CASE WESTERN RESERVE UNIVERSITY

SCHOOL OF MEDICINE

Proposed
Master of Science in Physician Assistant Studies
Case Western Reserve University School of Medicine

Proposed Program: Master of Science in

reputation as a leader and innovator in medical education and combine a didactic foundation of great depth with world-

	x Instruction in basic counseling and patient education skills x Instruction to prepare students to search, interpret and evaluate medical literature, including application to individualized patient care x Instruction in health care delivery systems and health policy x Instruction in the concepts of public health and they relate to the role of the practicing PA x Instruction in patient safety, quality improvement, prevention of medical errors and risk management. x Instruction about PA licensure, credentialing and laws and regulations regarding professional practice x Instruction regarding reimbursement, documentation of care, coding and billing x Instruction in the principles and practice of medical ethics x Instruction in the PA profession, its historical development and current trends.
Supervised Clinical Practice:	x PA

The Master of Science in Physician Assistant Studies program at CWRU consists of seven semesters of study. Four of these semesters (first and second summers, first fall and first spring semesters) are comprised of foundational, basic sciences. The following three semesters (second fall, second spring and third summer semesters) are comprised of required and elective clinical rotations to prepare the graduate for care in a variety of clinical settings. These experiences include four clinical elective periods that allow graduates to selectively prepare themselves for a career of their choosing. While the program will ultimately house fifty students per year, there will be a ramp-up period, coming to full class size by year three of the program.

The proposed curriculum begins with four semesters of foundational basic sciences. The purpose of these courses is to prepare learners with content knowledge and skill acquisition for care of patients in the clinical setting. To achieve these objectives, the following foundational basis science courses are proposed. For courses that must be created, the proposed title is in italics. The Center for Medical Education (CMED) will be the administrative unit that will house the proposed courses in the curriculum.

Foundational Basic Science Curriculum Italicized Courses will be created

Course	Credit Hours
First Summer	

CMED 431, CMED 432, CMED 433, CMED 434. Professional Issues for Physician Assistants: This four-semester course is designed to give learners a foundation of practical knowledge about the

effects of prototypic drugs in each category, drug side effects and drug-drug interactions, the interaction of drugs with the disease state under treatment, polypharmacy, and reputable sources of information about drugs.

CMED 460. Clinical Procedures: Through lectures, case discussion, demonstrations and practice sessions, students will learn to use a variety of the diagnostic and treatment modalities. These clinical procedures include the instruction in, use of, or practice in procedures in the areas of cardiology; pulmonology; nephrology/urology; gastroenterology; men's and women's health, orthopedics/rheumatology, geriatrics and neurology. Students will also become certified in Advanced Cardiac Life Support (ACLS). The content includes common laboratory tests, when to use these tests, and how to interpret and effectively utilize the results. Skills include specimen collection, point of care testing, provider performed microscopy, IV/arterial puncture, clean and sterile procedure and interpretation of laboratory data and normal values.

CMED 470. Culture and Health: This course focuses on c(,)2(so-6(P)7(r)-10(c)4(us)C)7(r)es, proc 0turD-2(e

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Summative assessment will be used to assure that the students are appropriately progressing through the curriculum. If a student does not pass one of the evaluation components, the faculty of the Physician Assistant program and the Committee on Students will help students and their Society Dean to identify areas of deficit and develop a plan for remediation. Students will be afforded an opportunity to repeat the failed evaluation.

Each course has a syllabus that outlines instructional objectives that are informed by the accreditation standards to guide student learning. Appropriate examinations and evaluation allow the determination of competence in content domains, clinical decision-making and problem-solving.

Graduation will require completion of two comprehensive examinations: 1) a comprehensive written multiple choice examination, which will be modeled on the Physician Assistant National

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competence required for entry into the profession. It is expected that these faculty will be drawn from existing faculty throughout the CWRU School of Medicine.

