



*Learning. Caring. Serving. Leading.*

**PAS 7100: Adult Primary Care**

**3.0 Credit Hours**

**Designated clinical learning site: Adult Primary Care or Family Medicine Clinic**

Course Coordinator	Office	Phone	Email
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**Course Description:**

The Adult Primary Care rotation is designed to give students exposure to the spectrum of adult outpatient medical practice. Students will learn the principles of routine well-patient care, management of acute illnesses, and management of chronic/multiple diagnoses.

**Prerequisites:** PAS 5000-6800.

**Course goals:**

*The goals for this course are for students to:*

1. Apply the medical content and principles that define the care of primary care patients.
2. Obtain opportunities to develop the core PA competencies in a supervised primary care setting
3. Receive exposure to an experienced and competent medical provider role model for the primary care of patients.

**Learning Outcomes:**

*Upon completion of this course, students will be able to:*

**A. Healthcare Student Behaviors:**

1. Take a patient-centered and problem-focused history for adult patients in the outpatient setting (1.2a) (2.1)
2. Perform a problem-focused examination for adult patients in the outpatient setting (1.2b) (2.1)
3. Assess the impact of psychosocial and cultural influences on health, disease, care-seeking, and care compliance, and attitudes toward care, and identify associated barriers to care. (2.5)
4. Analyze data collected in the history and physical exam to recommend an appropriate lab or diagnostic study for adult patients in the outpatient setting (1.8) (2.1) (1.6) (2.3) (6.3)
5. Interpret lab and diagnostic studies commonly utilized for adult patients in the outpatient setting (1.5) (1.1)



6. Develop a differential diagnosis that is broad and deep enough to ensure effective diagnosis of an adult primary care patient(1.4) (2.1)
7. Incorporate data obtained in the history, physical, and diagnostic evaluation to formulate a most likely diagnosis (1.7) (2.1)
8. Summarize messaging for successful communication with patients/families in the primary care setting. (1.9) (3.7) (4.1)
9. Based on patient age and risk factors, prepare appropriate plans of prevention and health promotion (1.8) (1.11) (2.4) (7.3)
10. Generate appropriate plans for the treatment of medical illnesses common in the adult primary care setting (1.8) (6.3)
11. Facilitate effective patient care through recommended plans of follow up and/or referral of adult primary care patients (1.10) (2.3) (4.2) (6.2) (7.1) (7.2)
12. Organize history and physical examination findings into a comprehensive, legible SOAP note (4.3)
13. Organize and prioritize responsibilities in order to provide care that is safe, effective, and efficient (1.3)
14. Perform medical and/or diagnostic procedures considered essential to the outpatient setting (longitudinal skills assessment) (1.1)

## **B. Professional Behaviors:**

15. Demonstrate compassion, integrity, and respect for others (5.1)
16. Demonstrate responsiveness to patient needs (5.2)
17. Demonstrate respect for patient privacy and autonomy (5.3)
18. Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to patients with disability or special healthcare needs and patients of diverse ethnicities, races, gender identities, religions/spiritualities, sexual orientations, as well as patients with varying social determinants of health (5.5)
19. Facilitate a climate of mutual respect, dignity, diversity, ethical integrity, and trust in the primary care setting (7.1)
20. Self-evaluate their own skills, knowledge, and emotional limitations to engage in appropriate help-seeking behaviors during the rotation (8.1)
21. Demonstrate the ability to address conflicts between personal and professional responsibilities (8.3)
22. Apply flexibility and maturity in adjusting to change (8.4)
23. Demonstrate a level of self-confidence that puts patients, families, and/or members of the health care team at ease. (8.5)



**Teaching Methodologies:** The content of this course will be explored through hands-on supervised clinical practicums in the outpatient primary care setting, serving primarily adult patients.

**Accommodations:** Students requiring academic accommodations must follow the “Academic Support” policy in the Elon University DPAS Student Handbook.

**Academic Honesty:** All Elon PA students acknowledged their commitment to abide by the Elon Honor Code by signing the Honor Pledge during orientation.

### **Use of Generative Artificial Intelligence in the Program**

Becoming a PA requires consistently training one’s critical reasoning skills to problem-solve effectively. The use of generative AI in this context can impede your learning. The assignments in our program typically challenge you to develop skills that AI does not have. Our aim is to help you grow, rather than letting technology limit your capacity.

In many contexts AI-assistance can be used as a tool to support and amplify your own skills, and it can sometimes provide us with new understanding. Together we are all learning to navigate complex interactions with AI technologies as they are becoming a crucial component of practicing medicine in the 21<sup>st</sup> century.

***AI-generated text should not be used as the source of content for any assignment in the PA Program unless clearly specified.***

**Diversity and Inclusion Statement:** Elon University’s physician assistant program strives to create a learning environment where diversity, equity, and inclusion are paramount. The Program values and supports diversity of thought, perspective, and experience. Physician assistant students, no matter their race, ethnicity, gender identity, socioeconomic class, sexuality, religion, or disability, are both welcomed and valued in this program. Our goal is that all students feel included so that they may have the best learning experience and outcomes possible. To help accomplish this:

- Please let the program administrative assistant and your course directors know of your preferred name and/or pronouns if these differ from that in your official school records.
- If your performance in class is affected by outside experiences, please do not hesitate to talk with your course director. Please know that program faculty and staff are happy to be a healthy resource for you. If you prefer to speak with someone outside of the course, please contact your academic advisor, the Program Director, the Elon Health and Wellness Center, and/or CREDE office.
- We, along with many other folx, are still in the process of expanding our learning about diverse perspectives and identities. If something said in class (by anyone) makes you feel uncomfortable, please talk to your course director.
- As a participant in classroom discussions or assignments, please always strive to honor the diversity of your classmates.
- Please let your course director and/or Program Director know if you observe situations



in which the above appears to not be the case.

