerkship site, including a white coat where appropriate;
i) attend any and all available medical lectures, conferences, teaching rounds, grand rounds, or other similar events;
j) exhibit a team orientation and attitudes conducive to inter-professional training environments, and
k) demonstrate effective teamwork and communication skills when interacting with other members of the healthcare team.

**Grading Criteria** (See Clinical Handbook for further information)

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Evaluation</td>
<td>20%</td>
</tr>
<tr>
<td>Preceptor Evaluation</td>
<td>20%</td>
</tr>
<tr>
<td>Online Component</td>
<td>10%</td>
</tr>
<tr>
<td>Written Examination</td>
<td>50%</td>
</tr>
<tr>
<td>Online Case Logging</td>
<td>(Required but not graded)</td>
</tr>
</tbody>
</table>

**Site Evaluation:** students are visited by a clinical faculty member, students are required to present a patient and discuss the disease entity(ies) treated. The visit(s) include presenting a related clinical research article and pharmacology review (“drug cards”).

**Preceptor Evaluation:** objective evaluation of clinical competence, teamwork and professionalism

**Online Component:** evaluation conducted by assigned facilitator utilizing grading rubric posted online in “Course Information”

**Written Examination:** multiple choice, and/or true/false, matching and/or fill in questions administered at the end of the clerkship

**Online Logging Component:** required electronic documentation of patient encounters and procedures

**Required Textbooks/Resources**


Geri Pearls Cards (FREE) – downloadable and printable reference cards with the key points about geriatric syndromes. Web address: [http://www.unmc.edu/intmed/geriatrics/geri_pearls.htm](http://www.unmc.edu/intmed/geriatrics/geri_pearls.htm)
Required Texts for All Clinical Clerkships (use most recent editions):

Current Medical Diagnosis and Treatment 2014, Lawrence M. Tierney Jr. (Editor), 2014, Lange (Available via Access Medicine on York Library Website)

DeGowin's Diagnostic Examination, 9e Richard LeBlond, Donald Brown, Richard DeGowin (Available via Access Medicine on York Library Website)


Pocket Guide to Diagnostic Tests, 6e Diana Nicoll, Chuanyi Mark Lu, Stephen McPhee, Michael Pignone (Available via Access Medicine on York Library Website)


Suggested References/Resources


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Students with a disability are encouraged to see the professor about accommodations during the first week of class so that you have the necessary tools to succeed in this course.

CUNY Policy on Academic Integrity
Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Definitions and Examples of Academic Dishonesty:
Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include:
- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
• Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
• Giving assistance to acts of academic misconduct/dishonesty.
• Fabricating data (in whole or in part).
• Falsifying data (in whole or in part).
• Submitting someone else’s work as your own.
• Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

Plagiarism is the act of presenting another person’s ideas, research or writings as your own. Examples of plagiarism include:
• Copying another person’s actual words or images without the use of quotation marks and footnotes attributing the words to their source.
• Presenting another person’s ideas or theories in your own words without acknowledging the source.
• Failing to acknowledge collaborators on homework and laboratory assignments.
• Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or “cutting & pasting” from various sources without proper attribution.

Obtaining Unfair Advantage is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include:
• Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
• Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
• Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
• Intentionally obstructing or interfering with another student’s work.

Falsification of Records and Official Documents
Examples of falsification include:
• Forging signatures of authorization; falsifying information on an official academic record; falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

COURSE SYLLABUS
HPPA 660 Psychiatry Clinical Rotation 2017-18

Five-week clinical rotation; 2 credits

Course Description
This five-week rotation takes place in a psychiatric hospital, hospital psychiatric department or clinic setting. This rotation will provide the student with the opportunity to acquire skills and knowledge necessary to diagnose and treat patients with psychiatric and behavioral problems. Students are
required to attend available conferences/lectures and participate in daily patient care as a member of
the mental health care team and work the day, evening, or weekend shift as assigned.

Course Purpose
The student will perform the appropriate mental status/psychiatric history and then form an
assessment with differential diagnoses. With the assistance of the preceptor, the student will
develop a patient management plan to include diagnostic tests (when indicated), pharmacologic and
non-pharmacologic treatment. The student will also develop appropriate counseling strategies,
perform patient education and consider when referral to specialists or other members of the health
care team would be appropriate. The student will be able to present the rationale for the
assessments with differential diagnoses and management plan. The student will be able to briefly
present assigned patients to the preceptor with a logical information flow and sequence. Students
will maintain medical records as directed by the preceptor.

Students are responsible for reading all assigned literature and also for reading independently about
the problems patients present with during this rotation.

Students are responsible for all psychiatric disorders, clinical problems and other topics
listed in the following objectives whether or not clinical examples were seen during the
clinical rotation experience.

Instructional Methods
Methods of instruction for this clinical clerkship include (but are not limited to) supervised field work,
supervised patient counseling sessions, chart review, formal lectures, reading assignments, case
presentations and online asynchronous group discussions.

Topical Outline
Psychiatric Disorders
Health Promotion / Disease Prevention
Clinical Problems
Diagnostics
Pharmacology
Skills
Professionalism

Course Objectives
Psychiatric Disorders
The student will be able to describe the pathophysiology, epidemiology, etiology, clinical
presentation (signs and symptoms), differential diagnoses, diagnostic evaluation, management and
monitoring plan, patient education, and sequelae/prognosis for the following psychiatric conditions:

<table>
<thead>
<tr>
<th>Disorder</th>
<th>Readings in Kay and Tasman (see below)</th>
</tr>
</thead>
</table>

269
Anxiety Disorders (panic disorder, generalized anxiety disorder) | Ch 12, 49&50, 53
---|---
Obsessive-Compulsive Personality | Ch 51
Personality Disorders | Ch 62
Substance Abuse and Addiction | Ch 13 & 34-44, 84
Depression | Ch 11 & 46
Delirium & Dementia | Ch 14 & 32
Psychological Factors Affecting Physical Condition | Ch 63
Bipolar Disorder | Ch 11 & 47
Chronic Pain Disorders | 
Eating Disorders | Ch 58
Psychological Sexual Dysfunction | Ch 57
Schizophrenia & Psychosis | Ch 10 & 45
Suicidal Risk | Ch 85
Somatoform Disorders | Ch 54
Post Traumatic Stress Disorder | Ch 52
Attention Deficit Disorder | Ch 28

**Topic Objectives**

**A. Therapy**
- The student will describe each of the following therapeutic modalities and give indications its use:
  - Group therapy (see Ch 67 in Kay and Tasman)
  - Crisis counseling (see Ch 68)
  - Brief supportive therapy (see Ch 68)
  - Therapeutic community for substance abuse treatment (see Ch 34)
  - Individual therapy (see notes from HSPA 408 - Psychosocial Dynamics and Ch 66, 68, 69, 73, 74 and Ch 76 in Kay & Tasman):
    - insight oriented
    - behavioral therapy
    - cognitive behavioral therapy
    - electroconvulsive therapy

**B. Referral / Patient Education**
- The student will be able to formulate a disposition plan including appropriate referrals for community resources
- The student will be able to provide patient education as appropriate to the patient and patient’s family. Specific topics include:
  - Available community resources and their appropriate use
  - Importance of keeping appointments
  - Side effects of medications
  - Referral for substance use rehabilitation
  - Stress reduction
Clinical Problems
For each problem listed, the student will be able to describe the clinical approach, including how to perform a focused mental status exam, psychiatric history and physical examination, list differential diagnoses, order appropriate diagnostic studies, and describe the initial and comprehensive treatment plan. It is imperative that the physician assistant student knows when to refer his/her patient to specialized services for consultation and/or treatment.

<table>
<thead>
<tr>
<th>Sadness, Depression, Grief</th>
<th>Anxiety</th>
<th>Loss of Appetite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suicidal Ideation</td>
<td>Insomnia / Sleeping Disorders</td>
<td>Decreased Libido</td>
</tr>
<tr>
<td>Weight Gain</td>
<td>Mood Swings</td>
<td>Chronic Pain</td>
</tr>
<tr>
<td>Substance Abuse</td>
<td>Delirium / Dementia</td>
<td>Phobic Avoidant Disorders</td>
</tr>
<tr>
<td>Hallucinations</td>
<td>Memory Loss</td>
<td></td>
</tr>
</tbody>
</table>

Pharmacology
The student will know the action, dosage, interactions, side effects, adverse effects and use of the following pharmacological agents associated with the management of psychiatric and behavioral disorders:

A: Antipsychotic Medications (see Ch 77 in Kay & Tasman) including, but not limited to:

- perphenazine (Trilafon)
- mesoridazine besylate (Mellaril)
- haloperidol (Haldol)
- fluphenazine HCL (Prolixin)
- lithium carbonate (Lithobid)
- chlorpromazine HCL (Thorazine)
- thiothixene HCL (Navane)
- clozaril (Clozapine)
- risperdal (Risperidone)

B. Antidepressants (see Ch 79 in Kay & Tasman) including, but not limited to:

- amitriptyline HCL (Elavil)
- bupropion (Wellbutrin)
- nortriptyline (Pamelor)
- sertraline (Zoloft)
- desipramine HCL (Norpramin)
- doxepin (Sinequan)
- imipramin (Tofranil)
- trazodone (Desyrel)
- fluoxetine (Prozac)
- paroxetine (Paxil)
- venlafaxine (Effexor)
C. Anxiolytics (see Ch 80 in Kay & Tasman) including, but not limited to:
lorazepam (Ativan)
buspirone (Buspar)
chlordiazepoxide HCL (Librium)
diazepam (Valium)
alprazolam (Xanax)
oxazepam (Serax)

Skills

Medical Records
The student will be able to perform and appropriately document the following:
- Intake Psychiatric History
- Mental Status Examination
- Complete Neurological Examination
- Admission Orders
- SOAP (Subjective, Objective, Assessment & Plan) Progress Notes
- Discharge Summaries

Professionalism

Students are expected to:

- Demonstrate initiative and enthusiasm in participating in patient care activities as a member of the health care team.
- Demonstrate intellectual curiosity in interactions with preceptors and by performing independent reading/research regarding clinical problems seen.
- Demonstrate cultural sensitivity to understanding and relate to the emotional and social background of patients.
- Demonstrate a constructively self-critical manner and the ability to accept direction from others.
- Demonstrate professionalism during interactions with other members of the Health Care Team.
- Demonstrate respect for patients and preceptors by performing assigned duties promptly, thoroughly and carefully.
- Acknowledge limitations by consulting with the supervising preceptor or others when appropriate.
- Perform duties within a professional setting comprising such areas as attendance, dress code and general demeanor.
Professional Development

The student will
a) demonstrate initiative and enthusiasm in participating in patient care activities as a member of the health care team;
b) demonstrate intellectual curiosity in interactions with preceptors and by performing independent reading/research regarding clinical problems seen;
c) exhibit cultural sensitivity to understanding and relate to the emotional and social background of patients;
d) demonstrate a constructively self-critical manner and the ability to accept direction from others;
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f) successfully complete all clerkship on-line assignments and logging requirements in a timely manner, and actively participate in the on-line discussions;
g) be present and on-time at the clinical clerkship site whenever they are so scheduled, including weekends and evenings as assigned;
h) be appropriately groomed and professionally attired for the clerkship site, including a white coat where appropriate;
i) attend any and all available medical lectures, conferences, teaching rounds, grand rounds, or other similar events;
j) exhibit a team orientation and attitudes conducive to inter-professional training environments, and
k) demonstrate effective teamwork and communication skills when interacting with other members of the healthcare team.

