



Physician Assistant

MPA 5790 & 5795 | Supervised Clinical Practice Experience in Elective Medicine I and II

Course Information

Course Number and Title: MPA 5790 and 5795 Supervised Clinical Practice Experience in Elective Medicine I and II

Course Credits: 3 hours

Course Start and End Dates: 5 weeks during semesters 5-7, varies by student schedule.

Delivery Method: On-campus; Predominant Face to Face; Synchronous

Meeting Days and Times: Students follow the schedule provided by the preceptor. *Note: Students may not negotiate schedules or request schedule changes without the permission of the Course Director(s).*

Meeting Location: Based on specific site and preceptor schedule.

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Course Pre-requisites and/or Co-requisites

Successful completion of Semesters 1-4.

Course Description

This course is a 5-week supervised clinical practice experience in elective medicine that is designed to provide students with the opportunity to learn proper management of conditions related to the assigned field of medicine. Students will apply knowledge and skills learned in the didactic portion of the program through hands-on learning various settings (outpatient, inpatient, emergency department, or operating room) dependent upon the selected rotation. This course allows students the opportunity to



refine clinical and technical skills through the care of patients across the lifespan in a variety of encounters under the supervision of a preceptor.

Course Goal

The goal of this course is to provide students with supervised clinical experiences in the selected elective medicine setting in preparation for clinical practice. Students will have the opportunity to enhance skills learned through evaluation, assessment, and management of patients. Through patient encounters, students will refine communication, clinical reasoning and problem-solving skills, and develop professional attributes emphasizing professional maturity and accountability.

Student Learning Outcomes

Following the program's competencies, the learning outcomes outline the expected knowledge, skills, and attitudes necessary to demonstrate entry-level proficiency for PA practice in the selected field of medicine. Upon completion of this course, the student will be able to:

General Learning Outcomes

1. Apply evidence-based medical knowledge to aid in clinical decision-making.
2. Order laboratory and diagnostic testing appropriately.
3. Interpret laboratory and diagnostic testing accurately.
4. Apply clinical reasoning to develop a differential diagnosis based on history, physical examination, and review of diagnostic studies.
5. Establish appropriate referral strategies for specialty care.
6. Create thorough written documentation of patient encounters.
7. Demonstrate effective exchange of information when interacting with patients, families, preceptors, and other health professionals.
8. Demonstrate the professional attributes of a physician assistant (PA).
9. Collaborate with other members of the healthcare team.

Elective Care Learning Outcomes (B3.03a)

10. Demonstrate an understanding of scientific concepts and the knowledge necessary for evaluating patients in this specialty.
11. Elicit an appropriate history for a patient in this specialty.
12. Correlate abnormal physical examination findings to disease conditions in this specialty.
13. Appropriately prescribe and dose medications in this specialty.
14. Formulate a management plan for conditions encountered in this specialty.
15. Provide appropriate patient education on management of conditions encountered in this specialty.
16. Recommend appropriate disposition of patients according to severity of the presenting problem in this specialty.
17. Counsel patients on appropriate health maintenance and promotion in this specialty.
18. Recognize medical ethical issues related to this specialty.
19. Use resources appropriately for this specialty.

Required Textbooks and Materials

Stethoscope, white coat, and ODU PA student badge.



Supplemental Course Materials and Teaching Resources

Blueprint Prep, Osmosis and other resources as recommended by the program and/or preceptor(s).

Course Content

Instructional Methods

The instructional methods of this course consist primarily of patient encounters with preceptors at assigned clinical sites. Clinical preceptors provide supervised experiences to help achieve course objectives and outcomes through patient encounters. Students should also self-direct their learning through didactic textbooks, notes, and resources listed in this syllabus to guide additional study.

Participation Expectations

Patient Logs and Timesheets

PAs are expected to maintain up-to-date, thorough, and accurate medical documentation; therefore, students will gain this practice through Patient Logs. Students are required to log all patient encounters (Patient Logs) and work hours (Timesheets) through Exxat during each SCPE. Accuracy and thoroughness in completing Patient Logs and Timesheets is vital. The program utilizes this information to monitor progress and student learning outcomes and to ensure adequate clinical experiences. Incomplete and inaccurate logging may place students at risk for additional clinical experiences which may result in an extension of graduation. Patient logs and timesheets must be completed in Exxat by midnight the Sunday following the completion of the rotation. Refer to the table below regarding requirements.

*Note: Due to rotation variability (patient population, acuity level, time of year, etc.) students may not encounter patients in all the above lifespans and encounter types. This will be tracked through the clinical year and additional resources will be provided for learning outcomes not met during the SCPE.

