Please attach proposed Syllabus in approved university format.

1. Course subject and number: PHA 592  
2. Units: 2
   See upper and lower division undergraduate course definitions.

3. College: Health and Human Services  
4. Academic Unit: Physician Assistant Studies

5. Student Learning Outcomes of the new course. (Resources & Examples for Developing Course Learning Outcomes)

Upon completion of this course, the student will be able to:

1. Demonstrate graduate level thinking skills which include the ability to do the following:
   a) Think logically and consistently question
   b) Integrate and synthesize knowledge
   c) Access information from online sources
   d) Write in a clear, concise and logical manner
   e) Apply knowledge to real-life situations

2. Utilize critical thinking skills through the use of evidence-based medicine.
3. Transfer clinical information needs into answerable clinical questions.
4. Identify the best available evidence in the medical literature to answer clinical questions.
5. Critically evaluate the available clinical evidence for its validity and usefulness.

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes)

The state of Arizona includes a uniquely diverse population where the ranges of differences across ethnic, racial, socio-economic, and educational characteristics are significant. This diversity promotes a rich culture. Many of these factors, however, are also highly correlated with inequities in high school graduation rates, college retentions rates, and eventual progression to health professional programs. Within Arizona, non-Hispanic/American Indian students experience the largest burden in this area followed by Hispanic/Latinos, and Black/African American students. A HRSA grant to provide start up funding for the Journey for Underrepresented Medical Professionals (JUMP) HCOP will establish and maintain a network of pathway options for students from disadvantaged backgrounds to work towards healthcare careers. This course PHA 592 and the prerequisite courses PHA 590 and PHA 591 make up the HealthPAth program specifically designed as a post-baccalaureate year to help students from disadvantaged backgrounds build a stronger foundation in the basic sciences.
in addition to improving learning strategies to become a more competitive applicant. This course in the series will combine aspects of evidence-based medicine, searching the literature, and drafting a final Capstone paper in addition to continued experiential learning through medical scribing opportunities in the free clinics. Students who successful complete the post-baccalaureate year will be guaranteed an interview for the NAU PA program.

7. Course Title: **FUNDAMENTALS OF HEALTH AND DISEASE III**  
   *(max 100 characters including spaces)*

8. Catalog course description *(max. 60 words, excluding requisites):*

   This course will build on the opportunities for medical scribing in healthcare and will also provide direct instruction on research methodology & evidence-based medicine. Scholars will select a topic and write the Capstone Paper. Individual and group feedback of written assignments including discussion posts, tutoring, and mentoring are designed to improve writing skills and the completed paper. 1 hr. lecture, 3 hrs. lab.

9. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?

   Yes ☐   No ☒

   If yes, list and include the appropriate plan proposal.

   **Post-baccalaureate year with no degree or certificate granted**

10. Does this course duplicate content of existing courses?  

    Yes ☐   No ☒

   If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course, and include applicable support/correspondence.

11. Grading option:  

    Letter grade ☒   Pass/Fail ☐   Both ☐

12. Proposed Co-convene with:  

14a. UGC approval date*:  

   See co-convening policy.  
   *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

13. Proposed Cross-list with:  

   See cross listing policy.

14. May course be repeated for additional units?  

   Yes ☐   No ☒

   14a. If yes, maximum units allowed?  

   14b. If yes, may course be repeated for additional units in the same term?  

   Yes ☐   No ☒

15. Proposed Prerequisites:  

   PHA 591  

   If prerequisites, include the rationale for the prerequisites.

   **To be eligible to apply to the HealthPAth scholars program, students must meet one of the qualifying categories as defined in the HRSA grant including educationally or economically disadvantaged status or Veteran status, and must be an Arizona resident. They must have**

*Effective Fall 2015*
applied to the NAU PA Program but not been accepted. A separate interview process will be conducted for those students who wish to be considered for the HealthPAth program. Successful completion of PHA 591 will serve as a prerequisite for PHA 592.

16. Proposed Co requisites: N/A
   If co requisites, include the rationale for the co requisites.

17. Does this course include combined lecture and lab components? Yes ☒ No ☐
   If yes, include the units specific to each component in the course description above.