Grading Criteria (See Clinical Handbook for further information)

Site Evaluation  20%
Preceptor Evaluation  20%
Online Component  10%
Written Examination  50%
Online Case Logging  (Required but not graded)

Site Evaluation: students are visited by a clinical faculty member, students are required to present a patient and discuss the disease entity(ies) treated. The visit(s) include presenting a related clinical research article and pharmacology review (“drug cards”).

Preceptor Evaluation: objective evaluation of clinical competence, teamwork and professionalism

Online Component: evaluation conducted by assigned facilitator utilizing grading rubric posted online in “Course Information”

Written Examination: multiple choice, and/or true/false, matching and/or fill in questions administered at the end of the clerkship

Online Logging Component: required electronic documentation of patient encounters and procedures

Required Textbooks/Resources
Essentials of Psychiatry, by J. Kay and A. Tasman, 2006 (PLEASE NOTE: THIS BOOK IS EXPENSIVE, BUT SECOND HAND COPIES ARE AVAILABLE AT A HUGE DISCOUNT ON Amazon.com, EBay and other websites)

**CURRENT Diagnosis & Treatment: Psychiatry, 2e**  
Michael H. Ebert, Peter T. Loosen, Barry Nurcombe, James F. Leckman  
(Available via Access Medicine on York Library Website)

**Required Texts for All Clinical Clerkships (use most recent editions):**

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- DeGowin’s Diagnostic Examination, 9e, Richard LeBlond, Donald Brown, Richard DeGowin  
  (Available via Access Medicine on York Library Website)

- Basic Radiology 2e, Michael Chen, Thomas Pope & David Ott  
  (Available via Access Medicine on York Library Website)

- Pocket Guide to Diagnostic Tests, 6e, Diana Nicoll, Chuanyi Mark Lu, Stephen McPhee, Michael Pignone  
  (Available via Access Medicine on York Library Website)


**Suggested References/Resources**

- Comprehensive Clinical Psychiatry by Stern, T. et. al., 2008 (AVAILABLE ON MD CONSULT – FREE TO YOU)

- Psychiatric Secrets by Jacobson and Jacobson, 2001 (AVAILABLE ON MD CONSULT – FREE TO YOU)


- Blueprints Psychiatry by Murphy, M. & Cowan, R., 2008

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Course Syllabus

HPPA 662 Obstetrics/Gynecology Clinical Rotation 2017-18

Five-week clinical clerkship: 2 credits

Course Description
This five-week rotation takes place in a hospital setting and may include outpatient clinic duties. This rotation will provide the student with the opportunity to acquire skills and knowledge necessary to diagnose and treat female patients presenting for obstetrical and/or gynecological medical care. Students are required to attend available conferences/lectures, participate in daily rounds and take call when scheduled.

Instructional Methods
Methods of instruction for this clinical clerkship include (but are not limited to) supervised field work, supervised patient counseling sessions, chart review, formal lectures, reading assignments, case presentations and online asynchronous group discussions.

Learning Objectives/Outcomes
Under the supervision of the clerkship preceptor(s), the student will progressively assume more responsibility for management of women’s healthcare in both an inpatient (hospital) and outpatient (clinic) setting. During this clinical clerkship, in collaboration with the clerkship preceptor(s), the student will gain the experience specific to this practice setting needed to:

- Perform a complete obstetrical and gynecological history and physical examination.
- Perform a focused, problem-oriented history and physical examination.
- Collect, analyze and interpret laboratory and radiographic data.
- Accurately and efficiently document all pertinent patient information, including information collected from the history and physical, laboratory data and imaging studies, in the medical record, utilizing the appropriate format such as SOAP (Subjective, Objective, Assessment, Plan) notes or problem oriented progress notes, as directed by the preceptor(s), in both the inpatient and outpatient setting.
- Summarize the indications, contraindications, precautions, patient preparation, technique and utilization for a variety of diagnostic studies commonly employed for patients in a women’s healthcare setting.
- Review and discuss the actions, interactions, side effects, adverse effects and use of a wide variety of prototypical pharmacologic agents used in the management of patients in this population.
- Formulate a patient assessment that includes a differential diagnosis.
- Develop a patient management plan that includes pharmacologic and non-pharmacologic treatment.
- Locate, read, comprehend and analyze pertinent articles from peer-reviewed medical journal and other appropriate medical literature sources, including available electronic resources.
- Read/review and be responsible for all assigned textbook reading in preparation for the end-of-rotation written examination.
Accurately, efficiently and professionally present patient cases to the clerkship preceptor(s) and/or the clinical site evaluator.

Discern when a referral to a specialist or another member of the healthcare team is appropriate.

Consider the social, behavioral, economic and cultural issues relevant to the patient and/or her family members across the continuum of care.

Effectively integrate multiple elements of individual patient care, including a) health assessment, b) health maintenance, c) preventive care, d) acute and chronic illness, e) behavioral counseling, f) health education, and g) human sexuality in both the pregnant and non-pregnant patient.

Successfully pass the end-of-rotation written examination with a score of 70% or higher.

Conduct a case-presentation as required during the Clinical Site Visit(s) conducted by program faculty.

Participate fully in the required online patient encounter/procedure logging component of this clerkship.

Participate in the required online component of this clerkship.

**Topic Objectives**

**Principles of Obstetrics & Gynecology**

Students will demonstrate an ability to discuss and debate the following overarching topics in regard to caring for female patients in both the clinic and hospital setting:

- Goals and defining principles of the practice of women’s healthcare
- Approach to designing patient-specific women’s health maintenance programs
- Interviewing and counseling techniques
- Principles of diagnostic test selection and interpretation
- Factors influencing the selection of treatment options
- Management of all phases of gestation, including common complications.

**Clinical Problems & Topics**

For each clinical problem listed, the student will be able to describe the clinical approach, including, where appropriate, how to perform a focused history and physical examination, list differential diagnoses, order appropriate diagnostic studies, and describe the initial and comprehensive treatment plan. It is imperative that the physician assistant student knows when to consult with his/her preceptor or other clinician in authority regarding diagnosis and/or management of their patient.

For each topic listed, the student will be able to define, discuss and debate the relevant issues as they relate to caring for obstetrical and gynecological patients in both the inpatient and outpatient setting.

**Normal Obstetrics**

- Maternal-Fetal Physiology
- Prenatal Care
- Intrapartum Fetal Surveillance
- Labor & Delivery
- Immediate Care of the Newborn
- Postpartum Care
- Lactation

Abnormal Obstetrics
- Medical and Surgical Conditions in Pregnancy
- Spontaneous Abortion
- Abnormal Labor
- Postterm Pregnancy
- Third trimester Bleeding
- Fetal Growth Abnormalities
- Isoimmunization
- Fetal Demise
- Multifetal Gestation

General Gynecology
- Contraception and Sterilization
- Vulvar and Vaginal Disease
- Sexually Transmitted Infections and Urinary Tract Infections
- Pelvic Relaxation and Urinary Incontinence
- Endometriosis
- Chronic Pelvic Pain
- Osteoporosis

Breast Health
- Breast Disorders
- Screening Guidelines
- BSE

Reproductive Endocrinology and Infertility
- Female Puberty
- Hirsutism and Virilization
- Normal and Abnormal Uterine Bleeding
- Climacteric
- Infertility

Neoplasia
- Gestational Trophoblastic Neoplasia
- Vulvar Neoplasms
- Cervical Disease and Neoplasia
- Uterine Leiomyomas
- Endometrial Carcinoma
- Ovarian Neoplasms

Screening & Patient Education

Students will be knowledgeable about providing routine screening and medical education at the patient’s level of comprehension for the following topics in the women’s healthcare setting:

- Contraception
- Sterilization
- Domestic violence
- Importance of early, comprehensive prenatal care
- Harmful fetal effects of drugs, smoking and alcohol
- Benefits of healthy lifestyle before/during pregnancy
- Breastfeeding
- Breast cancer
- Self-detection of breast cancer (BSE)
- Ovarian cancer
- Cervical cancer
- Endometrial cancer
- Menopause

Diseases & Disorders/Topics

Upon successful completion of this clerkship, the student will be proficient at describing, discussing and comparing/contrasting the pathophysiology and/or epidemiology, etiology, clinical presentation, differential diagnoses, diagnostic evaluation, pharmacologic management, non-pharmacologic management, patient education, sequelae, and/or prognosis for each of (but not limited to) the following disorders common to a women’s healthcare setting:

### OBSTETRICS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prenatal tests, measurements and assessments</td>
<td>Hyperemesis gravidarum</td>
</tr>
<tr>
<td>Stages/Stations of labor</td>
<td>Indications/administration of Rhogam</td>
</tr>
<tr>
<td>Ectopic pregnancy</td>
<td>Fetal pelvic disproportion/fetal distocia</td>
</tr>
<tr>
<td>STDs in pregnancy</td>
<td>Vaginal infections in pregnancy</td>
</tr>
<tr>
<td>Preeclampsia-Eclampsia Syndrome</td>
<td>Complete, incomplete, threatened, inevitable, missed, septic abortion</td>
</tr>
<tr>
<td>Placenta previa (pp.89-91)</td>
<td>HELLP Syndrome (p.163)</td>
</tr>
<tr>
<td>Uterine rupture</td>
<td>Placenta abruption (pp.92-93)</td>
</tr>
<tr>
<td>Premature Rupture of Membranes (PROM)</td>
<td>Postpartum hemorrhage</td>
</tr>
<tr>
<td>Postpartum infection</td>
<td>UTI in pregnancy</td>
</tr>
<tr>
<td>Small for Gestational Age (SGA) and Large for Gestational Age (LGA)</td>
<td>Polyhydramnios/Oligohydramnios</td>
</tr>
<tr>
<td>Anemia of pregnancy</td>
<td>Gestational diabetes</td>
</tr>
<tr>
<td>Pregnancy Induced Hypertension (PIH)</td>
<td>Postpartum depression/psychosis</td>
</tr>
<tr>
<td>Signs/Symptoms of pregnancy</td>
<td>HIV/AIDS in pregnancy</td>
</tr>
<tr>
<td>Signs/Symptoms of onset of labor</td>
<td>Hydatidiform mole</td>
</tr>
<tr>
<td>Fetal lung maturity/L/S Ratio</td>
<td>Post-term/pre-term delivery concerns/complications</td>
</tr>
<tr>
<td>Calculation of EDC using Naegele’s Rule (p. 33)</td>
<td>Post-term/pre-term delivery concerns/complications</td>
</tr>
<tr>
<td>Endometritis</td>
<td>Cephalohematoma &amp; Caput succedaneum</td>
</tr>
<tr>
<td>Mastitis</td>
<td>Indications/contraindications for cesarean delivery</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Common medications used in obstetrics and drugs that are contraindicated in obstetrics</td>
<td>Post-partum hemorrhage</td>
</tr>
</tbody>
</table>