At the outset, the program will be staffed by an administrative manager, an education coordinator, an admissions coordinator and an administrative assistant. Existing staff within the Office of the Vice Dean for Medical Education will provide staff services for student affairs, financial aid and registration. The admissions process will be handled by the CWRU School of Medicine.

4. Evidence of Need:

The physician assistant profession has been on a rapid growth trajectory – with the number of physician assistant doubling in from 2000 to 2010. (http://www.amednews.com/article/20110927/business/309279997/8/). The Bureau of Labor Statistics (BLS) see the growth in the profession as "much faster than average" and projects a growth of 30% through 2020. The BLS cites population growth, an aging population, more physicians entering specialty areas and the fact that physician assistants are more cost effective than physicians as reasons for their growth projection. There is little doubt the growth will continue, as evidenced by the large number of available job opportunities in Cleveland alone, with even more in Cuyahoga County.

In addition, there is little question of a looming physician shortage. The Association of American Medical Colleges (AAMC) has projected a physician shortage of 125,000 by 2025 – a result of combining an aging population, the influx of over 30 million newly insured in the US as a result of the Affordable Health Care Act, an aging physician demographic (the AAMC reported in 2009 that over a third of physicians were 55 or older

Augmenting all the above is the fact that the health care delivery system in the United States continues to evolve new models of care in an effort to reign-in costs while improving patient outcomes. An example is the Patient-Centered Medical Home Care (PCMH) that has advocacy from several professional organizations and has a particular push from the federal government. This model requires a team of providers that using an interdisciplinary approach that coordinates care across all elements of the health care system. The demand for physician assistants will continue to increase as continuity of care becomes more integrated across the spectrum of providers.

This demand has not been lost on academia. In 2000, there were about 126 accredited programs nationally. That grew to 154 in 2010 and to 172 today. There are currently eight programs in Ohio. These are Baldwin Wallace (inaugural class May 2013), Cuyahoga Community College/Cleveland State, Kettering College, Marietta, Mount Union, Ohio Dominican (inaugural class July 2012), University of Findlay, and the University of Toledo. Four additional programs are scheduled for accreditation review in the next couple of years: Lake Erie College, Ohio University, Ohio State University, and the University of Dayton. In spite of the growth in programs, there is still a high demand from the applicant pool as evidenced by many schools attracting 15-

The Admission Committee will designate one of the following categories for each interviewed applicant:

- Complete Acceptance: all prerequisite courses and admission requirements are complete.
- Provisional Acceptance: each student will receive in writing the outstanding requirements needed for complete acceptance (e.g. prerequisite coursework).
- Waiting list: Applicant meets admission requirements and may be admitted if accepted applicants forfeit their seats in the program.
- Denied: Those interviewed who are not chosen for admission will be notified in writing.

Case Western Reserve University has a great tradition of commitment to diversity in all of its forms. In the School of Medicine, the Office of Multicultural Programs (OMP) was created in 1971 to consolidate efforts to expand opportunities for underrepresented minorities in medicine. More specifically, the OMP works with the Admissions Office to recruit minority students and to provide academic, social, emotional, and financial support. The OMP has developed extensive relationships with historically black colleges and universities (HBCU) in Ohio and around the country that will be used to help recruit a diverse student body for the physician assistant studies program. The OMP also offers a summer program that may be of interest to students who are considering a career as a physician assistant.

In a similar vein, CWRU is committed to students with disabilities. Disability Resources in Educational Services for Students (ESS) provides direction, support and accommodation for learners who have a physical or mental impairment that substantially limits one or more major life activities. Students who can fully participate in the Physician Assistant Studies curriculum with reasonable accommodation are encouraged to apply for admission.

