Course number: PHA 522
Course title: Clinical Decision Making II
Number of credits: 2 credit hours
Day/time: Wednesday 1-2:50 p.m.
with additional sessions per Google Calendar
Prerequisites: Successful completion of Year I J-term Courses
Faculty: Jessica M. Grusnick, MPAS, PA-C, Course Director
Office: CH 104
Office Hours: by appointment
Telephone: 262-524-7398
E-mail: jgrusnic@carrollu.edu

Jeff Nelson, MPAS, PA-C
Office: N/A
Office Hours: by appointment
Telephone: 262-349-6214
E-mail: jnelsonpa07@gmail.com

Course description
This course is designed to expand the student’s medical knowledge base and facilitate critical thinking and clinical diagnostic skills. Based on patient histories and physical exam findings the student will develop differential diagnoses, order and interpret appropriate laboratory and imaging studies. Finally, students will demonstrate the ability to succinctly develop and present a working diagnosis, treatment plan, and prognosis.

Course Content
The goal of this course is to develop the student’s medical critical thinking ability, and provide a framework for making clinical decisions using evidenced based medicine. The focus of CDM II is on the process of decision making, including how to access and interpret the appropriate literature, evaluate patient data (history, physical exam and diagnostics), form a differential diagnosis, develop a working diagnosis, formulate an appropriate diagnostic plan and determine medically appropriate treatment recommendations based on evidenced based medicine, practice setting, diagnosis, and patient culture/goals with an emphasis on preventive care and health promotion. We will also continue to develop the student’s communication skills in both oral and written documentation, patient education and counseling.

Class format includes case-based learning, small group discussion, small group/individual projects, individual study, and simulated patient cases.

Student Expectations
- demonstrates a positive attitude toward learning
- is on time for all scheduled classes, including timely return from breaks
- completes readings and assignments prior to class
- asks relevant and understandable questions
- takes full responsibility for learning and self-directed learning activities
- shows respect for self, other students, and faculty
- refrains from revealing negative feelings through tone of voice or body language
- refrains from disruptive activities during class including eating, talking, getting up and down, use of cell phone, etc.
- relies on personal resources before approaching others for help
- demonstrates cooperation with and mutual respect for peers
- responds to faculty, staff and peers readily and appropriately
- readily participates and contributes to small group discussions. Students can be docked one full letter grade for lack of participation at the discretion of the small group leader/facilitator and/or the course director.
Instructor Expectations

- demonstrates a positive attitude towards the facilitation of learning
- is on time for all scheduled classes
- should the need arise, reschedules class time with appropriate and timely notification to students, faculty, and staff
- provides appropriate course materials for class preparation prior to class
- is available for office hours or appointments to assist with questions
- responds to faculty, staff, and students readily and appropriately
- listens attentively and initiates communication which is appropriate and timely
- identifies limitations in knowledge and provides appropriate resources for student learning
- provides timely and constructive feedback for assignments and assessments
- shows respect for self, students, and other faculty
- refrains from revealing negative feelings through tone of voice or body language
- demonstrates cooperation with and mutual respect for students, faculty, and staff

Required Text and Reading

No specific text is required. Students will utilize texts from concurrent courses including but not limited to:


Students may be asked to complete additional reading assignments that are journal or web-based. Students may also use reference materials from other course textbooks, peer reviewed journals or peer-reviewed web sources.

<table>
<thead>
<tr>
<th>Recommended websites</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>UpToDate</td>
<td><a href="http://www.uptodate.com">www.uptodate.com</a></td>
</tr>
<tr>
<td>Clinical Key</td>
<td><a href="http://pioguides.carrollu.edu/">http://pioguides.carrollu.edu/</a></td>
</tr>
<tr>
<td>American Academy of Family Physicians</td>
<td><a href="http://www.aafp.org">www.aafp.org</a></td>
</tr>
<tr>
<td>American Academy of Pediatrics</td>
<td><a href="http://www.aap.org">www.aap.org</a></td>
</tr>
</tbody>
</table>