**GYNECOLOGY**

<table>
<thead>
<tr>
<th>Amenorrhea</th>
<th>Oligomenorrhea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menorrhagia</td>
<td>Metorrhagia</td>
</tr>
<tr>
<td>Menometorrhagia</td>
<td>Dysmenorrhea</td>
</tr>
<tr>
<td>Post-menopausal bleeding</td>
<td>Oral contraception/Depot injection</td>
</tr>
<tr>
<td>Premenstrual Dysorphic Disorder (PMDD)/Premenstrual Syndrome (PMS)</td>
<td>Barrier methods of birth control</td>
</tr>
<tr>
<td>IUD</td>
<td>Genital warts</td>
</tr>
<tr>
<td>Rhythm method of birth control</td>
<td>Vaginitis/cervicitis/PID</td>
</tr>
<tr>
<td>Bone densiometry</td>
<td>Signs/Symptoms of menopause</td>
</tr>
<tr>
<td>Pharmacological/Non-pharmacological management of menopause</td>
<td>Atrophic vaginitis/cystocele/rectocele</td>
</tr>
<tr>
<td>PCOS/Stein-Leventhal Syndrome</td>
<td>Benign/malignant breast masses</td>
</tr>
<tr>
<td>HSV-II</td>
<td></td>
</tr>
<tr>
<td>Interpretation/Management of CIN classification pap smears</td>
<td>Vulvar cysts/abscesses</td>
</tr>
</tbody>
</table>

*Note: Students are responsible for demonstrating a thorough knowledge of all the medical disorders and wellness/maintenance care listed in the objectives, regardless of whether or not clinical examples were seen during this clinical clerkship.*

**Skills**

**Medical Records**

The student will be able to document the following:
- Antepartum History
- Obstetrical History
- Menstrual History
- Admission History
- Admission Orders
- Delivery Notes
- Preoperative Note
- Preoperative Orders
- SOAP Progress Notes
- Operative Notes
- Postoperative Notes
- Discharge Summaries

**Procedural Skills**

The student will be able to perform and/or interpret the following technical and/or diagnostic procedures/examinations/maneuvers
under the appropriate supervision:

Pelvic examination in pregnant and non-pregnant patients  
Perform a breast exam  
Demonstrate/instruct patients in breast self exam (BSE)  
Obtain cervical/vaginal culture  
Collect specimen for pap smear  
Interpret KOH prep and wet mount  
Leopold’s maneuvers  
Calculation of fetal weight using Johnson’s calculation  
Assessment of fetal heart tones (FHT)  
Measurement of fundal height  
Assist in the delivery of infants  
Immediate postpartum resuscitation of the newborn  
Calculation of APGAR score  
Glucose Tolerance Test (GTT)  
Urine dip specimen for glucose/protein  
Monitor progress/safety of mother and fetus during labor/delivery

Professional Development

The student will
a) demonstrate initiative and enthusiasm in participating in patient care activities as a member of the health care team;
b) demonstrate intellectual curiosity in interactions with preceptors and by performing independent reading/research regarding clinical problems seen;
c) exhibit cultural sensitivity to understanding and relate to the emotional and social background of patients;
d) demonstrate a constructively self-critical manner and the ability to accept direction from others;
e) acknowledge limitations by consulting with the supervising preceptor or others when appropriate
f) successfully complete all clerkship on-line assignments and logging requirements in a timely manner, and actively participate in the on-line discussions;
g) be present and on-time at the clinical clerkship site whenever they are so scheduled, including weekends and evenings as assigned;
h) be appropriately groomed and professionally attired for the clerkship site, including a white coat where appropriate;
i) attend any and all available medical lectures, conferences, teaching rounds, grand rounds, or other similar events;
j) exhibit a team orientation and attitudes conducive to inter-professional training environments, and
k) demonstrate effective teamwork and communication skills when interacting with other members of the healthcare team.

Grading Criteria (See Clinical Handbook for further information)

<table>
<thead>
<tr>
<th>Grading Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Evaluation</td>
<td>20%</td>
</tr>
<tr>
<td>Preceptor Evaluation</td>
<td>20%</td>
</tr>
<tr>
<td>Online Component</td>
<td>10%</td>
</tr>
<tr>
<td>Written Examination</td>
<td>50%</td>
</tr>
<tr>
<td>Online Case Logging</td>
<td>(Required but not graded)</td>
</tr>
</tbody>
</table>
Site Evaluation: students are visited by a clinical faculty member, students are required to present a patient and discuss the disease entity(ies) treated. The visit(s) include presenting a related clinical research article and pharmacology review (“drug cards”).

Preceptor Evaluation: objective evaluation of clinical competence, teamwork and professionalism

Online Component: evaluation conducted by assigned facilitator utilizing grading rubric posted online in “Course Information”

Written Examination: multiple choice, and/or true/false, matching and/or fill in questions administered at the end of the clerkship

Online Logging Component: required electronic documentation of patient encounters and procedures

Required Textbooks/Resources

CURRENT Diagnosis & Treatment Obstetrics & Gynecology, 10e
Alan H. DeCherney and Lauren Nathan
(Available via Access Medicine on York Library Website)

CURRENT Diagnosis & Treatment of Sexually Transmitted Diseases
Jeffrey D. Klausner, Edward W. Hook III
(Available via Access Medicine on York Library Website)

Required Texts for All Clinical Clerkships (use most recent editions):

Current Medical Diagnosis and Treatment 2014, Lawrence M. Tierney Jr. (Editor), 2014, Lange
(Available via Access Medicine on York Library Website)

DeGowin’s Diagnostic Examination, 9e Richard LeBlond, Donald Brown, Richard DeGowin
(Available via Access Medicine on York Library Website)

Basic Radiology 2e, Michael Chen, Thomas Pope & David Ott
(Available via Access Medicine on York Library Website)

Pocket Guide to Diagnostic Tests, 6e Diana Nicoll, Chuanyi Mark Lu, Stephen McPhee, Michael Pignone
(Available via Access Medicine on York Library Website)


Suggested References/Resources


Policy on Students with Disabilities
Students with a disability are encouraged to see the professor about accommodations during the first week of class so that you have the necessary tools to succeed in this course.

**CUNY Policy on Academic Integrity**

Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Definitions and Examples of Academic Dishonesty:

**Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. Examples of cheating include:
- Copying from another student during an examination or allowing another to copy your work.
- Unauthorized collaboration on a take home assignment or examination.
- Using notes during a closed book examination.
- Taking an examination for another student, or asking or allowing another student to take an examination for you.
- Changing a graded exam and returning it for more credit.
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor.
- Preparing answers or writing notes in a blue book (exam booklet) before an examination.
- Allowing others to research and write assigned papers or do assigned projects, including using commercial term paper services.
- Giving assistance to acts of academic misconduct/ dishonesty.
- Fabricating data (in whole or in part).
- Falsifying data (in whole or in part).
- Submitting someone else’s work as your own.
- Unauthorized use during an examination of any electronic devices such as cell phones, computers or other technologies to retrieve or send information.

**Plagiarism** is the act of presenting another person’s ideas, research or writings as your own. Examples of plagiarism include:
- Copying another person’s actual words or images without the use of quotation marks and footnotes attributing the words to their source.
- Presenting another person’s ideas or theories in your own words without acknowledging the source.
- Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism, including submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, or “cutting & pasting” from various sources without proper attribution.

**Obtaining Unfair Advantage** is any action taken by a student that gives that student an unfair advantage in his/her academic work over another student, or an action taken by a student through which a student attempts to gain an unfair advantage in his or her academic work over another student. Examples of obtaining unfair advantage include:
- Stealing, reproducing, circulating or otherwise gaining advance access to examination materials.
- Depriving other students of access to library materials by stealing, destroying, defacing, or concealing them.
- Retaining, using or circulating examination materials which clearly indicate that they should be returned at the end of the exam.
- Intentionally obstructing or interfering with another student’s work.

**Falsification of Records and Official Documents**

Examples of falsification include:
- Forging signatures of authorization; falsifying information on an official academic record; falsifying information on an official document such as a grade report, letter of permission, drop/add form, ID card or other college document.

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**COURSE SYLLABUS**

**HPPA 664**  
Ambulatory Care Clinical Rotation  
2017-18
Course Description
This five-week rotation takes place in an outpatient ambulatory care setting such as an outpatient clinic or physician office. This rotation will provide the student with the opportunity to acquire skills and knowledge necessary to diagnose and treat adult patients presenting with primary care medical problems. Students are required to attend available conferences/lectures, and take call when scheduled.

Instructional Methods
Methods of instruction for this clinical clerkship include (but are not limited to) supervised field work, supervised patient counseling sessions, chart review, formal lectures, reading assignments, case presentations and online asynchronous group discussions.

Learning Objectives/Outcomes
Under the supervision of the clerkship preceptor(s), the student will progressively assume more responsibility for management of healthcare in an adult ambulatory care setting such as an outpatient clinic or physician office. During this clinical clerkship, in collaboration with the clerkship preceptor(s), the student will gain the experience specific to this practice setting needed to:

- Perform a complete history and physical examination.
- Perform a focused, problem-oriented history and physical examination.
- Collect, analyze and interpret laboratory and radiographic data.
- Accurately and efficiently document all pertinent patient information in the medical record, utilizing the appropriate format such as SOAP (Subjective, Objective, Assessment, Plan) note within the problem oriented medical record including data collected from the patient history, physical exam, and lab/x-ray studies.
- Summarize the indications, contraindications, precautions, patient preparation, technique and utilization for a variety of diagnostic studies commonly employed for patients in an adult ambulatory care setting.
- Review and discuss the actions, interactions, side effects, adverse effects and use of a wide variety of prototypical pharmacologic agents used in the management of patients in this population.
- Formulate a patient assessment that includes a differential diagnosis.
- Develop a patient management plan that includes pharmacologic and non-pharmacologic treatment.
- Locate, read, comprehend and analyze pertinent articles from peer-reviewed medical journals and other appropriate medical literature sources including available electronic resources.
- Accurately, efficiently and professionally present patient cases to the clerkship preceptor(s) and/or the clinical site evaluator.
- Discern when a referral to a specialist or another member of the healthcare team is appropriate.
- Consider the social, behavioral, economic and cultural issues relevant to the patient and/or his or her family members across the continuum of care.
- Effectively integrate multiple elements of individual patient care, including a) health assessment, b) health maintenance, c) preventive care, d) acute and chronic illness and injury, e) rehabilitation, f) behavioral counseling, g) health education and h) human sexuality.
- Successfully pass the end-of-rotation written examination with a score of 70% or higher.
- Conduct a case-presentation as required during the Clinical Site Visit(s) conducted by program faculty.
- Participate fully in the required online patient encounter/procedure logging component of this clerkship.
- Participate in the required online component of this clerkship.

**Topic Objectives**

**Principles of Primary Care Medicine**

Students will demonstrate an ability to discuss and debate the following overarching topics in regard to caring for patients in the adult ambulatory care setting:

- Goals and defining principles of primary care practice
- Approach to designing patient-specific health maintenance programs
- Interviewing and counseling techniques
- Principles of diagnostic test selection and interpretation
- Factors influencing the selection of treatment options
- Development and implementation of treatment plans
- Re-evaluation and on-going follow-up care plans

**Clinical Problems & Topics**

For each clinical problem listed, the student will be able to describe the clinical approach, including, where appropriate, how to perform a focused history and physical examination, list differential diagnoses, order appropriate diagnostic studies, and describe the initial and comprehensive treatment plan. It is imperative that the physician assistant student knows when to refer his/her patient to specialized services for consultation and/or treatment.

For each topic listed, the student will be able to define, discuss and debate the relevant issues as they relate to caring for patients in an ambulatory care setting.