6. Faculty and Facilities Available to the Prog(v)2(ee12)-10(g)mTJ 22.0.2(i)-2(t)Tj /TT2 1-m5(e).d

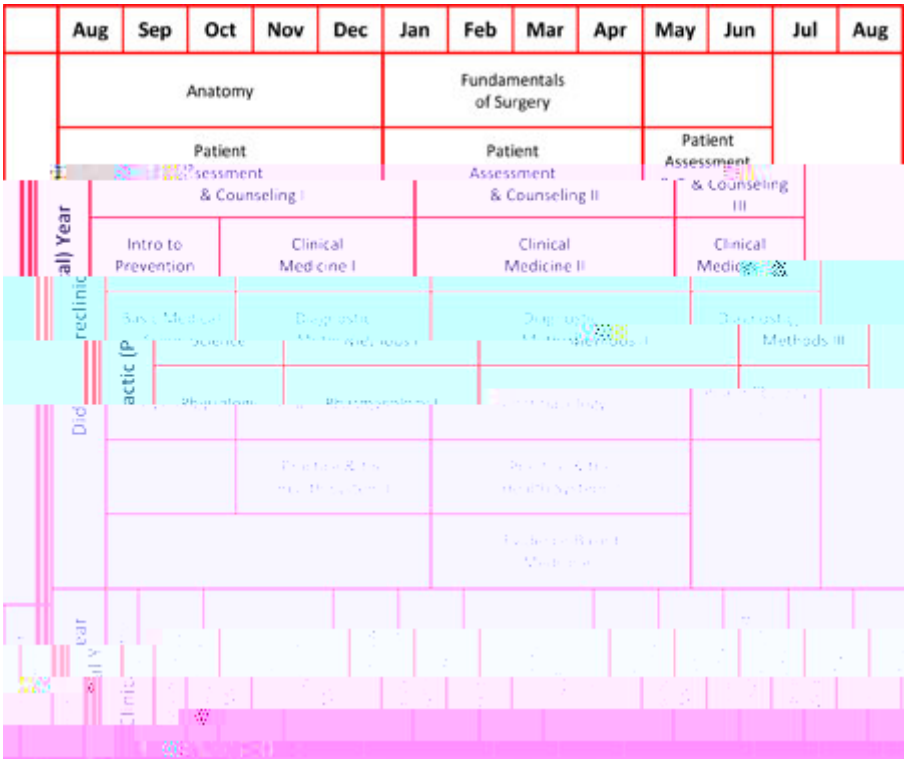
Program Net	304,425	2,702,050

APPENDIX A

SAMPLE PHYSICIAN ASSISTANT PROGRAM CURRICULA

The first 12 months of the program are devoted to preclinical studies, and the remaining 12 months to clinical experiences in primary care and the medical and surgical specialties. All courses are required, no transfer credit is accepted, and no credit is awarded for pre-admission experiential learning. Only full-time students are admitted to the curriculum.

During the second year of the PA Program, students complete 10 rotations. These clinical experiences are composed of eight required and two elective rotations, and a final senior seminar course. Two of these rotations are required to take place in a medically underserved area. Students must successfully complete the end of rotation exam at the conclusion of all required rotations as well as other clinical evaluations throughout the year. Clinical year students will return to campus throughout the second year to participate in Call Back days and evaluation exercises. Laptop computers are leased to each student for both the first and second years. Computers are used for a variety of in-class and clinical assignments and activities, as well as for communication with the program and Internet services.



The order of rotations will vary from student to student during the Clinical Year.

Year	Term	Title	Credit Hour
First Year	Summer	MPA 5101 Professional Practice Issues I	1
		HCS 5407 Human Physiology	4
		HCS 5308 Human Anatomy	3
		HCS 5309 Human Anatomy Lab	3
		HCS 5207 Introduction to Human Neuroscience	2
	Fall	MPA 5215 Pharmacology I	2
		MPA 5102 Integration Skills I	1
		MPA 5305 Patient Evaluation I	3
		MPA 5509 Clinical Medicine I	5
		HCS 5306 Introduction to Pathology	3

SUMMER QUARTER A and B (Total 21)

- Physical Diagnosis (4)
- Physical Diagnosis Lab (3)
- Principles of Professional Practice I (2)
- Introduction to Medical Genetics (2)
- Introduction to Pathophysiology/Mechanisms of Disease (2)
- Introduction to Pharmacotherapeutics (2)
- Gross Anatomy, Imaging and Embryology (2)
- Clinical Medicine I (3)

