

Anatomical Sciences I (HPANA-65101)

This course is designed to provide the student an extensive background in the fundamentals of human anatomy through lecture, small group laboratory, and independent study formats. Embryology coupled with structures of the central nervous system, upper and lower extremities, cardiovascular and pulmonary systems, abdomen and pelvis, and reproductive organs are described and illustrated in lecture followed by laboratory experiential learning that emphasizes the location, identification, function, and relationships of pertinent structures using cadavers, dissections, radiographic images, and static models. The course is intended to provide an anatomical basis for understanding the physical examination and structural changes associated with illness and injury of each major organ and body system.

Credit: 5 semester hours

Course Director: Ming Zhang

Course Offered: Fall 1, Terms 1,2,3

Anatomical Sciences II (HPANA-62102)

This course is designed to provide the student an extensive background in the fundamentals of human anatomy utilizing lecture, small group laboratory, and independent study formats. Anatomic structures of the head and neck are described and illustrated in lecture followed by laboratory experiential learning to include location and identification as well as function and relationships of structures using cadavers, dissections, radiograph images, and static models. The course is intended to provide an anatomical basis for understanding the physical examination and structural changes associated with illness and injury of each major organ and body system.

Credit: 2 semester hours

Course Director: Ming Zhang

Course Offered: Spring 1, Term 1

Behavioral Dynamics (PABDN-63431)

A lecture and discussion course designed to provide the student with an overall view to the normal and abnormal characteristics of human psychological development and behavior. The etiology of common behavioral and mental health conditions and consequences of common congenital and environmental influences on psychological development are studied in relation to the pediatric, adult and geriatric patient populations.

Credit: 3 semester hours

Course Directors: Asghar, Ali and Richards, Jessica

Course Offered: Spring 1, Terms 2, 3

Clinical Biochemistry (HPBIO-63121)

This course is designed to provide the student with the basics of clinical biochemistry in order to prepare them for their further studies. The course will review basic organic chemistry pertinent to understanding metabolic pathways with emphasis on different aspects of clinical biochemistry including structure and function of proteins, enzyme kinetics, and the metabolism of carbohydrates, lipids and amino acids. Special attention will be given to the nutritional needs of humans.

Credit: 3 semester hours

Course Director: Kristina Hulten

Course Offered: Fall 1, Terms 1, 2

Clinical Genetics (HPGEN-61141)

The genetics course introduces students to the basics of clinical genetics in order to prepare them for their further studies and practice in primary care. The course will review fundamental genetic concepts, principles and information (patterns of inheritance, mitosis & meiosis, the structure of DNA, RNA and protein synthesis) as well as concepts underlying clinical genetics (human development, gene analysis, disease producing mutations).

Credit: 1 semester hour

Course Director: Claudia Soler-Alfonso

Course Offered: Fall 1, Term 3

Clinical Medicine I (PACMD-61501)

The PIM module introduces the basic principles cell injury, adaptation and death, acute and chronic inflammation, cell regeneration and fibrosis, hemostasis, thrombosis and shock, immune-mediated injury, benign and malignant neoplasms, atherosclerosis along with an introduction to the mechanisms underlying viral, bacterial, and fungal pathogens to include innate host defense mechanisms prior to studying organ system pathophysiology.

Credit: 1 semester hour

Course Director: Katherine Erdman

Course Offered: Fall 1, Term 1

Clinical Medicine II (PACMD-61502)

The CVS module introduces the pathophysiology, clinical manifestations differential diagnosis, and treatments of acute and chronic disease involving the cardiovascular system. Critical Thinking Sessions are used to integrate and apply the acquired from lectures and readings.

Credit: 1 semester hour

Course Director: Katherine Erdman

Course Offered: Fall 1, Term 2

Clinical Medicine III (**PACMD-63503**)

The PRI module introduces the pathophysiology, clinical manifestations, differential diagnosis, and treatments of acute and chronic disorders involving the pulmonary, renal and integument systems. Critical Thinking Sessions are used to integrate and apply the acquired from lectures and readings.