18. Does this course include an experiential learning component? Yes ☒ No ☐

19. Class Instruction Mode: In-person ☒ Online ☐ Blended ☐
   If In-person or Blended, where will the course be offered? FLGMTN ☐ Other ☐

20. Which terms will the course be offered?
   Fall ☐ Winter ☐ Spring ☐ Summer ☒
   Other ☐ ________________ (Fall/Even Yrs, Spring/Odd Yrs, Intermittent, etc.)

21. Do you anticipate this course will be scheduled outside the regular term? Yes ☐ No ☒
   If yes, please refer to: http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/

22. Will there be a course fee? Yes ☐ No ☒
   If yes, please refer to: http://nau.edu/Registrar/Faculty-Resources/Course-Fees/

**Answer 23-24 for UCC/ECCC only:**

23. Is this course being proposed for Liberal Studies designation? Yes ☐ No ☒

24. Is this course being proposed for Diversity designation? Yes ☐ No ☒

**FLAGSTAFF MOUNTAIN CAMPUS**

Scott Galland 2/5/2016
Reviewed by Curriculum Process Associate Date

**Approvals:**

Department Chair/Unit Head (if appropriate) Date

Chair of college curriculum committee Date

Effective Fall 2015
**Department of Physician Assistant Studies**

**PHA 592 FUNDAMENTALS OF HEALTH AND DISEASE III Syllabus**

*2 Credits, 64 Clock hours*

1 credit for lecture (1.25 hours contact time/week)

1 credit for lab (3 hours contact time/week)

**Instructor of Record:** Michelle DiBaise, DHSc, PA-C

*Effective Fall 2015*
Participating Faculty and Academic Professionals: Emily Babcock, DHSc, PA-C; Bettie Coplan, MPAS, PA-C

Office Address: 435 N 5th Street, HSEB, Room C-612

Office Hours: By appointment

Course Time and Location: Please see the weekly calendar below for dates and times of class.

Course Prerequisites: Admittance into the HealthPAth Program, Successful completion of PHA 591

Course Description:
This two credit hour lecture and lab-based course will build on the weekly opportunities to experience community outreach through performing patient assessments and serving as a scribe at Student Health Outreach for Wellness Clinic (SHOW), a Healthcare for the Homeless campus, and Crossroads, a transitional facility for clients undergoing rehabilitation for substance abuse. Additional primary care sites may be made available for volunteering as the scholar’s schedule allows. Scholars will also be exposed to various healthcare disciplines including medicine, PA, physical therapy, occupational therapy, social work, dental hygiene, nursing, audiology, and nutrition through the SHOW clinic. This course will also provide direct instruction on research methodology as it pertains to evidence-based medicine, and to prepare students for the independent project. The course requires students to analyze research and apply acquired knowledge to patient care. It is designed to teach and foster appropriate assessment of the clinical literature as well as sound clinical decision-making using evidence-based practices. Scholars will select a topic and begin drafting the Capstone Paper. Individual and group feedback of written assignments including discussion posts are designed to improve writing skills. Tutors will also work with scholars to improve writing.

Course Goals:
1. Provide students with a forum in which to demonstrate mastery of the competencies for writing, professionalism, and direct patient contact.
2. Direct and assist students as they prepare and complete their Independent Projects.

Student Learning Outcomes: Upon completion of this course, the student will be able to:
1. Demonstrate graduate level thinking skills which include the ability to do the following:
   a) Think logically and consistently question
   b) Integrate and synthesize knowledge
   c) Access information from online sources
   d) Write in a clear, concise and logical manner
   e) Apply knowledge to real-life situations

2. Utilize critical thinking skills through the use of evidence-based medicine.
3. Transfer clinical information needs into answerable clinical questions.
4. Identify the best available evidence in the medical literature to answer clinical questions.

Effective Fall 2015
5. Critically evaluate the available clinical evidence for its validity and usefulness.


**Course structure/approach:**
Weekly lectures, small group discussions, and outreach labs will provide the student with the time to execute a thorough investigation of a medical question and develop background using reliable medical sources and critical thinking skills. The student will construct and implement of an effective research plan designed to acquire new medical information with the construction of a research question, background significance and rationale and methodological approach. The student will submit a written project and formally present the project to faculty and peers.

The student will also continue their ethical and professional development in healthcare with hands on application through scribing at Crossroads and at the Healthcare for the Homeless campus.