**General / Multi-System**

- Weight loss (unwanted)
- Chronic fatigue
- Lymphadenopathy
- Evaluation of syncope
- Screening for HIV Infection
- Management of Acquired Immune Deficiency Syndrome (AIDS)
- Leg edema

**Integument**
- Evaluation of pruritis
- Management of skin ulceration

**Hematology/Oncology**
- Screening for sickle cell disease and trait
- Evaluation of coagulopathy
- Management of oral anticoagulant therapy
- Approach to cancer staging
- Principles of cancer therapy
- Screening for cancers: Skin, Breast, Cervix, Prostate, Testicular, Colon

**Respiratory**
- Evaluation of chronic dyspnea
- Evaluation of chronic cough
- Evaluation of hemoptysis
- Management of upper respiratory tract infections

**Ophthalmologic**
- Screening for glaucoma
- Evaluation of the red eye

**Cardiovascular**
- Prevention of cardiovascular disease
- Evaluation of chest pain
- Evaluation of palpitations

**Gastrointestinal**
- Evaluation of jaundice
- Evaluation of dyspepsia
- Evaluation of diarrhea
- Evaluation of constipation

**Neurologic/Psychiatric**
- Management of anxiety
- Evaluation of headache
- Evaluation of dizziness
- Evaluation of dementia
- Management of seizure
- Management of depression
- Approach to the patient with sexual dysfunction
- Management of insomnia

**Endocrine**
- Screening for diabetes
- Evaluation of a thyroid nodule
- Evaluation of gynecomastia

**Genitourinary**
- Evaluation of hematuria
- Evaluation of proteinuria
Gynecology
- Approach to abnormal vaginal bleeding
- Evaluation of amenorrhea

Screening & Patient Education

Students will be knowledgeable about providing routine screening and medical education at the patient's level of comprehension for the following topics in the adult ambulatory care setting:

- Adult immunizations
- Contraception
- Exercise
- Nutrition and weight management
- Prevention of injury and violence
- Protection from environmental hazards
- Screening for substance abuse
- Screening for eating disorders
- Smoking cessation.

Diseases & Disorders

Upon successful completion of this clinical clerkship, the student will be proficient at describing, discussing and comparing/contrasting the pathophysiology, epidemiology, etiology, clinical presentation (signs/symptoms), differential diagnoses, diagnostic evaluation, pharmacologic management, non-pharmacologic management, patient education, sequelae, and prognosis for each of (but not limited to) the following disorders common to adult patients in an ambulatory care setting, within the following general categories:

<table>
<thead>
<tr>
<th>Blood and Lymph</th>
<th>Pulmonary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anemias (all types)</td>
<td>Chronic Obstructive Pulmonary Disease</td>
</tr>
<tr>
<td>Malignancies of the blood and lymphatic system</td>
<td>Infections of the upper and lower respiratory tract</td>
</tr>
<tr>
<td>Sickle Cell Disease and Trait</td>
<td>Pulmonary malignancies</td>
</tr>
<tr>
<td>Coagulopathies</td>
<td>Asthma</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integument</th>
<th>Eye</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viral, fungal and bacterial skin infections and parasitic infestations</td>
<td>Conjunctivitis, keratitis and uveitis</td>
</tr>
<tr>
<td>Drug rashes</td>
<td>Retinopathy (various etiologies)</td>
</tr>
<tr>
<td>Integumentary system malignancies</td>
<td>Cataracts and glaucoma</td>
</tr>
<tr>
<td>Dermatitis (all etiologies)</td>
<td>Errors of refraction</td>
</tr>
<tr>
<td>Urticaria and bullous eruptions</td>
<td>Corneal abrasion and corneal ulceration</td>
</tr>
<tr>
<td>Nail disorders</td>
<td>Pinguecula and Pterygium</td>
</tr>
<tr>
<td>Alopecia</td>
<td>Disorders of the eyelid (various etiologies)</td>
</tr>
<tr>
<td>Gastrointestinal</td>
<td>Neurological/Psychiatric</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Gastritis and PUD (peptic ulcer disease)</td>
<td>Headache (all types)</td>
</tr>
<tr>
<td>Diseases/disorders of the esophagus</td>
<td>Seizure disorders</td>
</tr>
<tr>
<td>UC (ulcerative colitis and Crohn’s disease)</td>
<td>CVA (cerebrovascular accident) [stroke] and TIA (transient ischemic attack)</td>
</tr>
<tr>
<td>Gastroenteritis (viral, bacterial and parasitic etiologies)</td>
<td>Dementia syndrome (various etiologies)</td>
</tr>
<tr>
<td>Hemorrhoids and anal fissures</td>
<td>Meningitis and encephalitis</td>
</tr>
<tr>
<td>Acute and chronic gallbladder disorders</td>
<td>The demyelinating disorders</td>
</tr>
<tr>
<td>Acute and chronic pancreatic disorders</td>
<td>Peripheral neuropathies (various etiologies)</td>
</tr>
<tr>
<td>Hepatitis (all types) and liver cirrhosis</td>
<td>Cerebral aneurysm and arterio-venous malformation</td>
</tr>
<tr>
<td>Gastrointestinal malignancies</td>
<td>CNS (central nervous system) neoplasms</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Endocrine</th>
<th>ENT (Ears, nose and throat)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diabetes mellitus</td>
<td>Acute and chronic disorders of the external, middle and inner ear</td>
</tr>
<tr>
<td>Over and under-active thyroid disorders</td>
<td>Pharyngitis, sinusitis and tonsillitis</td>
</tr>
<tr>
<td>Thyroid and parathyroid malignancies</td>
<td>Meniere's disease and acoustic neuroma</td>
</tr>
<tr>
<td>Adrenal gland tumors and dysfunctions</td>
<td>Allergic disorders of the upper respiratory tract</td>
</tr>
<tr>
<td>Acromegaly</td>
<td>ENT malignancies and pre-malignancies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Genitourinary</th>
<th>Obstetric/Gynecological</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infections of the upper and lower urinary tract</td>
<td>Benign and malignant gynecological masses</td>
</tr>
<tr>
<td>Nephrolithiasis</td>
<td>Gynecological infections/infestations</td>
</tr>
<tr>
<td>Acute and chronic disorders of the male external genitalia</td>
<td>Menopause management</td>
</tr>
<tr>
<td>Acute and chronic prostatic disorders</td>
<td>Well-woman care</td>
</tr>
<tr>
<td>Genitourinary malignancies</td>
<td></td>
</tr>
<tr>
<td>Sexually transmitted infections/infestations</td>
<td></td>
</tr>
<tr>
<td>Chronic renal failure</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cardiovascular</th>
<th>Musculoskeletal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valvular heart disease</td>
<td>The arthritides (all etiologies)</td>
</tr>
<tr>
<td>Cardiomyopathies</td>
<td>Scoliosis and the spondylopathies</td>
</tr>
<tr>
<td>Dysrhythmias</td>
<td>Acute and chronic back injuries</td>
</tr>
<tr>
<td>Dislipidemias</td>
<td>Tendonitis and bursitis</td>
</tr>
<tr>
<td>Venous insufficiency and DVT (deep vein thrombosis)</td>
<td>Autoimmune/connective tissue diseases/disorders</td>
</tr>
<tr>
<td>Hypertension</td>
<td>Nerve entrapment syndromes</td>
</tr>
</tbody>
</table>

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Peripheral vascular disease
Coronary artery disease, angina and MI (myocardial infarction)

* Note: Students are responsible for demonstrating a thorough knowledge of all the medical disorders and wellness/maintenance care listed in the objectives, regardless of whether or not clinical examples were seen during this clinical clerkship.

Skills

Medical Records
The student will be able to document the following:
- Initial Comprehensive History / Data Base
- Problem List
- SOAP (Subjective, Objective, Assessment & Plan) Progress Notes
- Geriatric Assessment

Procedural Skills
The student will be able to perform and/or interpret the following technical and diagnostic procedures under the appropriate supervision:
- Administer intramuscular, subcutaneous and intradermal injections
- Venipuncture
- 12 lead EKG
- Fingerstick hemoglobin/hematocrit, glucose
- Urinalysis, including microscopic
- Bacteriologic and viral specimen collection
- Gram Stain
- Pulmonary function testing
- Suture Removal
- Dressing Change

Professional Development
The student will
a) demonstrate initiative and enthusiasm in participating in patient care activities as a member of the health care team;
b) demonstrate intellectual curiosity in interactions with preceptors and by performing independent reading/research regarding clinical problems seen;
c) exhibit cultural sensitivity to understanding and relate to the emotional and social background of patients;
d) demonstrate a constructively self-critical manner and the ability to accept direction from others;
e) acknowledge limitations by consulting with the supervising preceptor or others when appropriate
f) successfully complete all clerkship on-line assignments and logging requirements in a timely manner, and actively participate in the on-line discussions;
g) be present and on-time at the clinical clerkship site whenever they are so scheduled, including weekends and evenings as assigned;
h) be appropriately groomed and professionally attired for the clerkship site, including a white coat where appropriate;
i) attend any and all available medical lectures, conferences, teaching rounds, grand rounds, or other similar events;
j) exhibit a team orientation and attitudes conducive to inter-professional training environments, and
k) demonstrate effective teamwork and communication skills when interacting with other members of
the healthcare team.

Grading Criteria (See Clinical Handbook for further information)

Site Evaluation 20%
Preceptor Evaluation 20%
Online Component 10%
Written Examination 50%
Online Case Logging (Required but not graded)

Site Evaluation: students are visited by a clinical faculty member, students are required to present a
patient and discuss the disease entity(ies) treated. The visit(s) include presenting a related clinical
research article and pharmacology review (“drug cards”).

Preceptor Evaluation: objective evaluation of clinical competence, teamwork and professionalism

Online Component: evaluation conducted by assigned facilitator utilizing grading rubric posted
online in “Course Information”

Written Examination: multiple choice, and/or true/false, matching and/or fill in questions
administered at the end of the clerkship

Online Logging Component: required electronic documentation of patient encounters and
procedures

Required Textbooks/Resources

Primary Care Medicine: Office Evaluation and Management of the Adult Patient, Allan H. Goroll
(Editor), 2014, Lippincott Williams & Wilkins

Required Texts for All Clinical Clerkships (use most recent editions):

Current Medical Diagnosis and Treatment 2014, Lawrence M. Tierney Jr. (Editor), 2014, Lange
(Available via Access Medicine on York Library Website)

DeGowin's Diagnostic Examination, 9e Richard LeBlond, Donald Brown, Richard DeGowin
(Available via Access Medicine on York Library Website)

Basic Radiology 2e, Michael Chen, Thomas Pope & David Ott
(Available via Access Medicine on York Library Website)

Pocket Guide to Diagnostic Tests, 6e Diana Nicoll, Chuanyi Mark Lu, Stephen McPhee, Michael
Pignone
(Available via Access Medicine on York Library Website)


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Definitions and Examples of Academic Dishonesty:

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**COURSE SYLLABUS**

**HPPA 668**

Family Medicine Clinical Rotation 2017-18

Five-week clinical rotation; 2 credits

Course Description
This five-week rotation takes place in an outpatient ambulatory care setting such as an outpatient clinic or physician office. This clinical clerkship will provide the student with the opportunity to acquire skills and knowledge necessary to diagnose and treat patients of all ages presenting with primary care medical problems. Students are required to attend available conferences/lectures, participate in daily rounds and take call when scheduled.

**Instructional Methods**

Methods of instruction for this clinical clerkship include (but are not limited to) supervised field work, supervised patient counseling sessions, chart review, formal lectures, reading assignments, case presentations and online asynchronous group discussions.