End of Course Evaluations

Students are required to complete three end-of-course evaluations. The Student Evaluation of the Preceptor and Student Evaluation of the Site are valuable for the program as we assess each site and preceptor individually. The SCPE course evaluation assesses the management of this course, the course directors, and clinical coordinators. The program relies on the student's honest, thorough, and constructive feedback. All evaluations are to be completed through Exxat by midnight the Sunday following the completion of the rotation.

Rotation Specific/Site Requirements

Students will be required to complete site- and rotation-specific compliance requirements as required by our affiliated sites and hospitals. In addition, annual institutional training and requirements must be completed. All large, affiliated institutions hosting students for clinical rotations require applications, orientation, and electronic health record (EHR) training. It is the student's responsibility to ensure the review and completion of each SCPE's requirements. Students are also expected to complete an attestation by way of the student review confirmation checkbox in Exxat for each rotation. This attestation is an acknowledgment that the student has read and understands all the information listed on the Placement Details page. This includes general and location requirements, reference documents, notes, and any other documents that may be provided to the program by the preceptor or site contact. It is the student's responsibility to read and understand the information. Preceptors may inquire about the information included on this page during the first day of the rotation. Failure to review and address these requirements could result in a delayed start of the rotation.



Evaluation and Grading

The student must achieve a passing score (70% or higher) on each of the following discipline-specific SCPE components to pass the course and progress through the clinical year. The course grade is calculated from the grading components listed below in the following table and description. Students receiving an NP score for the course should refer to the [EVMS MPA Program Student Handbook](#).

- Rotation Discussion and Self-Reflection Form
- Blueprint Prep Mock Rotation Exam
- Preceptor Evaluation of Student

Rotation Discussion and Self-Reflection Form

Students are required to complete a rotation discussion and self-reflection form as a formative assessment. The goal is to engage with the preceptor to seek feedback regarding progress and areas needing improvement during the SCPE. This form is used to help facilitate formative feedback on specific areas needing improvement and strengths. The form can be accessed and submitted through Exxat and must be completed by the Sunday following the second week of the SCPE.

Blueprint Prep Mini-Exam

Students are provided access to the online Blueprint Prep question bank as a tool to prepare for the EOR exams. Students are required to complete an assessment through Blueprint Prep. These are formative assessments, and grades are awarded for completion. Students are encouraged to use this resource throughout the clinical year as a learning tool. The mini-exam will be released at the beginning of the SCPE. It must be completed by the Sunday following the completion of the second week, see schedule below. The exam will be made available for retake in the future, if desired once the deadlines have passed.

Blueprint Prep Exam-General

Students on elective rotations will be administered a 120 multiple-choice question exam through Blueprint Prep. This exam will be similar to the topics covered in the mini-exam. This summative assessment will cover general medical topics (see instructional objectives below). This exam is taken through Blueprint Prep at home utilizing a secure browser. Exam dates are listed in the schedule below.

Preceptor Evaluation of Student

The Preceptor Evaluation of Student is completed by the preceptor and reflects the student's performance in medical knowledge, clinical and technical skills, clinical reasoning and problem-solving, interpersonal and communication skills, and professional behaviors during the SCPE. Evaluations are completed by the primary preceptor. The student must achieve a score of 70% or higher on the Preceptor Evaluation of Student to pass the SCPE. The course directors will discuss performance outcomes from the Preceptor Evaluation of Student via e-mail or in person if needed or as requested. Students receiving an NP or below 70% on the evaluation should refer to [EVMS MPA Program Student Handbook](#)



Graded Element	Points	% of Final SCP Score
Rotation Discussion and Self-Reflection	25	10%
Blueprint Prep Mini-Exam (50 questions)	25	10%
Preceptor Evaluation of Student	100	40%
Blueprint Prep Exam-General (120 questions)	100	40%
Total Points	250	100%