FALL QUARTER (Total 16)

- Gross Anatomy, Imaging and Embryology (6)
- x

APPENDIX B
PROPOSED SYLLABI BY COURSE

Case Western Reserve University
Master of Science in Physician Assistant Studies Program
GENE 525 - Clinical Genetics

Course Title: Clinical Genetics
Course Number: 525

Learning Objectives:

After completion of this course, learners will be able to:

- ¾ Describe basic approaches to evaluating an individual with dysmorphic features.
- ¾ Discuss approaches to formulating a differential diagnosis.
- ¾ List at least three major genetic disorders in each major system.
- ¾ Be able to describe the etiology, inheritance pattern, major features of the disorder, current method of diagnosis, prognosis and management for each of the disorders listed in the above objective.
- ¾ Discuss specific counseling issues raised for each of the disorders listed in Objective 3 such as recurrence risks, prenatal diagnosis, presymptomatic testing, and psychosocial issues.

Case Western Reserve University
Master of Science in Physician Assistant Studies Program
CMED 460 - Clinical Procedures

Course Title: Clinical Procedures
Course Number: CMED 460
Semester Hours: 4 hours
Semester Taught: Summer 2

Description of Course:

The purpose is to prepare these future clinicians for clinical management of health and disease by preparing them for basic clinical procedures

Goal of Course:

Future physician assistants will become valuable members of the health professions team by gaining knowledge and skills in basic clinical procedures.

Teaching Methods Used:

Case Western Reserve University
Master of Science in Physician Assistant Studies Program
CMED 421, CMED 422, CMED 423 - Foundations of Clinical Medicine I, II, III

Course Title: Foundations of Clinical Medicine I, II, III
Course Number: CMED 421, CMED 422, CMED 423
Semester Hours: 2 hours per semester
Semester Taught: Summer 1, Fall 1, Spring 1

Description of Course:

This course provides the physician assistant student with the knowledge and clinical skills required for medical history-taking and performance of the complete physical examination. Interviewing skills, focused physical examination techniques and appropriate documentation is presented, with integration of issues of bioethics, patient confidentiality and patient rights.

Goal of Course:

The goal of this course is to provide physician assistant learners with the knowledge and skills to conduct a history and physical examination to prepare them for clinical rotations.

Teaching Methods Used:

Didactic presentations, clinical demonstrations and small group learning sessions

Required Text:

Coulehan JL, Block MR. 2005. The Medical Interview: Mastering Skills for Clinical Practice (Medical Interview). Philadelphia, PA: FA Davis Company.

Learning Objectives:

After completion of this course, learners will be able to:

- ¾ Identify the components of a complete medical history.
- ¾ Demonstrate interviewing techniques to take a problem specific medical history.
- ¾ Discuss culturally sensitive approaches to history-taking and physical examinations.
- ¾ Differentiate between normal and abnormal findings encountered during the physical.
- ¾ Identify the components of a problem specific physical examination.
- ¾ Document problem specific medical histories, problem specific physical examinations, and pertinent verbal presentations.
- ¾ Explain the development of differential diagnoses.
- ¾ Differentiate among key symptoms and pertinent physical examination findings in the clinical presentation .
- ¾ Develop a patient-centered management plan.
- ¾ Differentiate between acute and chronic presentations.

Case Western Reserve University
Master of Science in Physician Assistant Studies Program
BIOC 407 - Introduction to Biochemistry: From Molecules To Medical Science

Course Title: Introduction to Biochemistry: From Molecules To Medical Science
Course Number: BIOC 407
Semester Hours: 4
Semester Taught: Fall I

Description of Course:

This course provides an overview of the macromolecules and small molecules key to all living systems. Topics include: protein structure and function; enzyme mechanisms, kinetics and regulation; membrane structure and function; bioenergetics; hormone action; intermediary metabolism, including pathways and regulation of carbohydrate, lipid, amino acid, and nucleotide biosynthesis and breakdown. The material is presented to build links to human biology and human disease.

