Bethel University Physician Assistant Program  
Course: PHAS 710, 720, 730 (Clinical Field Placements I, II, & III)

This clerkship module is a part of the Clinical Field Placement (CFP) series of courses over the clinical year of the Bethel PA program. The Student Clerkship Handbook and CFP syllabi expectations and requirements will be followed for grading requirements.

Internal Medicine Clerkship

Rotation Purpose
The purpose of this 8-week rotation is to educate the physician assistant student in the evaluation, diagnosis, management, and treatment of acute and chronic medical problems encountered in Internal Medicine, which may occur in inpatient or outpatient settings. Clinical experiences are intended to assist the student’s transition from didactic to integrated clinical evaluation, decision-making, and management of patients with medical problems. In addition to gaining specific skills in Internal Medicine during this rotation, the student should also continue to develop skills in systematic medical problem solving and patient management abilities, establish or reinforce patterns of independent learning, self-evaluation, inter-professional relationships and communication skills.

Preceptor Requirements
Board Certified Internist or Certified PA/NP working with a Board Certified Internist.(B3.05 & B3.06)

Clinical Field Placement Courses Objectives / Learning Outcomes
At the end of this course, the PA student will be able to:

1. Develop the competencies for clinical practice and knowledge acquisition in all clinical settings (B3.02, B3.03a-d, B3.04a-d, B3.07a-f & 2, 3, 8, 9)
2. Demonstrate skills necessary to function in the healthcare environment with preceptor supervision (B3.02, B3.03a-d, B3.04a-d, B3.07a-f & 2, 3, 8, 9)
3. Appreciate different clinical settings and business practices, especially in areas designated as “medically underserved” (B3.02, B3.03a-d, B3.04a-d, B3.07a-f & 2, 3, 8, 9)
4. Synthesize and apply medical knowledge and treatment in an evidence-based manner in the care of patients (B3.02, B3.03a-d, B3.04a-d, B3.07a-f & 2, 3, 8, 9)
5. Synthesize aspects of the Christian faith to apply medical knowledge and clinical skills to patient care (B3.02, B3.03a-d, B3.04a-d, B3.07a-f & 2, 3, 8, 9)

Instructional Objectives
By the end of the rotation, assessed by preceptor evaluation, student logging and end of rotation examinations, the PA student will be able to (B1.09, B3.03a, B3.04a &B3.04c, and B3.07b):
• Elicit a record of an appropriately complete and organized medical history.
• Conduct and record an appropriately complete and accurate physical examination
• Communicate in a facilitative, effective, and efficient educational manner with patients and patients’ families.
• Identify the social and psychological components of patient’s medical problems
• Use knowledge of the etiology, epidemiology, and pathophysiology of disease, correlated with presenting signs and symptoms, to establish a clinical diagnosis
• Develop an accurate and complete problem list
• Select and interpret diagnostic studies to evaluate the differential diagnosis
• Formulate a reasoned differential diagnosis for each problem
• Communicate clearly and succinctly to colleagues and other members of the healthcare team
• Formulate an appropriate initial and ongoing treatment plan considering the severity, urgency and patient’s social situation.

Problem List
The following sections contain content that a student should understand; either by clinical exposure or by reviewing didactic material that will help to guide student preparation for testing:

Cognitive
Students will be able to discuss the etiology, pathophysiology, pathology, clinical presentation, differential diagnosis, management & procedures, clinical pharmacology, and patient education for the following list of medical conditions or procedures.