Formative Assignment Due Date by SCPE	SCPE	Due Date
Rotation Discussion and Self-Reflection	1	June 1, 2025
Blueprint Prep Mock Rotation Exam	1	June 22, 2025
Rotation Discussion and Self-Reflection	2	July 6, 2025
Blueprint Prep Mock Rotation Exam	2	July 27, 2025
Rotation Discussion and Self-Reflection	3	August 10, 2025
Blueprint Prep Mock Rotation Exam	3	August 31, 2025
Rotation Discussion and Self-Reflection	4	September 21, 2025
Blueprint Prep Mock Rotation Exam	4	October 12, 2025
Rotation Discussion and Self-Reflection	5	October 26, 2025
Blueprint Prep Mock Rotation Exam	5	November 16, 2025
Rotation Discussion and Self-Reflection	6	November 30, 2025
Blueprint Prep Mock Rotation Exam	6	December 21, 2025
Rotation Discussion and Self-Reflection	7	January 18, 2026
Blueprint Prep Mock Rotation Exam	7	February 7, 2026
Rotation Discussion and Self-Reflection	8	March 1, 2026
Blueprint Prep Mock Rotation Exam	8	March 22, 2026
Rotation Discussion and Self-Reflection	9	April 5, 2026
Blueprint Prep Mock Rotation Exam	9	April 26, 2025

Grading Scale

All EVMS SHP programs for which the Macon & Joan Brock Virginia Health Sciences at Old Dominion University serves as the school of record will use the following grading scale for those courses in which grades affect the Grade Point Average (GPA). Mathematical rules for rounding to the nearest whole number based on two decimal places apply. For example, a final grade of 93.45 would round to a 94 (A). A final grade of 93.44 would round to a 93 (A-).

Table 1: Grades Not Affecting GPA

Code	Description
H	Honors
HP	High Pass
P	Pass
NP	Non-Pass

Table 2: Course Points Equating to Grade Specific to Course

Course Points	Letter Grade
90-100	H



80-89	HP
70-79	P
69 or less	NP

Policies

Attendance

Financial Services must verify participation of all students in all classes to initiate Financial Aid disbursements. In face-to-face courses, participation is verified by physical attendance. In online courses, completion of week one BioSig activities is verification of presence and participation in each course. Failure to participate (absences, failure to log in via the Learning Management System [LMS], missing important deadlines, additional BioSig verifications) may lead to withdrawal from this course in accordance with the program/institution handbook. Refer to Section: Attendance Policies of the [EVMS MPA Program Student Handbook](#) for complete details of the Attendance Policies.

To facilitate and maximize learning opportunities, attendance as per the preceptor is mandatory. Negotiating and requesting schedule changes with preceptors or sites is prohibited. Students are expected to follow the schedule provided by the preceptor which may include nights, weekends, on call shifts, and extended hours. Students are expected to be on time for clinic. Students who are absent or late must follow the policies outlined in the Attendance Policies of the [EVMS MPA Program Student Handbook](#). Additionally, it is the student's responsibility to notify the preceptor and site of lateness and absences.

Professionalism

Professionalism is an important attribute. Behavior in the clinic may be considered an indicator of future behavior as a practicing PA. Students are expected to adhere to the professional standards described in the [EVMS MPA Program Student Handbook](#).

Examination Policy

All EOR examinations will be administered by the EVMS Student Testing Center or MonitorEDU, when necessary. MonitorEDU is an online, remote proctoring service. This option is available for students who are traveling outside the local area. Students must have a secure internet connection to utilize MonitorEDU. All students are expected to comply with the examination procedures distributed by the program. Program administration will provide details regarding use of MonitorEDU prior to scheduling EOR exams. Refer to the EVMS MPA Program Student Handbook for complete details on examination policies.

Late Work

Submission of work past the due date will result in the deduction of points from the above Evaluation and Grading section. However, all assignments are required to be completed to progress through the clinical year.

Academic Integrity

All students in the EVMS School of Health Professions must meet high expectations for academic integrity. In addition to being required to maintain the guidelines outlined for Monarch Citizenship

through the Honor Code, Honor Pledge, and Monarch Creed, students enrolled in the EVMS School of Health Professions must adhere to the Expectations for Health Professions Student Behavior Policy.

Artificial Intelligence Use Policy

In this course, you may not use AI tools such as ChatGPT and DALL•E 2, to generate content (including text, images, digital art, sound, video, and programming code). Generative AI use is strictly prohibited. You must complete all course assignments on your own or with your classmates. Using AI tools to create content for your assignments is a form of academic dishonesty and a violation of the University Honor Code.

Course Schedule

The date and location of the first day of the rotation will be posted in Exxat. The remaining schedule details will be provided by the site on the first day. The start times and locations may have previous student details but will be updated with your specific information by the weekend before the first day of the rotation.

Instructional Objectives

Students may not encounter each of the instructional objectives during this course. Through patient encounters and self-directed learning at the end of this SCPE, the student should be able to demonstrate the following knowledge, skills, and attitudes.

General Learning Outcomes (Program Competencies)-see appendix A for a list of topics addressed in the following learning outcomes.