**Textbook and Resources:**

**Recommended Resources / Web sites:**
- NAU library page for the Phoenix Biomedical Campus: [http://azhin.org/pbc/physicianassistant](http://azhin.org/pbc/physicianassistant)

**Course Outline:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Date/Time</th>
<th>Lecture Topic</th>
<th>Lab Date/Time/Location</th>
<th>Lab Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 hour</td>
<td>Evidence Based Medicine</td>
<td>3 hours</td>
<td>Library Instruction/Exercises</td>
</tr>
<tr>
<td>2</td>
<td>1 hour</td>
<td>Development of the Literature Review</td>
<td>3 hours</td>
<td>Crossroads/SHOW clinic</td>
</tr>
<tr>
<td>3</td>
<td>1 hour</td>
<td>How to Read a Paper</td>
<td>3 hours</td>
<td>Appraise/Apply exercises</td>
</tr>
</tbody>
</table>
Assessment of Student Learning Outcomes:
Students are evaluated through the following methods:

**Course assignments** including discussion posts, summary of the literature review, a first and second draft of the written project, the final written project, and the PowerPoint presentation. To be considered complete, each assignment must be turned in by the designated date and follow the outlined criteria.

Discussion Posts: You are expected to participate in discussion posts as noted in the syllabus. Prompt questions are provided on the Discussion Board. Please post your initial response to the prompt question no later than **Wednesday** at midnight on the week the post is required. Posts should be 300 words in length **minimum**. If using supporting evidence please add references. Please respond to at least one classmate no later than **Sunday** at midnight on the week the post is due. Responses should be 200 words in length **minimum** with references as necessary. Each assignment is due by the designated date and follow the criteria outlined to be considered complete.

<table>
<thead>
<tr>
<th></th>
<th>1 hour</th>
<th>Summarizing a review of the literature</th>
<th>3 hours</th>
<th>Crossroads/SHOW clinic</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1 hour</td>
<td>Summary of Literature for Project due</td>
<td>3 hours</td>
<td>Formatting the Literature Review into a Capstone Project</td>
</tr>
<tr>
<td>6</td>
<td>1 hour</td>
<td>Interviewing and resume writing skills</td>
<td>3 hours</td>
<td>Crossroads/SHOW clinic</td>
</tr>
<tr>
<td>7</td>
<td>1 hour</td>
<td>Draft of final project due</td>
<td>3 hours</td>
<td>Brief presentation of projects with feedback</td>
</tr>
<tr>
<td>8</td>
<td>1 hour</td>
<td>The use of PowerPoint for effective presentations</td>
<td>3 hours</td>
<td>Crossroads/SHOW clinic</td>
</tr>
<tr>
<td>9</td>
<td>1 hour</td>
<td>Second project draft due</td>
<td>3 hours</td>
<td>Work on PowerPoint Presentations and Final Paper</td>
</tr>
<tr>
<td>10</td>
<td>1 hour</td>
<td>Presentation of Projects</td>
<td>3 hours</td>
<td>Crossroads/SHOW clinic</td>
</tr>
<tr>
<td>11</td>
<td>1 hour</td>
<td>Presentation of Projects</td>
<td>3 hours</td>
<td>Crossroads/SHOW clinic</td>
</tr>
<tr>
<td>12</td>
<td>1 hour</td>
<td>Final Project due</td>
<td>3 hours</td>
<td>Crossroads/SHOW clinic</td>
</tr>
</tbody>
</table>

**Discussion Board Posts** 10%
**Summary of the Literature** 10%
**First Draft Paper** 10%
**Second Draft Paper** 20%
**Final Project** 30%
**PowerPoint Presentation** 10%
**Participation and professionalism** 10%
**100%**

Participation and professionalism in this course is defined as follows:

**Effective Fall 2015**
• **Attendance**: Student attends all lectures & labs (exceptions made for documented emergencies/illness only and will require advance communication with instructor of record) with no more than ONE late arrival. All absences will require make-up assignment(s).

• **Attitude**: Student maintains a professional demeanor in all interactions (discussions, emails, etc.) with peers and faculty; accepts professional guidance.

• **Collaboration**: Student takes an active, cooperative role in group activities.

• **Preparedness**: Students completes readings and/or modules prior to class, and is prepared to apply this knowledge in the classroom. Student takes an active role in seeking additional information from external sources when needed.