Goal of Course:

The goal of this course is to help the physician assistant understand the linkage between human biology and human disease on the macromolecular and small molecular level.

Teaching Methods Used:

Learning Objectives:

After completion of this course, learners will be able to:

- ¾ Describe protein structure and function, including amino acids, the peptide bond, protein secondary, tertiary and quaternary structure, protein folding and protein folding diseases, reaction rates; catalysis, kinetics, inhibitors of enzymatic reactions, and catalytic strategies.
- ¾ Discuss membranes and signal transduction, including membrane structure-lipids, membrane structure-proteins, membrane transport, and hormone/receptor signaling.
- ¾ Interpret energetics and carbohydrate metabolism, including the citric acid cycle, oxidative phosphorylation, glycolysis, allosteric regulation of glycolytic enzymes, glycogen metabolism, the pentose pathway, and metabolism of other sugars.
- ¾ Summarize lipids and nitrogen metabolism, including metabolism of amino acids, sulfur-containing amino acids and the one carbon pool, the urea cycle, amino acid fluxes, lipid digestion, transport, and storage, fatty acid degradation, fatty acid synthesis, ketone bodies and phospholipids, sterol and isoprenoid biosynthesis, lipoproteins, and sterol regulation.
- ¾ Explain nucleic acids, including metabolism of purines and pyrimidines.

- ¾ Integrate knowledge of foods and nutrition, physiological and biochemical processes, and economic and psychosocial influences relative to the provision of nutritional care (medical nutrition therapy).
- ¾ Interpret and evaluate scientific literature pertinent to clinical nutrition and interventions; includes understanding of information available within Academy of Nutrition and Dietetic's Evidence Analysis Library (aka EAL).
- ¾ Translate scientific and medical concepts related to nutrition therapy into terms and explanations appropriate for the lay individual for use in nutrition counseling.
- ¾ Demonstrate effective and professional oral and written communication and documentation and use of current information when communicating how diet and disease interact, including diet therapy information with individuals, groups and the public

Case Western Reserve University
Master of Science in Physician Assistant Studies Program
CMED 411 -

Case Western Reserve University
Master of Science in Physician Assistant Studies Program
CMED 450 - Pharmacotherapeutics

Course Title: Pharmacotherapeutics
Course Number: CMED 450
Semester Hours: 3 hours
Semester Taught: Spring 1

Description of Course:

This course provides the Physician Assistant with foundational knowledge of the therapeutic uses and effecuse

Case Western Reserve University
Master of Science in Physician Assistant Studies Program
PHOL 479 - Physiology of Organ Systems

Course Title: Physiology of Organ Systems
Course Number: PHOL 479
Semester Hours: 4
Semester Taught: Fall I

Description of Course:

The course is arranged on a series of self-learned classes covering classical human physiology plus translational topics. Class time will be spent in active discussion of the assigned readings. There will be no lectures. Students will be given a set of learning objectives prior to each class meeting, and they are expected to master the material thoroughly before class

Goal of Course:

The goal of this course is to give the physician assistant learners a strong foundation in classical human physiology. The focus is on developing lifelong learners with the ability to think critically.

Teaching Methods Used:

Small group learning, facilitated discussion.

Required Text:

Boron WF, Boulpaep EL. 2007. Medical Physiology 2nd ed. Philadelphia, PA: Saunders.