Grading

The course grade for the fall semester will be based upon the following:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>% of Final Grade</th>
<th>Linked Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOAP Notes x 5</td>
<td>40%</td>
<td>A, B</td>
</tr>
<tr>
<td>Patient Medical Case &amp; Presentation</td>
<td>10%</td>
<td>A, C</td>
</tr>
<tr>
<td>Patient History and Physical DVD Project</td>
<td>10%</td>
<td>A, D</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
<td>A, E</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
<td>A, F</td>
</tr>
</tbody>
</table>

Letter Conversion scale

<table>
<thead>
<tr>
<th>Letter</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-93</td>
</tr>
<tr>
<td>AB</td>
<td>92.99-90</td>
</tr>
<tr>
<td>B</td>
<td>89.99-83</td>
</tr>
<tr>
<td>BC</td>
<td>82.99-80</td>
</tr>
<tr>
<td>C</td>
<td>79.99-70</td>
</tr>
<tr>
<td>D</td>
<td>69.99-60</td>
</tr>
</tbody>
</table>
Attendance and Professionalism
Attendance at all class periods, laboratories, and practical experiences are mandatory unless otherwise indicated. Poor attendance (unexcused absences, tardiness, and unauthorized early departures), lack of preparation, and unprofessional behavior may result in a lower or failing grade and/or be reported to the program progression committee. If you will be absent, tardy, or need to be excused early you must notify the course director via e-mail or phone prior to the scheduled meeting time. Tardiness and unauthorized early departures will be considered unexcused absences unless prior notification is submitted. Unexcused absences of more than 10% of class time may result in a failing grade. Absences are excused only at the discretion of the course director and/or the PA Program Director. Students may be required to make up missed laboratory time (excused or unexcused) at the discretion of the course director.

Examinations
There will be 2 exams during the semester. Please refer to the schedule for details. Exams are case-vignette oral exams. A written case and questions will be supplied to the student. Students will answer the questions provided as well as additional questions asked by the proctor. Challenges to examination questions will be accepted for 1 week after the return of scores. Challenges must be submitted in writing via email with two written sources, at least one from recommended course readings.

Assignments
Assignments will be required and will be outlined on the LMS course site and as noted below in the Learning Objectives and the Course Schedule.

Statement on Academic Integrity
The Carroll University Academic Integrity Policy is located in the Carroll University Student Handbook. Students are encouraged to familiarize themselves with it. If a student violates this policy in any way, the instructor(s) reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask your instructor.

Accommodation for Disabilities
Any requests for accommodation for physical or cognitive disability must be made through the Walter Young Disability Services Coordinator at Carroll University. Appropriate accommodations will be evaluated based on the program technical standards once notification has been received from the Walter Young coordinator. If an individual student has special needs or concerns about course requirements related to religious beliefs, cultural issues, or other issues, the student must contact the Program Director with a request for accommodation.

Modifications to the syllabus
The instructor and the University reserves the rights to modify, amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum and/or program require(s).

Remediation
Students who receive a D or an F in this or any physician assistant year 1 course will be placed on academic probation.

During the course, a student who scores more than 2 SD below the mean on an exam/assessment may be required to complete additional work. The student will be contacted by the course instructor and asked to meet to discuss the remediation requirements for that particular assessment. Remediation requirements will be determined by the course instructor. When an instructor requires remediation of a student it does not affect the exam/assessment grade, nor does it improve the semester or course grade. Remediation is required to ensure that course objectives are met. It is expected that assigned work for the purpose of remediation be completed in a thorough, professional and timely manner. Satisfactory completion of remediated work will be determined by the course instructor. Students may be required to complete additional work if the original remediation is deemed unsatisfactory.

Students should make every effort to resolve remediation issues with the course director. If a student is unable to resolve such issues s/he may request a review by the Didactic Subcommittee. All decisions made by the subcommittee are final. If remediation is not successfully completed by the end of the course/semester a grade of “Incomplete” will be given until the work is successfully completed. Please note that an incomplete course grade may delay program progression and/or graduation. Information regarding incomplete grades is available in the Graduate Catalog.

Course Goals
By the end of CDM II the student will have developed a framework for evaluating patient data including the history, physical exam and diagnostic data, and analyzing evidence-based medicine to form a differential diagnosis, working diagnosis and overall approach
to treatments that reflect patient culture/goals, practice setting, preventive care, health promotion, patient education and counseling. Students will also further develop their oral and written communication skills in a variety of formats.