**Grading System:**
The following grading scale will be used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>≤ 69</td>
</tr>
</tbody>
</table>

**Course policy:**

**Attendance**: Attendance in lecture is mandatory due to the material presented. Please refer to the NAU DPAS Student Handbook on policies on attendance.

**Student Responsibilities:**

Students are expected to attend all classes and to read assigned readings as stated on the instructional objectives prior to class. This will facilitate comprehension of the material presented in lecture.

All assignments are to be fully completed, handed in by the designated due date and follow the outlined criteria.

Student are expected to consistently conduct themselves in a professional manner, to demonstrate respect, compassion and integrity, sensitivity to differences in all interaction and to demonstrate emotional resiliency, stability, flexibility and tolerance of ambiguity and anxiety.

All cell phones and electronic devices must be turned off and out of sight during exams. If a student is found with a cell phone out during an exam, the student will receive an immediate grade of zero for the exam, and potentially further disciplinary action.

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**SAFE ENVIRONMENT POLICY**
NAU’s Safe Working and Learning Environment Policy prohibits sexual harassment and assault, and discrimination and harassment on the basis of sex, race, color, age, national origin, religion, sexual orientation, gender, gender identity, disability, or veteran status by anyone at this university. Retaliation of any kind as a result of making a complaint under the policy or participating in an investigation is also

**NORTHERN ARIZONA UNIVERSITY**
**POLICY STATEMENTS FOR COURSE SYLLABI**
prohibited. The Director of the Equity and Access Office (EAO) serves as the university’s compliance officer for affirmative action, civil rights, and Title IX, and is the ADA/504 Coordinator. EAO also assists with religious accommodations. You may obtain a copy of this policy from the college dean’s office or from NAU’s Equity and Access Office website nau.edu/diversity/. If you have questions or concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Equity and Access Office (928) 523-3312 (voice), (928) 523-9977 (fax), (928) 523-1006 (TTD) or equityandaccess@nau.edu.

STUDENTS WITH DISABILITIES
If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

ACADEMIC CONTACT HOUR POLICY
Based on the Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-224), for every unit of credit, a student should expect, on average, to do a minimum of three hours of work per week, including but not limited to class time, preparation, homework, studying.

ACADEMIC INTEGRITY
Integrity is expected of every member of the NAU community in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded in honesty with respect to all intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. An NAU student’s submission of work is an implicit declaration that the work is the student’s own. All outside assistance should be acknowledged, and the student’s academic contribution truthfully reported at all times. In addition, NAU students have a right to expect academic integrity from each of their peers.

Individual students and faculty members are responsible for identifying potential violations of the university’s academic integrity policy. Instances of potential violations are adjudicated using the process found in the university Academic Integrity Policy.

RESEARCH INTEGRITY
The Responsible Conduct of Research policy is intended to ensure that NAU personnel including NAU students engaged in research are adequately trained in the basic principles of ethics in research. Additionally, this policy assists NAU in meeting the RCR training and compliance requirements of the National Science Foundation (NSF)-The America COMPETES Act (Creating Opportunities to Meaningfully Promote Excellence in Technology, Education and Science); 42 U.S.C 18620-1, Section 7009, and the National Institutes of Health (NIH) policy on the instruction of the RCR (NOT-OD-10-019; “Update on the Requirement for Instruction in the Responsible Conduct of Research”). For more information on the policy and the training activities required for personnel and students conducting research, at NAU, visit: http://nau.edu/Research/Compliance/Research-Integrity/

Effective Fall 2015
SENSITIVE COURSE MATERIALS
University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

CLASSROOM DISRUPTION POLICY
Membership in the academic community places a special obligation on all participants to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. Instructors have the authority and the responsibility to manage their classes in accordance with University regulations. Instructors have the right and obligation to confront disruptive behavior thereby promoting and enforcing standards of behavior necessary for maintaining an atmosphere conducive to teaching and learning. Instructors are responsible for establishing, communicating, and enforcing reasonable expectations and rules of classroom behavior. These expectations are to be communicated to students in the syllabus and in class discussions and activities at the outset of the course. Each student is responsible for behaving in a manner that supports a positive learning environment and that does not interrupt nor disrupt the delivery of education by instructors or receipt of education by students, within or outside a class. The complete classroom disruption policy is in Appendices of NAU’s Student Handbook.
August 25, 2015