Learning Objectives:

After completion of this course, learners will be able to:

- ¾ Discuss neurophysiology, including neurons, synaptic transmission, paraplegia or Alzheimer, the sensory system, the autonomic nervous system, CNS circuits, and the motor system
- ¾ Describe muscle physiology, including the structure and function of muscle, Myastenia gravis and sarcopenia
- ¾ Explain cardiovascular physiology, including circulation, the cardiac cycle, electrophysiology, cardiac function, hypertension, hemorrhage, regulation of pressure and flow, control of cardiovascular function, cardiac hypertrophy and fibrillation
- ¾ Discuss respiration physiology, including organization and mechanics of ventilation, acid/base regulation, gas transport and diffusion, gas exchange: ventilation and diffusion, and control of breathing

- ¾ Describe gastro-intestinal physiology, including motility, gastric function, pancreas and bile function, pancreatitis, chron’s disease, digestion and absorption, liver physiology, and alcoholic liver disease
- ¾ Explain renal physiology, including glomerular filtration, tubular function/transport, renal insufficiency, glomerulonephritis, and idiopatic hypertension
- ¾ Discuss endocrine physiology/metabolism including hypophysis, bone mineral metabolism, pi metabolism and regulation, the thyroid, the adrenal glands, Cushing, growth hormone, t

¾ Problems in Oxygen and Carbon Dioxide Transport
¾ Dysfunction in Respiratory Control
¾ Musculoskeletal
¾ General Principles for Skeletal, Cardiac, and Smooth Muscle
¾ Disorders of muscular function
¾ Bone disorders and pathologies
¾ Rheumatological conditions
¾ Hematology and oncology
¾ Hyperplasias and Neoplasms
¾ Cancer
¾ Metabolic/Endocrine
¾ Pituitary Gland Disorders
¾ Growth Hormone Defects
¾ Disorders of the Thyroid Gland
¾ Disruption in Hormonal Regulation
¾ Adrenal Gland Disorders
¾ Disorders of Metabolism
¾

¾ Problems of Renal Clearance
¾ Glomerular Filtration Rate and Renal Hemodynamics Dysfunction
¾ Acid-Base Imbalance
¾ Hypertension
¾ Neurologic
¾ Neuropathophysiology
¾ Disorders of the:
¾ Cerebrovascular System
¾ Somatosensory System
¾ Visual System
¾ Smell and Taste
¾ Auditory System
¾ Vestibular System
¾ Autonomic Nervous System
¾ Descending Control of Movements
¾ Sensorimotor Integration and Internal Regulation
¾ Injury of the Spinal Cord
¾ Sleep Disorders
¾ Seizures
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Case Western Reserve University
Master of Science in Physician Assistant Studies Program
CMED 431, CMED 432, CMED 433, CMED 434 - Professional Issues for Physician Assistants I, II, III, IV

Course Title: Professional Issues for Physician Assistants I, II, III, IV
Course Number: CMED 431, CMED 432, CMED 433, CMED 434
Semester Hours: 1 hour per semester
Semester Taught: Summer 1, Fall 1, Spring 1, Summer 2

Description of Course:

In this longitudinal, four course series, students will explore the history of the physician assistant profession, the status of the PA in the US healthcare system, and issues and ethics in practice.

Goal of Course:

Learners will understand the Physician Assistant profession, including its development as a health care profession, to its status and role in the current health care environment to current issues and ethical dilemmas in clinical practice

Teaching Methods Used:

These courses will utilize presentations by practitioners and leaders in the health care, small group discussions, and interactions with clinical environments in the community

Required Text:

Cassidy B, Blessing JD. 2008 Ethics and Professionalism: A Guide for the Physician Assistant. Philadelphia, PA: FA Davis Company.

Learning Objectives:

After completion of this course, learners will be able to:

- ¾ Describe the important landmarks in the development of the PA profession
- ¾ Discuss the role of the PA as a member of the interprofessional healthcare team
- ¾ Articulate the dynamics of the relationship between physicians

Case Western Reserve University
Master of Science in Physician Assistant Studies Program
CMED 480 - Emergency Medicine

Course Title: Emergency Medicine
Course Number: CMED 480
Semester Hours: 5
Semester Taught: Fall II, Spring II or Summer III

Description of Course:

This four week Emergency Medicine course offers the physician assistant learner clinical experience in the care of the urgent and emergent patient. In emergency room settings, learners will provide urgent care, working with patients across the age span, with a variety of undifferentiated presentations.