**Resources:**

***Required:***

1. All required first year textbooks
2. CURRENT Medical Diagnosis & Treatment in Family Medicine, 62e

***Recommended Resources:***

1. Harrison’s Principles of Internal Medicine, 21e

***Other Helpful Resources:***

1. \*Moodle and Exxat: Please check sites frequently for new announcements, updated schedules, assignments and other course communication.
2. Practicing physician assistants, physicians, allied health care providers and laboratory teaching aids.

**Grade Scale and Grade Points:**

Percentage	Letter Grade	Grade points
89.50-100.0	A	4.0
85.50-89.49	B+	3.3
79.50-85.49	B	3.0
75.50-79.49	C+	2.3
69.50-75.49	C	2.0
Below 69.50	U	0

Note: For further information regarding academic standing in the Department of Physician Assistant Studies, please see the DPAS Student Handbook.

**Grading Criteria:**

1. Demonstrate acquisition of a strong basic science and medical science knowledge base as demonstrated on the written examination/quizzes (the PANCE/EOR blueprint topic list for the FAMILY MEDICINE EOR exam can be found on the Moodle course page for PAS 7100).
2. Demonstrate satisfactory self-directed learning skills, clinical reasoning skills, commitment to patient-centered care and professionalism as evidenced by satisfactory performance on the preceptor evaluation.
3. Demonstrate competency in creating written medical documents for the primary care setting as evidenced by submission of a SOAP note.
4. Demonstrate a commitment to learning and professionalism by actively participating in all clinical activities and exceeding the professional behavior standards and minimum requirements for clinical rotations available in the Elon PA Student Handbook.



**Assessment Activities:** Student progress will be assessed in a variety of ways, which include the following:

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Assessment component	Outcome(s)	# per course	% each
PAEA family med EOR Exam	1,2,4,5,7,9	1	35%
Final Preceptor Evaluation	1-4, 6-11, 13, 15-23	1	55%
Rosh Review Assignment	20	1	5%
Written Deliverable (SOAP Note)	6, 7, 10, 11, 12	1	5%
Student's Evaluation of Site	22 (ACCOUNTABILITY)	1	0 (C/I)
Longitudinal Skills Assessment	12, 14	1	0
		<b>TOTAL</b>	<b>100%</b>

**Late/Makeup Work:** The student will contact the Director of Clinical Education to determine the content and due dates for any late or make-up work that may be required.

**Exam Review:** The PAEA EOR exam provides each test-taker with a summary of their performance to guide learning.

**Syllabus Modifications:** Every attempt is made to construct a complete syllabus that provides an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester. This may depend, in part, on the progress, needs and experiences of the students. In special circumstances and at the discretion of the course director, assignments or the point distribution that is used to determine students' grades may be modified. In these instances, modifications must be for common benefit, and thus cannot penalize any students or render evaluation (i.e., grading) more severe.

### Instructional Objectives

*Upon completion of the clinical rotation phase physician assistant students will be able to:*

1. Immersion in the clinical environment
  - a. Gather information from the medical record pertinent to the care of your patient
  - b. Use the skills learned in pre-clinical work to obtain relevant patient information in a timely manner
  - c. Utilize patient-centeredness with patients and hone this skill
  - d. Surmise what is relevant related to a patient concern (relevant history, relevant physical)



2. Facilitated work with the clinical team
  - a. Practice summarizing relevant patient information into oral presentations to your preceptor
  - b. Utilize guidelines and other evidence-based practices to determine needs of your patient
  - c. Educate patients and their families/caretakers regarding patient care and/or resources
  - d. Garner an understanding of the role/responsibilities of other healthcare team members
3. Professional behaviors
  - a. Use opportunities working with patients to understand social determinants of health and cultural/ethnic interpretation of health
  - b. Improve confidence through repetition of applied skills
  - c. Recognize one's limitations and when additional support is indicated
4. Self-directed work
  - a. Use Rosh review to assess gaps in knowledge and prepare for the End of Rotation exam (and ultimately, PANCE)
  - b. Use the PAEA EOR blueprint to guide study for the EOR exam
  - c. Use information obtained from clinical practice to further one's own knowledge (things you did not know, things you felt insecure about, things your preceptor told you to read about)
5. Longitudinal skills assessment
  - a. Use feedback regarding competence level of skills to inform growth
  - b. Gain comfort in interpreting studies or performing procedures relevant to adult, ambulatory (outpatient) care
6. Rosh Review
  - a. Practice standardized question-taking with or without a timer
  - b. Use Rosh review to assess gaps in knowledge and prepare for the End of Rotation exam (and ultimately, PANCE)
7. Written documentation
  - a. Demonstrate competency in creating written medical documents for the primary care setting