**Learning Objectives/Outcomes**

Under the supervision of the clerkship preceptor(s), the student will progressively assume more responsibility for management of the patient care in a family practice setting. During this clinical clerkship, in collaboration with the clerkship preceptor(s), the student will gain the experience specific to this practice setting needed to:

- Perform a complete history and physical examination.
- Perform a focused, problem-oriented history and physical examination.
- Collect, analyze and interpret laboratory and radiographic data.
- Accurately and efficiently document all pertinent patient information in the medical record, utilizing the appropriate format such as SOAP (Subjective, Objective, Assessment, Plan) note within the problem oriented medical record including data collected from the patient history, physical exam, and lab/x-ray studies.
- Summarize the indications, contraindications, precautions, patient preparation, technique and utilization for a variety of diagnostic studies commonly employed for patients in a family practice setting.
- Review and discuss the actions, interactions, side effects adverse effects and use of a wide variety of prototypical pharmacologic agents used in the management of patients in this population.
- Formulate a patient assessment that includes a differential diagnosis.
- Develop a patient management plan that includes pharmacologic and non-pharmacologic treatment.
- Locate, read, comprehend and analyze pertinent articles from peer-reviewed medical journals and other appropriate medical literature sources.
- Accurately, efficiently and professionally present patient cases to the clerkship preceptor(s) and/or the clinical site evaluator.
- Discern when a referral to a specialist or another member of the healthcare team is appropriate.
- Consider the social, behavioral, economic and cultural issues relevant to the patient and/or his or her family members across the continuum of care.
- Effectively integrate multiple elements of individual patient care, including a) health assessment, b) health maintenance, c) preventive care, d) acute and chronic illness and injury, e) rehabilitation, f) behavioral counseling, g) health education and h) human sexuality.
- Successfully pass the end-of-rotation written examination with a score of 70% or higher.
- Conduct a case-presentation as required during the Clinical Site Visit(s) conducted by program faculty.
- Participate fully in the required online patient encounter/procedure logging component of this clerkship.
- Participate in the required online component of this clerkship.

**Topic Objectives**

**Principles of Family Medicine**

Students will demonstrate an ability to discuss and debate the following overarching topics in regard to caring for patients in the family medicine setting:

- Goals and defining principles of Family Medicine including
  - Context of Care
  - Continuity of Care
  - Comprehensive Care
  - Coordination of Care
  - Biopsychosocial Approach
- Approach to designing age-specific (Infant, Child, Adolescent, Adult, Geriatric Populations) and patient-specific health maintenance programs
- Interviewing and counseling techniques
- Principles of diagnostic test selection and interpretation
- Factors influencing the selection of treatment options
- Development and implementation of treatment plans
- Re-evaluation and on-going follow-up care plans

**Clinical Problems & Topics**

For each clinical problem listed, the student will be able to describe the clinical approach, including, where appropriate, how to perform a focused history and physical examination, list differential diagnoses, order appropriate diagnostic studies, and describe the initial and comprehensive treatment plan. It is imperative that the physician assistant student knows when to refer his/her patient to specialized services for consultation and/or treatment.

For each topic listed, the student will be able to define, discuss and debate the relevant issues as they relate to caring for patients in a Family Medicine setting.

**General / Multi-System**
- Failure to Thrive
- Palliative Care
- Fever of Unknown Origin
- Obesity

**Infancy/Childhood**
- Hyperbilirubinemia
- Disruptive Behavioral Disorders
- Seizures

**Adolescence**
- Sexually Transmitted Diseases
- Menstrual Disorders

**Adult**
- Acute & chronic pain management
Screening & Patient Education

Students will be knowledgeable about providing routine screening and medical education at the patient's level of comprehension across the lifespan (unless otherwise specified) for the following topics in family practice setting:

- Newborn Screening
- Well-child Care
- Proper Nutrition/Nutritional Assessment
- Breast Feeding
- Childhood & adult immunizations
- Adolescent sexuality
- Normal vs. abnormal changes with aging
- Contraception
- Sun Exposure
- Oral Health
- Screening for child & elder abuse.
- Evaluation of & for Physical Activity.
- Primary care screening recommendations.

*Note: Students are responsible for demonstrating a thorough knowledge of all the medical disorders and wellness/maintenance care listed in the objectives, regardless of whether or not clinical examples were seen during this clinical clerkship.

Diseases & Disorders

Upon successful completion of this clinical clerkship, the student will be proficient at describing, discussing and comparing/contrasting the pathophysiology, epidemiology, etiology, clinical presentation (signs/symptoms), differential diagnoses, diagnostic evaluation, patient education, sequelae, and prognosis for each of (but not limited to) the following disorders common to patients of all ages in a family practice setting, within the following general categories:
<table>
<thead>
<tr>
<th>Blood and Lymph</th>
<th>Pulmonary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anemias (all types)</td>
<td>Acute and chronic reactive airway diseases/disorders</td>
</tr>
<tr>
<td>Blood dyscrasias</td>
<td>Infections of the upper and lower respiratory tract</td>
</tr>
<tr>
<td>Malignancies of the blood and lymphatic system</td>
<td>Pulmonary malignancies</td>
</tr>
<tr>
<td>Coagulopathies</td>
<td>Disorders directly or indirectly related to cigarette smoking</td>
</tr>
<tr>
<td>Hemolytic disease of the newborn</td>
<td>RSV (Respiratory Syncytial Virus)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integument</th>
<th>Eye</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viral, fungal, bacterial skin infections and parasitic infestations</td>
<td>Conjunctivitis, keratitis and uveitis</td>
</tr>
<tr>
<td>Drug rashes</td>
<td>Retinopathy (various etiologies)</td>
</tr>
<tr>
<td>Integumentary system malignancies</td>
<td>Cataracts and glaucoma</td>
</tr>
<tr>
<td>Dermatitis (all etiologies)</td>
<td>Errors of refraction and strabismus</td>
</tr>
<tr>
<td>Urticaria and bullous eruptions</td>
<td>Corneal abrasion and corneal ulceration</td>
</tr>
<tr>
<td>Nail disorders</td>
<td>Pterygium and pterygium</td>
</tr>
<tr>
<td>Acne</td>
<td>Disorders of the eyelid (various etiologies)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Endocrine</th>
<th>ENT (Ears, Nose and Throat)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diabetes mellitus (all types)</td>
<td>Acute and chronic disorders of the external, middle and inner ear</td>
</tr>
<tr>
<td>Over and under-active thyroid disorders</td>
<td>Pharyngitis, sinusitis and tonsillitis</td>
</tr>
<tr>
<td>Thyroid and parathyroid malignancies</td>
<td>Epiglottitis</td>
</tr>
<tr>
<td>Adrenal gland tumors and dysfunctions</td>
<td>Allergic disorders of the upper respiratory tract</td>
</tr>
<tr>
<td>Acromegaly, gigantism and dwarfism</td>
<td>ENT malignancies and pre-malignancies</td>
</tr>
<tr>
<td></td>
<td>Congenital auditory disorders</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gastrointestinal</th>
<th>Neurological/Psychiatric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gastritis and PUD (peptic ulcer disease)</td>
<td>Headache (all types)</td>
</tr>
<tr>
<td>Diseases/disorders of the esophagus</td>
<td>Seizure disorders</td>
</tr>
<tr>
<td>UC (Ulcerative Colitis) and Crohn's disease</td>
<td>CVA (Cerebrovascular Accident) and TIA (Transient Ischemic Attack)</td>
</tr>
<tr>
<td>Gastroenteritis (viral, bacterial and parasitic etiologies)</td>
<td>Dementia syndrome (various etiologies)</td>
</tr>
<tr>
<td>Hemorrhoids and anal fissures</td>
<td>Meningitis and encephalitis</td>
</tr>
<tr>
<td>Acute and chronic gallbladder disorders</td>
<td>Demyelinating disorders</td>
</tr>
<tr>
<td>Acute and chronic pancreatic disorders</td>
<td>Peripheral neuropathies (various etiologies)</td>
</tr>
<tr>
<td>Hepatitis (all types) and liver cirrhosis</td>
<td>Cerebral aneurysm and arteriovenous malformation</td>
</tr>
<tr>
<td>Gastrointestinal malignancies</td>
<td>CNS (central nervous system) neoplasms</td>
</tr>
<tr>
<td>Pyloric stenosis</td>
<td>ADD (Attention Deficit Disorder) and ADHD (Attention Deficit Hyperactivity Disorder)</td>
</tr>
<tr>
<td>Genitourinary</td>
<td>Obstetric/Gynecological</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Infections of the upper and lower urinary tract</td>
<td>Benign and malignant gynecological masses</td>
</tr>
<tr>
<td>Nephrolithiasis</td>
<td>Gynecological infections/infestations</td>
</tr>
<tr>
<td>Acute and chronic disorders of the male external genitalia</td>
<td>Routine prenatal care for uncomplicated obstetric cases</td>
</tr>
<tr>
<td>Acute and chronic prostatic disorders</td>
<td>Contraception and menopause management</td>
</tr>
<tr>
<td>Genitourinary malignancies</td>
<td>Well-woman care</td>
</tr>
<tr>
<td>Sexually transmitted infections/infestations</td>
<td>Breast Masses</td>
</tr>
<tr>
<td>Chronic renal failure</td>
<td></td>
</tr>
<tr>
<td>Genitourinary anatomical malformation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cardiovascular</th>
<th>Musculoskeletal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valvular heart disease</td>
<td>The arthritides (all etiologies)</td>
</tr>
<tr>
<td>Cardiomyopathies</td>
<td>Scoliosis and the spondylopathies</td>
</tr>
<tr>
<td>Dysrhythmias</td>
<td>Acute and chronic back injuries</td>
</tr>
<tr>
<td>Dislipidemias</td>
<td>Tendonitis and bursitis</td>
</tr>
<tr>
<td>Venous insufficiency and DVT (deep vein thrombosis)</td>
<td>Autoimmune/connective tissue diseases/disorders</td>
</tr>
<tr>
<td>Hypertension</td>
<td>Nerve entrapment syndromes</td>
</tr>
<tr>
<td>Peripheral vascular disease</td>
<td>Congenital hip dysplasia</td>
</tr>
<tr>
<td>Coronary artery disease, angina and MI (myocardial infarction)</td>
<td></td>
</tr>
<tr>
<td>Congenital heart disease</td>
<td></td>
</tr>
</tbody>
</table>

**Skills**

A. Medical Records
The student will be able to document the following:
- Initial Comprehensive History / Data Base
- Problem List
- SOAP (Subjective, Objective, Assessment & Plan) Progress Notes
- Family History Pedigree
- Geriatric Assessment

B. Procedural Skills
The student will be able to perform and/or interpret the following technical and diagnostic procedures under appropriate supervision:
- Administer intramuscular, subcutaneous and intradermal injections
- Venipuncture
- Intravenous catheter insertion/removal
- Arterial Puncture for blood gas determination
- 12 lead EKG
- Fingerstick hemoglobin/hematocrit, glucose
- Urinalysis, including microscopic
- Bacteriologic and viral specimen collection
- Gram Stain
- Pulmonary function testing
- Administer inhalation O2
- Suture Removal
- Dressing Change
Professional Development

The student will
a) demonstrate initiative and enthusiasm in participating in patient care activities as a member of the health care team;
b) demonstrate intellectual curiosity in interactions with preceptors and by performing independent reading/research regarding clinical problems seen;
c) exhibit cultural sensitivity to understanding and relate to the emotional and social background of patients;
d) demonstrate a constructively self-critical manner and the ability to accept direction from others;
e) acknowledge limitations by consulting with the supervising preceptor or others when appropriate
f) successfully complete all clerkship on-line assignments and logging requirements in a timely manner, and actively participate in the on-line discussions;
g) be present and on-time at the clinical clerkship site whenever they are so scheduled, including weekends and evenings as assigned;
h) be appropriately groomed and professionally attired for the clerkship site, including a white coat where appropriate;
i) attend any and all available medical lectures, conferences, teaching rounds, grand rounds, or other similar events;
j) exhibit a team orientation and attitudes conducive to inter-professional training environments, and
k) demonstrate effective teamwork and communication skills when interacting with other members of the healthcare team.