Goal of Course:

The physician assistant learner will assess, diagnose, monitor, manage, refer and educate the undifferentiated patient who presents to the emergency room in urgent distress.

Teaching Methods Used:

Clinical care experiences, didactic presentations, teaching rounds

Required Text:

Cline D, Ma JO, Cydulka R, Meckler G, Thomas S, Handel D. 2012. Tintinalli's Emergency Medicine Manual 7th ed. New York: McGraw-Hill,

Learning Objectives:

After completion of this course, learners will be able to:

- ¾ Discuss the major diagnoses seen in emergency medicine
- ¾ Demonstrate procedures used frequently in emergency medicine
- ¾ Describe pharmacologic entities unique to emergency medicine
- ¾ Demonstrate skills in working with an interprofessional team
- ¾ Display skills in case presentations
- ¾ Display skills in documentation required in emergency medicine

Case Western Reserve University
Master of Science in Physician Assistant Studies Program
CMED 481 - Family Medicine

Course Title: Family Medicine
Course Number: CMED 481
Semester Hours: 5
Semester Taught: Fall II, Spring II or Summer III

Description of Course:

This four week Family Medicine course provides the physician assistant learner the opportunity to work with patients across the life span. Acute, chronic, and preventive care will be an integrated part of the care of continuity patients.

Goal of Course:

The physician assistant learner will work with patients from a variety of social, economic, and cultural backgrounds across the lifespan. They will experience continuity of care while assessing, diagnosing, monitoring, managing, referring and educating patients.

Teaching Methods Used:

Clinical care experiences, didactic presentations, teaching rounds

Required Text:

Mengel M, Schwiebert L. Family Medicine: Ambulatory Care and Prevention, 5th Edition. New York, NY. McGraw Hill Medical.

Learning Objectives:

After completion of this course, learners will be able to:

- ¾ Describe the pediatric, adult, geriatric and women's health diagnoses commonly seen in family medicine
- ¾ Explain care through for the life span for patients in the context of the family unit
- ¾ Demonstrate procedures frequently used in family medicine
- ¾ Discuss pharmacologic approaches frequently used in family medicine
- ¾ Demonstrate skills in working with an interprofessional team
- ¾ Display skills in case presentations
- ¾ Display skills in documentation required in family medicine

Case Western Reserve University
Master of Science in Physician Assistant Studies Program
CMED 483 - Internal Medicine

Course Title: Internal Medicine
Course Number: CMED 483
Semester Hours: 5
Semester Taught: Fall II, Spring II or Summer III

Description of Course:

This four week Internal Medicine course offers the physician assistant learner clinical experience

Case Western Reserve University
Master of Science in Physician Assistant Studies Program
CMED 484 - Obstetrics and Gynecology

Course Title: Obstetrics and Gynecology
Course Number: CMED 484
Semester Hours: 5
Semester Taught: Fall II, Spring II or Summer III

Description of Course:

This four week Obstetrics and Gynecology course offers the physician assistant learner clinical experience in the medical and surgical care of the female patient. In both hospital and office settings, learners will provide acute, chronic, and preventive care, working with physicians who subspecialize in components of Obstetrics and Gynecology, with focus on delivery, postpartuh()2(hoc)4(s)-1(a)

Case Western Reserve University
Master of Science in Physician Assistant Studies Program
CMED 485 - Pediatrics

Course Title: Pediatrics
Course Number: CMED 485
Semester Hours: 5
Semester Taught: Fall II, Spring II or Summer III

Description of Course:

This four week Pediatrics course offers the physician assistant learner clinical experience in the care of the infant, toddler, child, and adolescent patient. In both hospital and office settings, learners will provide acute, chronic, and preventive care, working with physicians who subspecialize in components of Pediatrics.

Goal of Course:

The physician assistant learner will assess, diagnose, monitor, manage, refer and educate infant, toddler, child, and adolescent patients in inpatient and ambulatory settings, and gain an appreciation for the role of the subspecialist in care of these patients in the context of their family, culture and community.