**Learning Outcomes**

After taking this course, the student will be able to:

1. Elicit patient comprehensive and focused histories.
2. Discuss and perform appropriate physical examinations based on patient condition.
3. Formulate a differential diagnosis.
4. Utilize interviewing skills to elicit patient goals of evaluation and treatment.
5. Evaluate and implement clinical guidelines into the evaluation and treatment plans.
6. Create appropriate evaluation plans to determine working diagnosis.
7. Propose appropriate individualized treatment plans based on patient treatment setting, patient condition, culture, and goals.
8. Compose appropriate documentation of patient encounter with respect to treatment setting.
9. Compose appropriate documentation of patient’s instruction with respect to patient treatment setting.
10. Evaluate his/her personal performance and evolution since the first term on personal goals.

**Learning Objectives**

A. **Clinical Decision Making:** Students will work in small groups and evaluate clinical cases presented during class time.

   - Elicit patient history and determine which history components are pertinent to the patient’s complaints.
   - Evaluate history components as they contribute to the development of the differential diagnosis.
   - Determine which physical exam components are pertinent to the patient’s complaints.
   - Evaluate physical exam finding components as they contribute to the development of the differential diagnosis.
   - Justify differential diagnosis items based on the patient history and physical exam findings and diagnostic tests.
   - Determine cultural attributes and patient goals regarding care and treatment.
   - Develop plans regarding further diagnostic evaluation of patients.
   - Justify diagnostic evaluation plans with respect to clinical appropriateness, evidence based medicine, cost effectiveness, meeting patient goals.
   - Develop working diagnosis of patient.
   - Recommend treatment options with respect to individual patient goals, evidence-based medicine, and current clinical guidelines.

   2 students will be selected each small group session to perform a 3-5 minute verbal case presentation to the instructor who will act in the role of clinical preceptor. Students will present chief complaint, a summary of the pertinent H&P and a working diagnosis/assessment. These are ungraded, formative evaluations. Classmates will act as observers.

B. **SOAP Notes:** 5 SOAP notes will be completed by the students based on the clinical cases presented during class time. The SOAP notes will be due the class period that follows the one in which the case was presented. The due dates are listed below in the course assessment section of the syllabus.

   - Organize and write a thorough, yet succinct focused subjective patient history.
   - Document an accurate objective patient history.
   - Develop, justify, and document a working diagnosis/assessment in a succinct manner.
   - Develop, justify and document a treatment plan with respect for evidence-based medicine, current clinical guidelines, and patient goals.

C. **Patient Medical Case & Presentation:** Each student will develop his/her own patient medical case by utilizing an assignment completed in Foundations 525 (Race/Ethnic Fact Sheet) and any previously studied medical condition in PHA 505 Clinical Medicine I or PHA 506 Clinical Medicine II.

   - Create a patient medical case to include a history, physical exam, labs/diagnostics, assessment (with statement), and a treatment plan.
   - Understand one cultural component to the patient’s care and explain how to manage it.
   - Articulate the patient medical case in an oral presentation format.

D. **Patient History and Physical DVD and Documentation:** Students will be paired with a partner. The PA-S will perform a history and physical exam while being DVD recorded. The PA-S will produce written documentation of the patient encounter and a self-evaluation. Further details for this project will be presented in class.

   - Elicit patient history and determine which history components are pertinent to the patient’s complaints.
   - Evaluate history components as they contribute to the development of the differential diagnosis.
   - Determine which physical exam components are pertinent to the patient’s complaints.
   - Evaluate physical exam finding components as they contribute to the development of the differential diagnosis.
   - Justify differential diagnosis items based on the patient history and physical exam findings.
   - Determine cultural attributes and patient goals regarding care and treatment.
Develop working diagnosis.
Develop plans regarding further diagnostic evaluation.
Justify diagnostic evaluation plans with respect to clinical appropriateness, evidence based medicine, cost effectiveness, meeting patient goals.
Recommend treatment options with respect to individual patient goals, evidence based medicine, and current clinical guideline.
Organize and write a through, yet succinct focused subjective patient history.
Document an accurate objective patient history.
Develop, justify, and document a working diagnosis/assessment in a succinct manner.
Develop, justify and document a treatment plan and patient education information with respect for evidence based medicine, current clinical guideline, and patient goals.
Evaluate his/her personal performance and evolution since the first term on personal goals.