Grading Criteria (See Clinical Handbook for further information)

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Evaluation</td>
<td>20%</td>
</tr>
<tr>
<td>Preceptor Evaluation</td>
<td>20%</td>
</tr>
<tr>
<td>Online Component</td>
<td>10%</td>
</tr>
<tr>
<td>Written Examination</td>
<td>50%</td>
</tr>
<tr>
<td>Online Case Logging</td>
<td>(Required but not graded)</td>
</tr>
</tbody>
</table>

Site Evaluation: students are visited by a clinical faculty member, students are required to present a patient and discuss the disease entity(ies) treated. The visit(s) include presenting a related clinical research article and pharmacology review (“drug cards”).

Preceptor Evaluation: objective evaluation of clinical competence, teamwork and professionalism

Online Component: evaluation conducted by assigned facilitator utilizing grading rubric posted online in “Course Information”

Written Examination: multiple choice, and/or true/false, matching and/or fill in questions administered at the end of the clerkship

Online Logging Component: required electronic documentation of patient encounters and procedures

Required Textbooks/Resources
CURRENT Diagnosis & Treatment in Family Medicine, 3e
Jeannette E. South-Paul, Samuel C. Matheny, Evelyn L. Lewis
(Available via Access Medicine on York Library Website)

Primary Care Medicine: Office Evaluation and Management of the Adult Patient, Allan H. Goroll (Editor), 2014, Lippincott Williams & Wilkins

CURRENT Diagnosis & Treatment: Pediatrics, 20e
William W. Hay, Jr., Myron J. Levin, Judith M. Sondheimer, Robin R.
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Required Texts for All Clinical Clerkships (use most recent editions):

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Appendix C - Table 1b: Graduate Program Schedule – MS -Physician Assistant Studies (MSPAS)

- Indicate academic calendar type: X_Semester  _Quarter  _Trimester  Other (describe)
- Label each term in sequence, consistent with the institution’s academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

<table>
<thead>
<tr>
<th>Term: Fall 1</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPPA 500 – Introduction to ePortfolio/Orientation</td>
<td>1</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPPA 502 – Physical Diagnosis I</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPPA 504 – Clinical Anatomy</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPPA 506 – Applied Medical Sciences</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPPA 508 – Interviewing &amp; Counseling</td>
<td>1</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPPA 510 – PA Profession</td>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPPA 512 – Health Promotion &amp; Disease Prevention</td>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPPA 514 – Biomedical Ethics</td>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
<td><strong>17</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Term: Winter 1</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPPA 516 – Public Health</td>
<td>2</td>
<td>X</td>
<td>Satisfactory completion of the previous semester in lock-step curriculum</td>
<td></td>
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<tr>
<td>HPPA 518 – Health Policy</td>
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<td><strong>Term credit total:</strong></td>
<td><strong>4</strong></td>
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<thead>
<tr>
<th>Term: Spring 1</th>
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<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
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<tbody>
<tr>
<td>HPPA 520 – Pharmacology I</td>
<td>2</td>
<td>X</td>
<td>Satisfactory completion of the previous semester in lock-step curriculum</td>
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</tr>
<tr>
<td>HPPA 522 – Physical Diagnosis II</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPPA 524 – Pathophysiology</td>
<td>3</td>
<td>X</td>
<td></td>
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<tr>
<td>HPPA 526 – Pediatrics</td>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>HPPA 528 – Clinical Medicine I</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPPA 530 – Evidence Based Medicine &amp; Health Informatics</td>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>HPPA 532 – Surgery</td>
<td>4</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td><strong>Term credit total:</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Term: Summer 1</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td>HPPA 534 – Diagnostic Studies</td>
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<td>X</td>
<td>Satisfactory completion of the previous semester in lock-step curriculum</td>
<td></td>
</tr>
<tr>
<td>HPPA 536 – Pharmacology II</td>
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<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPPA 538 – Obstetrics &amp; Gynecology</td>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPPA 540 – Clinical Correlations I Seminar</td>
<td>1</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPPA 542 – Clinical Medicine II</td>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
<td><strong>4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term: Fall 2</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPPA 544 – Primary Care</td>
<td>3</td>
<td>X</td>
<td>Satisfactory completion of the previous semester in lock-step curriculum</td>
<td></td>
</tr>
<tr>
<td>HPPA 546 – Clinical Medicine III</td>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPPA 548 – Pharmacology III</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPPA 550 – Psychiatry</td>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPPA 552 – Clinical Correlations Seminar II</td>
<td>1</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPPA 554 – Emergency Medicine</td>
<td>3</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPPA 556 – Clinical Skills</td>
<td>1</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
<td><strong>13</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term: Spring 2</th>
<th>Course Number &amp; Title</th>
<th>Credits</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPPA 600 – EPortfolio I</td>
<td>2</td>
<td>X</td>
<td>Satisfactory completion of the previous semester in lock-step curriculum</td>
<td></td>
</tr>
<tr>
<td>HPPA 650 Surgery Clinical Clerkship</td>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPPA 652 – Internal Medicine Clinical Clerkship</td>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPPA 654 – Pediatric Medicine Clinical Clerkship</td>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HPPA 656 – Emergency Medicine Clinical Clerkship</td>
<td>2</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Term credit total:</strong></td>
<td><strong>10</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term: Summer 2</td>
<td>Term: Fall 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>--------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Number &amp; Title</strong></td>
<td><strong>Course Number &amp; Title</strong></td>
<td>Credits</td>
<td>New</td>
<td><strong>Prerequisite(s)</strong></td>
</tr>
<tr>
<td>HSPA 610 - EPortfolio II</td>
<td>HSPA 620- EPortfolio III</td>
<td>2</td>
<td>X</td>
<td>Satisfactory completion of the previous semester in lock-step curriculum</td>
</tr>
<tr>
<td>HPPA 658 – Long Term Care Clinical Clerkship</td>
<td>HPPA 662 – Obstetrics/Gynecology Clinical Clerkship</td>
<td>2</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>HPPA 660 – Psychiatry Clinical Clerkship</td>
<td>HPPA 664 – Ambulatory Care Clinical Clerkship</td>
<td>2</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>HPPA 668 – Family Practice Clinical Clerkship</td>
<td>HPPA 668 – Family Practice Clinical Clerkship</td>
<td>2</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Term credit total:** 6

**Term credit total:** 8

**Program Totals:**

| Credits: 87 |

*New: indicate if new course  
Prerequisite(s): list prerequisite(s) for the noted courses*

*Identify any comprehensive, culminating element(s) (e.g., thesis or examination), including course number if applicable:  
An ePortfolio (HPPA 500, HPPA 600, HPPA 610, and HPPA 620) will be required. The ePortfolio will contain artifacts from multiple courses with self-reflection and analysis by students. A capstone project, an evidence-based medicine review on a topic will be part of the final course in the ePortfolio sequence – HPPA 620.*
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are full-time at the institution and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th>Faculty Member Name and Title (include and identify Program Director)</th>
<th>Program Courses to be Taught</th>
<th>Percent Time to Program</th>
<th>Highest and Other Applicable Earned Degrees &amp; Disciplines (include College/University)</th>
<th>Additional Qualifications: list related certifications/licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Robert Brugna- Program Director Associate Professor Director, York College PA Program | HPPA 500: Introduction to Eportfolio/Orientation  
HPPA 524: Pathophysiology  
HPPA 540: Clinical Correlations Seminar I  
HPPA 552: Clinical Correlations Seminar II  
HPPA 600: Eportfolio I  
HPPA 668: Family Practice Clinical Clerkship | 100% | PhD (Education)  
2008-Capella University  
PA-C – Touro University | MBA – Baruch College/CUNY  
PA Educator for 14 years  
Board Certified PA since 1985 |
| Emily Davidson  
Associate Professor  
Assoc. Director, York College PA Program | HPPA 502L: Physical Diagnosis I Lab  
HPPA 508: Interviewing & Counseling  
HPPA 530: Evidence Based Medicine & Health Informatics  
HPPA 540: Clinical Correlations Seminar I  
HPPA 544: Primary Care  
HPPA 610: Eportfolio II  
HPPA 620: Eportfolio III | 100% | DC  
2004- New York Chiropractic College  
PA-C – SUNY Stony Brook | PA Educator 8 years  
Geriatric Medicine  
Integrative Medicine  
Teaching Medical Writing to English Language Learners  
Board Certified PA since 1983  
Board Certified DC since 1994 |
| John Graffeo  
Associate Professor  
Clinical Coordinator, York College PA Program | HPPA 510: PA Profession  
HPPA 532: Surgery  
HPPA: 540: Clinical Correlations I  
HPPA 556: Clinical Skills  
HPPA 650: Surgery Clinical Clerkship  
HPPA 656: Emergency Medicine Clinical Clerkship | 100% | MA (Exercise Physiology)  
1985 - Queens College/CUNY  
PA-C Cornell University Medical College | PA Educator 22 years  
Board Certified PA since  
Surgeon’s Assistant Certificate –  
Cornell University  
Board Certified PA since 1981 |
| Edward Rampersaud  
Doctoral Lecturer | HPPA 502: Physical Diagnosis I Lecture  
HPPA 522 Physical Diagnosis II Lecture  
HPPA 506: Applied Medical Sciences | 100% | MD  
1991- East Carolina University School of Medicine | MA – Educational Administration  
East Carolina University  
PA Educator 18 years |
Faculty teaching at the graduate level must have an earned doctorate/terminal degree or demonstrate special competence in the field. Provide information on faculty members who are **full-time at the institution** and who will be teaching each course in the major field or graduate program. The application addendum for professional licensure, teacher certification, or educational leadership certification programs may provide additional directions for those types of proposals.

<table>
<thead>
<tr>
<th><strong>Faculty Member Name and Title</strong> (include and identify Program Director)</th>
<th><strong>Program Courses to be Taught</strong></th>
<th><strong>Percent Time to Program</strong></th>
<th><strong>Highest and Other Applicable Earned Degrees &amp; Disciplines</strong> (include College/University)</th>
<th><strong>Additional Qualifications:</strong> list related certifications/ licenses; occupational experience; scholarly contributions, etc.</th>
</tr>
</thead>
</table>
| Bernard Beckerman | HPPA 528: Clinical Medicine I  
HPPA 542 Clinical Medicine II  
HPPA 546 Clinical Medicine III  
HPPA 652 Internal Medicine Clinical Clerkship | 100% | MD  
1975 - University of Brussels | Board Certified in Emergency Medicine  
Orthopedic Surgery  
General Surgery  
Emergency Medicine  
PA and Medical Educator for 25 years  
Attending Physician Emergency Medicine for 28 years |
| Timothy Kirk | HPPA 514: Biomedical Ethics | 10% | PhD (Philosophy)  
2004 - Villanova | Healthcare Ethics  
Hospice and Palliative Care Ethics  
Public Health  
Co-author book: *Hospice Ethics: Policy and Practice in Palliative Care*  
Multiple publications in Palliative Care Ethics |
Appendix E - Table 4: Faculty to be Hired -

If faculty must be hired, specify the number and title of new positions to be established and minimum qualifications.