LO1. Apply evidence-based medical knowledge to aid in clinical decision-making (MKb).

- Research current clinical practice guidelines for patient encounters.
- Utilize clinical decision support tools in conjunction with patient data to guide treatment decisions.
- Apply knowledge of basic sciences (anatomy, physiology, pathophysiology, microbiology, and genetics) to diagnose and manage conditions.
- Identify underlying disease processes for conditions encountered in the selected field of medicine.
- Recognize disease associations and complications through knowledge of scientific concepts.
- Recognize risk factors for preventable diseases.
- Utilize evidence-based medicine for evaluating best practices to increase knowledge and improve patient care.

LO2. Order laboratory and diagnostic testing appropriately (CTSc).

- Identify the most relevant diagnostic studies based on the patient's reason for visit and suspected diagnosis.
- Evaluate the clinical relevance of diagnostic studies considering the patient's age, gender, comorbidities, and other individual factors.
- Identify the risks and benefits of diagnostic studies.

LO3. Interpret laboratory and diagnostic testing accurately (CTSc).

- Identify abnormal findings for laboratory tests and diagnostic studies.
- Determine the clinical significance of the results.
- Synthesize results of diagnostic studies with clinical data to understand the patient's condition.

LO4. Apply clinical reasoning to develop a differential diagnosis based on history, physical examination, and review of diagnostic studies (MKa, CRPSa).

- Elicit an appropriate history and physical examination.
- Establish a differential diagnosis by prioritizing potential conditions based on clinical presentation.
- Integrate findings from the patient's history, physical examination, and diagnostic studies to refine the differential diagnosis.
- Utilize clinical reasoning to rule in or rule out potential diagnoses.
- Revise the differential diagnosis through ongoing patient evaluation and interpretation of diagnostic study results.

LO5. Establish appropriate referral strategies for specialty care (CRPSb).

- Assess clinical scenarios to determine when specialty care is necessary, considering the severity of the condition and the patient's overall health status.
- Identify specialty disciplines and care provided.
- Identify conditions that require referral or consultation with a specialist.
- Determine coordinated care plans, ensuring continuity of care.

LO6. Create thorough written documentation of patient encounters (ICSa).

- Document patient encounters in a clear, organized, and professional manner, adhering to legal, ethical, and institutional guidelines.
- Demonstrate attention to detail when documenting patient history, physical findings, differential diagnoses, and treatment plans.
- Use electronic health records (EHR) systems effectively, maintaining accuracy and confidentiality in patient documentation.

LO7. Demonstrate effective exchange of information when interacting with patients, families, preceptors, and other health professionals (ICSa).

- Participate in discussions with the preceptor ensuring clear communication of relevant clinical information.
- Demonstrate effective communication when counseling patients on management plans.
- Present patient encounters in a logical and concise manner.
- Communicate patient information with healthcare team members to coordinate care.
- Utilize sensitive and respectful communication when educating patients and families about difficult topics.

LO8. Demonstrate the professional attributes of a physician assistant (PA) (PBa).

- Adhere to ethical guidelines and standards of practice in all patient interactions, demonstrating honesty, integrity, and confidentiality.
- Show professional conduct by seeking feedback, reflecting on practices, and making improvements based on self-assessment.
- Take initiative in learning and in patient care while respecting the contributions of all team members.
- Establish the professional identity of a PA upholding the standards of the profession.
 - Model integrity, responsibility, and ethical conduct.
 - Show initiative to learn
 - Respond well to constructive feedback
 - Adapt to change
 - Recognize the limitations and boundaries of a PA
 - Adhere to policies and procedures of the practice
 - Engage in a self-directed approach to learning.
- Recognize medical ethical issues.

- Provider-patient relationship
- Informed consent
- Equitable resource allocation
- Patient Safety
- Confidentiality

LO9. Collaborate with other members of the healthcare team (PBa).

- Determine the roles and responsibilities of various members of the healthcare team.
- Respect the expertise of other healthcare team members, working towards patient-centered care and mutual respect.
- Engage in resolving conflict when team disagreements arise maintaining focus on patient care and well-being.

Elective Care Learning Outcomes (B3.03a)

LO10. Demonstrate an understanding of scientific concepts and the knowledge necessary for evaluating patients in this specialty (MKb).

- Identify scientific principles relevant to the specialty, including pathophysiology, diagnostics, and treatment modalities.
- Apply evidence-based practices when assessing patient conditions specific to the specialty.
- Identify differential diagnoses based on patient presentation and scientific evidence.