Teaching Methods Used:

Clinical care experiences, didactic presentations, teaching rounds

Required Text:

Hay W, Levin M, Deterding R, Abzug M. 2014. Current Diagnosis and Treatment Pediatrics, 22nd Edition. New York, NY. McGraw Hill Professional.

Learning Objectives:

After completion of this course, learners will be able to:

- ¾ Demonstrate an understanding and knowledge of the major diagnoses seen in pediatrics
- ¾ Perform frequently used procedures in pediatrics
- ¾ Discuss

Case Western Reserve University
Master of Science in Physician Assistant Studies Program
CMED 487 - Surgery

Course Title: Surgery
Course Number: CMED 487
Semester Hours: 5
Semester Taught: Fall II, Spring II or Summer III

Description of Course:

This four week Surgery course offers the physician assistant learner clinical experience in the preoperative and postoperative care of the patient. In both hospital and office settings, learners will provide surgical care, working with physicians who subspecialize in components of Surgery.

Goal of Course:

The physician assistant learner will assess, diagnose, monitor, manage, and refer patients in inpatient and ambulatory settings, and gain an appreciation for the role of the subspecialist in care of the surgical patient.

Teaching Methods Used:

Clinical care experiences, didactic presentations, teaching rounds

Required Text:

Lawrence PF, Bell RM, Dayton MT, Hebert JC. 2012. Essentials of General Surgery. Philadelphia, PA: Lippincott Williams & Wilkins.

Learning Objectives:

After completion of this course, learners will be able to:

- ¾ Demonstrate an understanding and knowledge of the major diagnoses seen in surgery
- ¾ Perform frequently used procedures in surgery including assisting in the operating room and aseptic technique
- ¾ Discuss pharmacologic approaches in general surgery
- ¾ Demonstrate skills in working with an interprofessional team
- ¾ Display skills in case presentations
- ¾ Display skills in documentation required in surgery

Case Western Reserve University
Master of Science in Physician Assistant Studies Program
CMED 488 - Primary Care

Course Title: Primary Care
Course Number: CMED 488

Case Western Reserve University
Master of Science in Physician Assistant Studies Program
CMED 489 - Intensive Care Medicine

Course Title: Intensive Care Medicine
Course Number: CMED 489
Semester Hours: 5
Semester Taught: Fall II, Spring II or Summer III

Description of Course:

This four week elective course offers the physician assistant learner clinical experience in intensive care settings in the specialty of their choice. In intensive care settings settings, learners will provide medical and post-surgical care, working with physicians who care for patients in intensive care.

Goal of Course:

The physician assistant learner will monitor and manage patients in intensive care settings in a specialty of th6lg5en7o oing, and galg5en7on appr6lg5ciation for th6lg5 role of th6lg5 physician assistant in caring for the critically ill hospitalized patient.

Teaching Methods Used:

Clinical care experiences, didactic presentations, teaching rounds

Required Text:

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- ¾ Demonstrate an unde-o20standing and knowledge of th6l]TJ 21.1 0 Td ( )Tj [(m)-2(a)4(
- ¾ Discuss pharmacologic approaches to managing patients in intensive care settings
- ¾ Demonstrate skills in working with an interprofessional team of hospital-based physician
- ¾ Display skills in case presentations
- ¾ Display skills in docentation required in intensiv6lg5 cre

Case Western Reserve University
Master of Science in Physician Assistant Studies Program
CMED 490 - Elective of Student's Choosing

Course Title: Elective of Student's Choosing
Course Number: CMED 490
Semester Hours: 5
Semester Taught: Fall II, Spring II or Summer III

Description of Course:

Dependent on specialty of choice

Goal of Course:

Dependent on specialty of choice

Teaching Methods Used:

Clinical care experiences, didactic presentations, teaching rounds

Required Text:

Dependent on specialty of choice

Learning Objectives:

After completion of this course, learners will be able to:

¾ Dependent on specialty of choice

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