<table>
<thead>
<tr>
<th>Title/Rank of Position</th>
<th>No. of New Positions</th>
<th>Minimum Qualifications (including degree and discipline area)</th>
<th>F/T or P/T</th>
<th>Percent Time to Program</th>
<th>Expected Course Assignments</th>
<th>Expected Hiring Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant or Associate Professor (to replace position lost by program due to attrition in 2014)</td>
<td>1 FT position</td>
<td>Physician Assistant – Certified and eligible for NYS license Master’s degree required (doctorate preferred)</td>
<td>F/T</td>
<td>100%</td>
<td>HPPA 502L: Physical Diagnosis I Lab HPPA 512: Health Promotion and Disease Prevention HPPA 526: Pediatrics HPPA 538: Obstetrics &amp; Gynecology HPPA 610: Eportfolio II HPPA 620: Eportfolio III</td>
<td>Sept. 2016</td>
</tr>
<tr>
<td>Adjunct Faculty (May be drawn from the PT faculty table personnel)</td>
<td>16 semester hours – approx. 0.75 FTE</td>
<td>Physician Assistant – Certified and eligible for NYS license, Relevant Master’s degree required OR MD/DO eligible for NYS license OR Other relevant Master’s degree in appropriate discipline for class assigned</td>
<td>P/T</td>
<td></td>
<td>HPPA 520: Pharmacology I HPPA 536: Pharmacology II HPPA 548: Pharmacology III HPPA 534: Diagnostic Studies HPPA 516: Public Health HPPA 518: Health Policy</td>
<td>2016-2017</td>
</tr>
</tbody>
</table>
APPENDIX F – New Resources Table

See Separate York College MS in PA Financials with excellence fees spreadsheet

Table 5: New Resources

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Year 1 Academic Year</th>
<th>Year 2 Academic Year</th>
<th>Year 3 Academic Year</th>
<th>Year 4 Academic Year</th>
<th>Year 5 Academic Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Faculty</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Part Time Faculty</td>
<td>$109,384</td>
<td>$220,011</td>
<td>$220,011</td>
<td>$220,011</td>
<td>$220,011</td>
</tr>
<tr>
<td>Full Time Staff</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Part Time Staff</td>
<td>$9,012</td>
<td>$9,012</td>
<td>$9,012</td>
<td>$9,012</td>
<td>$9,012</td>
</tr>
<tr>
<td>Library (Includes Staffing)</td>
<td>$2,500</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
</tr>
<tr>
<td>Equipment</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Laboratories</td>
<td>$2,500</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
<td>$5,000</td>
</tr>
<tr>
<td>Supplies &amp; Expenses (Other than Personal Services)</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
</tr>
<tr>
<td>Capital Expenditures</td>
<td>$</td>
<td>$</td>
<td>$10,500</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Other</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>Total all</td>
<td>$125,896</td>
<td>$239,523</td>
<td>$250,023</td>
<td>$239,523</td>
<td>$239,523</td>
</tr>
</tbody>
</table>

[1] Specify the inflation rate used for projections.
[2] Specify the academic year.

[4] New resources means resources engendered specifically by the proposed program. The new resources from the previous year should be carried over to the following year, new resources with adjustments for inflation, if a continuing cost.

[5] Specify what is included in "other" category, (e.g., student financial aid).
APPENDIX G – Projected Revenue Table

See Separate York College MS in PA Financials with excellence fees spreadsheet

<table>
<thead>
<tr>
<th>Revenues[1]</th>
<th>1st Year Academic Year[2]</th>
<th>2nd Year Academic Year†</th>
<th>3rd Year Academic Year†</th>
<th>4th Year Academic Year†</th>
<th>5th Year Academic Year†</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Revenue[3]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing Sources[4]</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>02. From New Sources[5]</td>
<td>$582,322</td>
<td>$1,187,937</td>
<td>$1,414,049</td>
<td>$1,442,330</td>
<td>$1,471,177</td>
</tr>
<tr>
<td>03. Total</td>
<td>$582,322</td>
<td>$1,187,937</td>
<td>$1,414,049</td>
<td>$1,442,330</td>
<td>$1,471,177</td>
</tr>
<tr>
<td>Other Revenue[7]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07. From Existing Sources§</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>08. From New Sources**</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>09. Total</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Grand Total[8]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. From Existing Sources§</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>11. From New Sources**</td>
<td>$582,322</td>
<td>$1,187,937</td>
<td>$1,414,049</td>
<td>$1,442,330</td>
<td>$1,471,177</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$582,322</td>
<td>$1,187,937</td>
<td>$1,414,049</td>
<td>$1,442,330</td>
<td>$1,471,177</td>
</tr>
</tbody>
</table>

[1] Specify the inflation rate used for projections.
[2] Specify the academic year.
[3] Please explain how tuition revenue was calculated.
[5] New sources means revenue engendered by new students. The revenue from new sources from one year should be carried over to the next year as revenues from continuing sources with adjustments for inflation.
[6] Public institutions should include here regular State appropriations applied to the program.
[7] Specify what is included in "other" category.
[8] Enter total of Tuition, State and Other Revenue, from Existing or New Sources.
APPENDIX H – Supporting Materials for Projected Revenue Table

See Separate York College MS in PA Financials with excellence fees spreadsheet

<table>
<thead>
<tr>
<th>DIRECT OPERATING EXPENSES</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include additional expenses incurred by other programs when satisfying needs of new program. Faculty need should be commensurate with &quot;net section needs&quot; based on enrollment (see &quot;Enroll &amp; Seat Need Projections&quot; tab)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Full Time Faculty Overload (include Summer)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>New Full Time Faculty Base Salary (list separately)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>New Full Time Faculty Overload (include Summer)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>New Faculty Re-assigned Time (list separately)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full Time Employee Fringe Benefits (41.6%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong> (Links to Full-Time Faculty on Program Exp Worksheet)</td>
<td><strong>$ -</strong></td>
<td><strong>$ -</strong></td>
<td><strong>$ -</strong></td>
<td><strong>$ -</strong></td>
<td><strong>$ -</strong></td>
</tr>
<tr>
<td>Part Time Faculty Actual Salaries</td>
<td>88000</td>
<td>177000</td>
<td>177000</td>
<td>177000</td>
<td>177000</td>
</tr>
<tr>
<td>Part Time Faculty Actual Fringe Benefits (24.3%)</td>
<td>21384</td>
<td>43011</td>
<td>43011</td>
<td>43011</td>
<td>43011</td>
</tr>
<tr>
<td><strong>Total</strong> (Links to Part-Time Faculty Program Exp Worksheet)</td>
<td><strong>$ 109,384</strong></td>
<td><strong>$ 220,011</strong></td>
<td><strong>$ 220,011</strong></td>
<td><strong>$ 220,011</strong></td>
<td><strong>$ 220,011</strong></td>
</tr>
<tr>
<td>Full Time Staff Base Salary (list separately)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Full Time Staff Fringe Benefits (41.6%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong> (Links to Full-Time Staff on Program Exp Worksheet)</td>
<td><strong>$ -</strong></td>
<td><strong>$ -</strong></td>
<td><strong>$ -</strong></td>
<td><strong>$ -</strong></td>
<td><strong>$ -</strong></td>
</tr>
<tr>
<td></td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
<td>Year 5</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>PART-TIME STAFF</strong> (do not include library staff in this section)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part Time Staff Base Salary (list separately)</td>
<td>7250</td>
<td>7250</td>
<td>7250</td>
<td>7250</td>
<td>7250</td>
</tr>
<tr>
<td>Faculty Replacement Costs (replacement of full-time faculty - e.g. on release time - with part-time faculty)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student Hourly</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Part Time Employee Fringe Benefits (24.3%)</td>
<td>1762</td>
<td>1762</td>
<td>1762</td>
<td>1762</td>
<td>1762</td>
</tr>
<tr>
<td><strong>Total</strong> (Links to Part-Time Staff on Program Exp Worksheet)</td>
<td><strong>$9,012</strong></td>
<td><strong>$9,012</strong></td>
<td><strong>$9,012</strong></td>
<td><strong>$9,012</strong></td>
<td><strong>$9,012</strong></td>
</tr>
</tbody>
</table>

| **LIBRARY**               |        |        |        |        |        |
| Library Resources         | 2500   | 3000   | 3000   | 3000   | 3000   |
| Library Staff Full Time (List Separately) | 0      | 0      | 0      | 0      | 0      |
| Full Time Staff Fringe Benefits (41.6%) | 0      | 0      | 0      | 0      | 0      |
| Library Staff Part Time (List Separately) | 0      | 0      | 0      | 0      | 0      |
| Part Time Employee Fringe Benefits (24.3%) | 0      | 0      | 0      | 0      | 0      |
| **TOTAL** (Links to Library on Program Exp Worksheet) | **$2,500** | **$3,000** | **$3,000** | **$3,000** | **$3,000** |

| **EQUIPMENT**             |        |        |        |        |        |
| Computer Hardware         | 0      | 0      | 0      | 0      | 0      |
| Office Furniture          | 0      | 0      | 0      | 0      | 0      |
| Other (Specify)           | 0      | 0      | 0      | 0      | 0      |
| **Total** (Links to Equipment on Program Exp Worksheet) | **$** | **$** | **$** | **$** | **$** |

<p>| <strong>LABORATORIES</strong>          |        |        |        |        |        |</p>
<table>
<thead>
<tr>
<th>Laboratory Equipment</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other (list separately)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL (Links to Laboratories on Program Exp Worksheet)</td>
<td>$2,500.00</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
<td>$5,000.00</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SUPPLIES AND EXPENSES (OTPS)</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultants and Honoraria</td>
<td>1500</td>
<td>1500</td>
<td>1500</td>
<td>1500</td>
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</tr>
<tr>
<td>Office Supplies</td>
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<td>0</td>
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<td>Faculty Development</td>
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<td>0</td>
</tr>
<tr>
<td>Travel and Conferences</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Membership Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Advertising and Promotion</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
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<td>Accreditation</td>
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<tr>
<td>Computer Software</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Computer License Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Computer Repair and Maintenance</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Equipment Repair and Maintenance</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>New Total Supplies and OTPS Expenses (Links to Supplies on Program Exp Worksheet)</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
<td>$2,500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CAPITAL EXPENDITURES</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility Renovations</td>
<td>0</td>
<td>3500</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Equipment</td>
<td>0</td>
<td>3500</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3500</td>
</tr>
<tr>
<td>TOTAL (Links to Capital Expenditures on Program Exp Worksheet)</td>
<td>$</td>
<td>$</td>
<td>$10,500</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Other (list separately)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL (Links to Other on Program Exp Worksheet)</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX I – Five Year Financial Projection

See Separate York College MS in PA Financials with excellence fees spreadsheet

### The Five-Year Revenue Projections for Program

**SENIOR COLLEGE (UNDERGRADUATE) WORKSHEET**

**Year 1 = Fall 2014**

<table>
<thead>
<tr>
<th>EXISTING FULL-TIME STUDENTS</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of EXISTING FULL-TIME, In-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tuition Income (calculates 2% increase per year after Fall 2015)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of EXISTING FULL-TIME, Out-of-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Annual Avg # of Credits per FT student (24-30)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit. Calculates 2% annual increase after Fall 2015)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>
### Student Fees (enter ANNUAL program fees other than standard CUNY fees)