E. Midterm Exam: (oral exam)
- Evaluate history components as they contribute to the development of the differential diagnosis
- Evaluate physical exam finding components as they contribute to the development of the differential diagnosis.
- Rank and justify differential diagnosis items based on the patient history and physical exam findings.
- Justify diagnostic evaluation plans with respect to clinical appropriateness, evidence based medicine, cost effectiveness, meeting patient goals.
- Interpret diagnostic results as they apply to the case supplied.
- Develop working diagnosis for patient.
- Recommend treatment options with respect to individual patient goals, evidence based medicine, and current clinical guideline.

F. Final Exam: (oral exam)
- Evaluate history components as they contribute to the development of the differential diagnosis
- Evaluate physical exam finding components as they contribute to the development of the differential diagnosis for patient.
- Rank and justify differential diagnosis items based on the patient history and physical exam findings.
- Justify diagnostic evaluation plans with respect to clinical appropriateness, evidence based medicine, cost effectiveness, meeting patient goals.
- Interpret diagnostic results as they apply to the case supplied.
- Develop working diagnosis of patient.
- Recommend treatment options with respect to individual patient goals, evidence-based medicine, and current clinical guideline.

Course Schedule
*Schedule is subject to change
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC(S)</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed. 1/25/17</td>
<td>Syllabus review; 42 y/o with RUQ pain (case 1) – Note class time change to 9a-11a</td>
<td></td>
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<tr>
<td>Wed. 2/1/17</td>
<td>18 y/o L ankle pain (case 6); 47 y/o R knee pain (case 5) – Note class time change to 9a-11a</td>
<td></td>
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<tr>
<td>Wed. 2/8/17</td>
<td>72 y/o R eye pain (case 19); 37 y/o L eye pain (case 20)</td>
<td>SOAP note from 2/1/17 due</td>
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<tr>
<td>Wed. 2/15/17</td>
<td>41 y/o low back pain (case 7); 48 y/o R knee pain (case 11)</td>
<td>SOAP note from 2/8/17 due</td>
</tr>
<tr>
<td>Wed. 2/22/17</td>
<td>26 y/o personal problems (case 3); 52 y/o with CP (case 4)</td>
<td>SOAP note from 2/15/17 due</td>
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<tr>
<td>Wed. 3/1/17</td>
<td>DVD recording in lab (no class meeting time)</td>
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<tr>
<td>Wed. 3/8/17</td>
<td>Oral Midterm exam 1-4 p.m.</td>
<td>Exam #1 – Midterm</td>
</tr>
<tr>
<td>Wed. 3/15/17</td>
<td>NO CLASS – SPRING BREAK</td>
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<tr>
<td>Wed. 3/22/17</td>
<td>Medical Case Presentations</td>
<td>DVD Project due</td>
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<tr>
<td>Wed. 3/29/17</td>
<td>Medical Case Presentations</td>
<td></td>
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<tr>
<td>Wed. 4/5/17</td>
<td>68 y/o with confusion (case 15); 18 y/o N, V, abd px and AMS (case 12)</td>
<td></td>
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<tr>
<td>Wed. 4/12/17</td>
<td>6 y/o dysuria (case 18); 65 y/o unable to void (case 17)</td>
<td>SOAP note from 4/5/17 due</td>
</tr>
<tr>
<td>Wed. 4/19/17</td>
<td>Celebrate Carroll – No Class but attendance at Celebrate Carroll is required</td>
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<tr>
<td>Wed. 4/26/17</td>
<td>54 y/o dizziness (case 10); 26 y/o back pain (case 8)</td>
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<tr>
<td>Wed. 5/3/17</td>
<td>60 yo L sided weakness (case 13); 72 yo memory loss (case 14)</td>
<td>SOAP note from 4/26/17 due</td>
</tr>
<tr>
<td>Wed. 5/10/17</td>
<td>Oral Final Exam  1-3 p.m.</td>
<td>Exam #2 - Final</td>
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