LO11. Elicit an appropriate history for a patient in this specialty (CTSa).

- Demonstrate the ability to ask focused, relevant questions to obtain a comprehensive patient history based on presenting symptoms and clinical context.
- Identify psychosocial and cultural factors that may influence the patient's history and care.
- Recognize pertinent review of systems questions to complete a thorough patient history.

LO12. Correlate abnormal physical examination findings to disease conditions in this specialty (MKb).

- Identify abnormal physical examination findings and associate them with specific disease processes or conditions.
- Analyze physical examination results in the context of the patient's history to form a differential diagnosis.

LO13. Appropriately prescribe and dose medications for patients in this specialty (CRPSb).

- Identify appropriate medications based on the patient's diagnosis, medical history, and current clinical guidelines.
- Calculate the correct medication dosing, considering factors such as age, weight, renal and hepatic function, drug interactions, and route of administration.
- Adjust medication regimens as necessary based on patient response, side effects, and lab results.

LO14. Formulate a management plan for conditions encountered in this specialty (MKb, CRPSb).

- Develop evidence-based management plans tailored to specific conditions encountered in the specialty, incorporating clinical guidelines and best practices.
- Prioritize interventions in a management plan, considering factors such as severity, comorbidities, and patient preferences.
- Modify management plans based on patient progress, response to treatment, and emerging clinical findings.

LO15. Provide appropriate patient education on management of conditions encountered in this specialty (MKb, CRPSb).

- Communicate clear, accurate, and understandable information to patients about their condition, treatment options, and expected outcomes.

- Identify the individual's health literacy level, cultural background, and learning preferences when providing patient education.
- Instruct patients on self-management strategies, including lifestyle modifications, medication adherence, and symptom monitoring.
- Provide resources and support to help patients understand and manage potential side effects or complications of treatment.
- Evaluate patient comprehension and address any questions or concerns to ensure effective understanding of their management plan.

LO16. Recommend appropriate disposition of patients according to severity of the presenting problem for patients in this specialty (CRPSb).

- Assess the severity of a patient's presenting problem to determine the appropriate level of care, including outpatient management, urgent care, or emergency referral.
- Identify high-risk factors that warrant immediate intervention or higher-level care.
- Collaborate with the healthcare team to ensure safe and effective patient transitions, including appropriate follow-up plans and referrals if needed.

LO17. Counsel patients on appropriate health maintenance and promotion in this specialty(MKb, CRPSb).

- Provide individualized health maintenance recommendations based on the patient's age, medical history, lifestyle, and risk factors.
- Educate patients on preventive care measures, such as screenings, vaccinations, and healthy lifestyle choices to reduce disease risk.
- Counsel patients on the importance of regular physical activity, nutrition, and stress management as part of a comprehensive health promotion plan.

LO18. Recognize medical ethical issues related to this specialty (PBa).

- Identify common ethical dilemmas encountered in the specialty, such as informed consent, confidentiality, and patient autonomy.
- Apply ethical principles, including beneficence, non-maleficence, and justice, to clinical decision-making in specialty-specific situations.

LO19. Use resources appropriately (PBa).

- Identify relevant clinical guidelines, medical literature, and specialty-specific resources to inform patient care decisions.
- Demonstrate effective use of electronic health records (EHR), diagnostic tools, and databases to enhance patient assessment and management.
- Appropriately incorporate community resources, support services, and educational materials into patient care plans.
- Evaluate the cost-effectiveness of resources and treatments, balancing clinical needs with patient access and healthcare system constraints.

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Disclaimer

Every attempt has been made to provide a complete, detailed syllabus that accurately provides both the overview and expectations of this course. However, unforeseen circumstances and events may make it necessary for the Course Director/faculty to modify the syllabus during the semester. Changes to this document will be assessed in light of the course purpose, program mission, and overall benefit to the student. Changes will be made public promptly and through various methods including but not limited to in-class announcements, emails, LMS announcements, and changes to the Program Calendar. It is the responsibility of the student to ensure compliance.

Students are encouraged to self-disclose disabilities that the Office of Educational Accessibility has verified by providing Accommodation Letters to their instructors early in the semester in order to start receiving accommodations. Accommodations will not be made until the Accommodation Letters are provided to instructors each semester.

Please consult the EVMS School of Health Professions Student Handbook and other applicable policies and handbooks, and the [program-specific handbook](#) for descriptions of additional policies to be applied uniformly across classes within this program. Old Dominion University academic and university policies may apply. Consult Library Services, and Offices of Financial Aid, or Student Affairs, for additional support.