<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Out-of-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL EXISTING FULL-TIME TUITION REVENUE</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

### EXISTING PART-TIME STUDENTS

#### Tuition & Fees:

<table>
<thead>
<tr>
<th># of EXISTING PART-TIME, In-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

| Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15) | $0     | $0      | $0         | $0        | $0        |

| Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015) | $0     | $0      | $0         | $0        | $0        |

| Total Tuition | $0 | $0 | $0 | $0 | $0 |

| Student Fees (enter ANNUAL program fees other than standard CUNY fees) | $0 | $0 | $0 | $0 | $0 |

| Total Fees | 0 | 0 | 0 | 0 | 0 |

| Total In-State Tuition & Fees | $0 | $0 | $0 | $0 | $0 |

### Tuition & Fees:

<table>
<thead>
<tr>
<th># of EXISTING PART-TIME Out of State Students (linked from &quot;Enrollment and Seat Need Projections&quot;)</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

| Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15) | $0     | $0      | $0         | $0        | $0        |

| Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015) | $0     | $0      | $0         | $0        | $0        |

<p>| Total Tuition | $0 | $0 | $0 | $0 | $0 |</p>
<table>
<thead>
<tr>
<th></th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NEW FULL-TIME STUDENTS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tuition &amp; Fees:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of NEW FULL-TIME, In-State Students</td>
<td>26</td>
<td>52</td>
<td>60</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Tuition Income (Calculates 2% increase per year after Fall 2015)</td>
<td>$14,317</td>
<td>$14,603</td>
<td>$14,895</td>
<td>$15,193</td>
<td>$15,497</td>
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<tr>
<td>Total Tuition</td>
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<td>$759,374</td>
<td>$893,724</td>
<td>$911,599</td>
<td>$929,831</td>
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<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td>5016</td>
<td>5116</td>
<td>5219</td>
<td>5323</td>
<td>5429</td>
</tr>
<tr>
<td>Total Fees</td>
<td>130416</td>
<td>266049</td>
<td>313119</td>
<td>319381</td>
<td>325769</td>
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<tr>
<td><strong>Total In-State Tuition &amp; Fees</strong></td>
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<td>$1,025,422</td>
<td>$1,206,843</td>
<td>$1,230,980</td>
<td>$1,255,600</td>
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<tr>
<td><strong>Tuition &amp; Fees:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of NEW FULL-TIME, Out-of-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>4</td>
<td>8</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Annual Avg # of Credits per FT student (24-30)</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)</td>
<td>$745</td>
<td>$760</td>
<td>$775</td>
<td>$791</td>
<td>$806</td>
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<tr>
<td>---</td>
<td>---</td>
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</tr>
<tr>
<td>Total Tuition</td>
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<td>$121,584</td>
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<td>$158,120</td>
<td>$161,282</td>
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<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td>5016</td>
<td>5116</td>
<td>5219</td>
<td>5323</td>
<td>5429</td>
</tr>
<tr>
<td>Total Fees</td>
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<td>40931</td>
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<td>53230</td>
<td>54295</td>
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<td>Total Out-of-State Tuition &amp; Fees</td>
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<td>$162,515</td>
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<td>$215,577</td>
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<tr>
<td>TOTAL NEW FULL-TIME TUITION REVENUE</td>
<td>$582,322</td>
<td>$1,187,937</td>
<td>$1,414,049</td>
<td>$1,442,330</td>
<td>$1,471,177</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEW PART-TIME STUDENTS</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of NEW PART-TIME, In-State Students (linked from &quot;Enroll &amp; Seat Need Projections&quot;)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Income (Specify Rate per credit. Calculates 2% increase per year after Fall 2015)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total Tuition</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Student Fees (enter ANNUAL program fees other than standard CUNY fees)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total In-State Tuition &amp; Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Tuition &amp; Fees:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of NEW PART-TIME, Out-of-State Students</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Enrolled Credits (Enter Avg # credits per student per year-Fall+ Spring+Summer -- i.e. 6 Fall, 6 Spring, 3 Summer=15)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Tuition Income (Specify Rate per credit) calculates 2% increase per year | $0 | $0 | $0 | $0 | $0
Total Tuition | $0 | $0 | $0 | $0 | $0

Student Fees (enter ANNUAL program fees other than standard CUNY fees) | 0 | 0 | 0 | 0 | 0
Total Fees | $0 | $0 | $0 | $0 | $0

Total Out-of-State Tuition & Fees | $0 | $0 | $0 | $0 | $0

TOTAL NEW PART-TIME REVENUE | $0 | $0 | $0 | $0 | $0

TOTAL NEW REVENUE (LINKS TO REVENUE SPREADSHEET ROW 7) | $582,322 | $1,187,937 | $1,414,049 | $1,442,330 | $1,471,177

OTHER REVENUE

<table>
<thead>
<tr>
<th>Other Revenue From Existing Sources (specify and explain)-LINKS TO REVENUE SPREADSHEET ROW 13</th>
<th>Year One</th>
<th>Year Two</th>
<th>Year Three</th>
<th>Year Four</th>
<th>Year Five</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Revenue New (specify and explain) (LINKS TO REVENUE SPREADSHEET ROW 15)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX J – Evaluation Report Form

Evaluation Report Form for Program Proposals

Institution: York College of The City University of New York
Evaluator Name: Patrick Knott, PhD, PA-C
Evaluator Title and Institution: Professor and Vice President, Rosalind Franklin University
Evaluator Signature:

Program title: Physician Assistant Studies
Degree: Master of Science
Date of evaluation: November 11, 2014

I. Program

1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.

The purpose and structure of this program are to train clinically competent Physician Assistants who will pass their licensing exam and be able to engage in the delivery of healthcare to the communities they serve. York's vision of being a "transformative urban institution" is realized when it is able to graduate students from the local community who want to stay in that community as healthcare providers. The program admission requirements reflect the higher expectations that will come from the new Master's curriculum. The additions to the curriculum revolve around critical thinking skills, evaluation of the medical literature, medical ethics, and expanded clinical coursework to deepen the understanding of pathophysiology and mechanisms of disease. These are appropriate additions to a previously successful PA program curriculum. These additions came after a serious analysis of the program outcomes and educational effectiveness, as evidenced by a self-study that is honest, systematic, rigorous, and clear.
It is evidence of appropriate program leadership and monitoring.

2. Comment on the special focus of this program, if any, as it relates to the discipline.

The special focus of this program is not in its curriculum, but rather in its students. In a time when the PA profession is struggling to attract disadvantaged and underrepresented students to the profession, York has managed to position itself in a community that provides outstanding diversity in its applicant pool. The rate at which graduates return to the community to practice is excellent, and the mission of being a community based training program whose students reflect the local population is very successful in this regard.

3. Comment on the plans and expectations for continuing program development and self-assessment.

This plan for an elevation of the curriculum to award the Master's Degree is evidence of substantial program development over the last three years that this preparation has been taking place. An evaluation of what new curriculum should be added, and an analysis of many facets of educational performance, from board scores to alumni surveys, has resulted in a plan for a new curriculum that will meet the needs of future students.

4. Assess available support from related programs.

4. The program self-study from 2010 describes in detail the support from the university and the college. The Occupational Therapy program within the college has paved the way for a transition to a graduate degree. Other programs such as social work, pharmaceutical science, nursing, movement science, clinical laboratory science, health promotion, and community health education are all present within the college and are potential resources of support for the PA program. The proposal does not explicitly describe how the PA program will interact with the others, however.

5. (below) The PA profession is currently in a period of rapid growth, with an applicant pool that is expanding by nearly 20% per year, a job market predicting a 38% growth, and a series of number one rankings by US News, Forbes and other business publications. The ACA will provide a strong draw for primary care PA's in the next few years to meet the demand of the newly-insured who want to access healthcare. This growth cannot continue indefinitely, however. If the rate of growth were to slow, and the job market became saturated with PA's, then the most pressure would be on programs at small liberal arts colleges without other supporting healthcare programs. If York is able to build a strong cohort of graduate programs, a steady pipeline of undergraduate applicants from its own bachelors programs, and an excellent reputation of returning graduate clinicians to the local community, it
should be adequately protected from any problems in the future. The programs evaluation of graduate employment and starting salaries indicates that the job market for York PA graduates is strong.

5. What is the evidence of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What is the evidence that demand will continue?

Please see above

II. Faculty

6. Evaluate the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field.

The faculty have the training, clinical experience and graduate degrees necessary to lead the program. The percent of faculty with doctoral degrees is higher than at most programs, as the terminal degree for the PA profession is the Master's, and most faculty have stopped there. As PA training evolves from the older vocational model to a more academic medical school model, the expectations for doctorally trained faculty are increasing, so York is positioned well. The faculty have reached different levels of academic rank, from instructor through associate professor, but none have been promoted to full professor. The reason for this is likely the faculty's focus on teaching, and less on research and publication, but this should be evaluated as part of the colleges ongoing self-assessment.

7. Assess the faculty in terms of size and qualifications. What are plans for future staffing?

There are adequate faculty to run the program, and the teaching loads appear very full, though manageable. The level of teaching would not leave much time for participation in university activities, committees, or research. If these are expectations from the university in order for promotion and tenure, then consideration should be given to setting aside some time in the workload model for these activities.

8. Evaluate credentials and involvement of adjunct and support faculty.

The most important support faculty consist of the clinical preceptors that the program requires to teach students in their clinical rotations. This part of the curriculum is relatively unchanged in the transition to the Master's degree, so
it is not discussed significantly in the proposal. The 2010 self-study describes the student evaluations of the clinical sites, and the educational outcomes, but not the number and availability of clinical sites themselves. Review of program documents that outline the number of clinical sites shows that there are adequate numbers to support the program. Nationally, clinical site availability is typically the limiting factor in any consideration of program growth, so the clinical sites that participate with York are one of its most valuable resources.

III. Resources

9. Comment on the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities; practica and internship sites; and support services for the program, including use of resources outside the institution.

The physical resources at York College are described in the proposal, and are adequate to support the program, both in its current form and after transition to the Master's degree. The "overlap" semester created by the change in the schedule during transition should be a temporary condition requiring reasonable and easily met classroom needs.

10. What is the institution's commitment to the program as demonstrated by the operating budget, faculty salaries, and the number of faculty lines relative to student numbers and workload.

The program budget and faculty salaries are adequate to support the program. Faculty salaries appear to reflect current market values, but faculty salaries should be benchmarked on a regular basis to assure that they are competitive. With the rapid growth of new programs, the demand for doctorally prepared faculty is at an all-time high, and the loss of York faculty to other programs is a risk. Losing faculty during a crucial time of transition like this can be particularly damaging to a program.

IV. Summary Comments and Additional Observations

11. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered. Include any further observations important to the evaluation of this program proposal and provide any recommendations for the proposed program.

The program's plans to develop an e-portfolio as a traditional thesis alternative is a modern and relevant approach to preparing students to be good consumers of medical research. The need to graduate PA's who recognize the
commitment to lifelong learning and have the skills to do it efficiently and effectively is important.

The strengthening of the didactic curriculum as part of this transition meets the needs of the higher educational standard as well as bolstering the areas identified as weak points on the 2010 self-study. There appear to be no significant changes to the clinical curriculum.

Overall, this proposal provides evidence of a strong plan for implementation of the new curriculum and transition to the Master's Degree.