1. Cardiovascular
   a. Hypertension
   b. Coronary artery disease, including chest pain, angina, myocardial infarction
   c. Arrhythmia’s
   d. Valvular heart disease
   e. Congestive heart failure
   f. Peripheral and cerebrovascular disease
   g. Arterial embolism/thromboembolism

2. Pulmonary
   a. Chronic obstructive pulmonary disease (COPD)
   b. Asthma
   c. Cough
   d. Pulmonary embolism
   e. Sarcoidosis
   f. Pulmonary Fibrosis
   g. Chronic bronchitis
   h. Pulmonary nodules
   i. pulmonary hypertension

3. Infectious Diseases
a. Sexually transmitted disease
b. HIV/AIDS infection
c. Upper respiratory infection (URI)
d. Hepatitis, viral
e. Urinary tract infections
f. Endocarditis
g. Pneumonia, including tuberculosis and aspiration
h. Sepsis

4. Rheumatology
   a. Rheumatoid arthritis
   b. Systemic Lupus Erythematosus
   c. Osteoarthritis
   d. Gout/Pseudogout
   e. Polymyalgia rheumatica
   f. Joint & back pain
   g. Fibromyalgia

5. Renal
   a. Renal failure, acute and chronic
   b. Acid-base and electrolyte abnormalities
   c. Glomerular disease/nephrotic syndrome
   d. Renal and bladder stones
   e. Dysuria/hematuria

6. Hematology/Oncology
   a. Anemia
   b. Polycythemia
   c. Chronic Leukemias
   d. Lymphomas (Hodgkin's and Non-Hodgkin's)
   e. Hemorrhagic disorders
   f. Hypercoagulable states
   g. Plasma cell disorders (MGUS and Multiple Myeloma)
   h. Cancer
      1) Lung
      2) Colorectal
      3) Breast
      4) Prostate

7. Geriatrics
   a. Cognitive impairment/dementias
   b. Falls
   c. Incontinence
   d. Functional assessment of elderly/geriatric assessment
   e. Decubitus ulcers
8. Dermatology
   a. Psoriasis
   b. Eczema
   c. Seborrheic dermatitis
   d. Seborrheic keratosis
   e. Senile angiomas
   f. Xerosis
   g. Actinic keratosis
   h. Skin cancer

9. Endocrinology/Metabolism
   a. Diabetes mellitus
   b. Thyroid dysfunction
   c. Calcium disorders
   d. Obesity
   e. Lipid disorders
   f. Corticoadrenal insufficiency

10. Gastrointestinal
    a. Esophagitis, including GERD
    b. Peptic ulcer
    c. Inflammatory bowel disease
    d. Cholelithiasis
    e. Irritable bowel syndrome
    f. Liver disease including cirrhosis and hepatic failure
    g. Diarrhea
    h. Abdominal pain
    i. Hepatitis

11. Neurology/Behavioral Medicine
    a. Anxiety/depression
    b. Seizures
    c. Peripheral neuropathy
    d. TIA/CVA – hemorrhagic/ischemic
    e. Multiple sclerosis and the demyelinating disease
    f. Parkinson's disease
    g. Headache
    h. Meningitis/encephalitis
    i. Altered mental status/delirium

12. Health Maintenance
    a. Adult immunizations
    b. Cancer screening
    c. Drug/alcohol abuse
    d. Prevention of osteoporosis
13. Common Internal Medicine Clinical Procedures (Interpret or Understand Indications) include, but not limited to:
   a. EKG Interpretation
   b. Dipstick Urinalysis
   c. Properly obtain a throat, urine, blood, vaginal, or stool culture
   d. Chest x-ray
   e. CBC with differential
   f. Reticulocyte count
   g. Chemistry panel
   h. Arterial blood gases
   i. Thyroid function panel
   j. Urinalysis
   k. Lipid panel
   l. Flat and upright x-ray of the abdomen
   m. V.Q. scan
   n. Upper / Lower GI series
   o. Doppler studies
   p. Mammography
   q. Other Radiological Studies: CT Scans, MRI, IVP, & Bone Scan

Rotation Expectations
Clearly, subjects addressed in any clinical rotation are dependent on the number of patients and kinds of disease entities presenting to a particular service. Nevertheless, certain content must be addressed, either by clinical exposure or by didactic materials that students can review to be prepared for end-of-rotation examinations and future Board Certification. Therefore, the following table contains the minimum diagnosis or presenting complaints to which students must be exposed, regardless of setting (B3.02).

<table>
<thead>
<tr>
<th>Internal Medicine</th>
<th>Date</th>
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<tbody>
<tr>
<td>Atrial fibrillation</td>
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<td>Congestive Heart Failure</td>
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<tr>
<td>Chronic kidney disease</td>
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<tr>
<td>Diabetes Mellitus Type I &amp; II</td>
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<tr>
<td>Osteoporosis</td>
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<tr>
<td>Pneumonia</td>
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<tr>
<td>Shortness of Breath</td>
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<tr>
<td>Coronary Artery Disease</td>
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<tr>
<td>Cardiac Rhythm Disorders</td>
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<tr>
<td>Hypertension</td>
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<tr>
<td>Thyroid Disorder</td>
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<tr>
<td>Peptic Ulcer Disease</td>
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<tr>
<td>Peripheral Vascular Disease</td>
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Technical Skills
Students are expected to acquire certain technical and interpretation skills that are commonly employed in medical care. Students are required to participate in and perform procedures under adequate supervision. At the end of the rotation the student should be able to:

<table>
<thead>
<tr>
<th>Description</th>
<th>Date</th>
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<tbody>
<tr>
<td>Record and interpret an EKG</td>
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<tr>
<td>Interpret a Chest X-ray</td>
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<tr>
<td>Interpret a Pulmonary Function Test</td>
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<td>Interpret a complete blood count</td>
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<tr>
<td>Interpret common chemistry measurements</td>
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<td>Interpret results of a urinalysis</td>
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<tr>
<td>Interpret gram stain results of body fluids</td>
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<tr>
<td>Interpret arterial blood gas measurements</td>
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<tr>
<td>Interpret serum electrolyte measurements</td>
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Professional Development
1. Relate and perform professionally in a working situation with other members of the health care team.
2. Demonstrate an openness to receive constructive criticism.
3. Demonstrate a willingness to recognize limitations and seek help from supervising preceptors and appropriate reference materials.
4. Perform duties with a professional attitude in such areas as attendance, and dress code.
5. Demonstrate sensitivity to the emotional, social and ethnic background of patients.
6. Recognize the important role of the team of providers in the care of the elderly
7. Recognize the impact that distance from a referral center has on patient care.
8. Identify the obstacles to obtaining medical care for those who are uninsured.
9. Recognize the impact that poverty, setting or socioeconomic class of patient, may have on your treatment plan

10. Demonstrate understanding of end-of-life planning

**Grading**

**Assessed Activity Weighting**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Online Participation</td>
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<tr>
<td>Patient Profiles</td>
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<tr>
<td>Patient Encounter Logs</td>
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<tr>
<td>Final Preceptor Evaluations</td>
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<tr>
<td>Student Self Evaluations</td>
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</tr>
<tr>
<td>End-of-Rotation Exams</td>
<td>40%</td>
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<tr>
<td>End-of-Rotation Meetings Participation</td>
<td>2%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

**Final Grade Breakdown**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter Grade</th>
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<tbody>
<tr>
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<td>A</td>
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<tr>
<td>90.00%</td>
<td>A-</td>
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<tr>
<td>85.00%</td>
<td>B+</td>
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<tr>
<td>80.00%</td>
<td>B</td>
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<tr>
<td>77.00%</td>
<td>B-</td>
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<tr>
<td>73.00%</td>
<td>C+</td>
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<tr>
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<tr>
<td>63.00%</td>
<td>D+</td>
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<td>60.00%</td>
<td>D</td>
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<tr>
<td>&lt;60.00%</td>
<td>F</td>
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**Clinical Tasks:**

1. Write problem oriented progress notes using the SOAP format.
2. Implement an appropriate treatment plan as approved and supervised by the preceptor.
3. Present oral cases presentation to the preceptor.
5. Demonstrate effective management of extended care facility patients.
6. Utilize appropriate community resources to implement patient care plans

**Text(s): RECOMMENDED RESOURCES**


Green, Steven M., *Pocket Pharmacopoeia*, Tarascon, 2013
The Sanford Guide to Antimicrobial Therapy, 2012