Credit: 3 semester hours

Course Director: Katherine Erdman

Course Offered: Fall 1, Term 3

Clinical Medicine IV (**PACMD-62511**)

The GGMR module introduces the pathophysiology, clinical manifestations, differential diagnosis, and treatments of acute, chronic and obstructive disorders involving the gastrointestinal, genitourinary, musculoskeletal, and rheumatologic systems. Critical Thinking Sessions are used to integrate and apply the acquired from lectures and readings.

Credit: 2 semester hours

Course Director: Katherine Erdman

Course Offered: Spring 1, Term 1

Clinical Medicine V (PACMD-62512)

The EON module introduces the pathophysiology, clinical manifestations, differential diagnosis, and treatments for acute and chronic disorders involving the ears, eyes, and central and peripheral nervous systems. Critical Thinking Sessions are used to integrate and apply the acquired from lectures and readings.

Credit: 2 semester hours

Course Director: Katherine Erdman

Course Offered: Spring 1, Term 2

Clinical Medicine VI (PACMD-62513)

The EGHOUID module introduces the pathophysiology, clinical manifestations, differential diagnosis and treatments for urgent, acute and chronic disorders involving the endocrine and hematologic systems coupled with disorders effecting older adults and the management of HIV infection. Critical Thinking Sessions are used to integrate and apply the acquired from lectures and readings.

Credit: 2 semester hours

Course Director: Katherine Erdman

Course Offered: Spring 1, Term 3

Clinical Prevention (PACLP-62301)

This Fall 1 semester course introduces students to the history, underlying theory, basic concepts, and interplay associated with public health, lifestyle medicine, and clinical prevention in the United States. Strategies for illness prevention, risk characterization, early screening for asymptomatic disease, risk stratification, and the reduction of risk at the individual and community level will be addressed. The content within the course is designed to provide a foundation for parallel learning experiences in Health Behavioral Counseling, Clinical Medicine, Genetics, and Health Research Methods. The need to identify health behaviors and risks will be reinforced within the Physical Diagnosis course through patient write-ups and through this course using case integrations.

Credit: 2 semester hours

Course Director: Sarah Keyes

Course Offered: Fall 1, Terms 1, 2

Cultural Competency I (PACC-62401)

The course introduces students to issues surrounding cultural awareness and sensitivity pertaining to the diversity and uniqueness of populations to be encountered as health care practitioners using lectures, panel discussions, small group activities, and participation in community events. Over the course of a year, the course will explore personal bias, communication styles, belief systems, alternative health care practices, family roles, and the relationship of these issues to perceptions of culture and socioeconomic status.

Credit: 2 semester hours

Course Director: Jonnae Atkinson

Course Offered: Fall 1, Terms 1, 2

Diagnostic Testing (PADIA-62701)

A course designed to acquaint students with the principals involved in and the clinical evaluation of radiographic and clinical laboratory diagnostic studies. The emphasis within the radiology section is placed on normal radiographic findings and their comparison to the abnormalities visualized in disease processes. In the laboratory medicine section, the lectures are designed to survey and relate the results of tests to clinical situations. Lectures will also introduce the techniques of more important laboratory tests to include specimen acquisition and handling.

Credit: 2 semester hours

Course Directors: Elizabeth Elliott

Course Offered: Spring 1, Term 2, 3

Electrocardiography (PAECG-62711)

This course designed to present a systematic approach to ECG interpretation in preparation for didactic training in cardiology. The objective of the course is to teach the student to evaluate ECG tracings using the specific steps and each lecture covers a specific topic or topics and builds on the previous ones. After completing each lecture, the student will be given ECG tracings to review and apply the knowledge acquired in laboratory conferences.

Credit: 2 semester hours

Course Director: Antone Opekun

Course Offered: Spring 1, Term 3

Health Behavioral Counseling (HPHBC-62201)

This course introduces counseling and behavioral science theories, skills, and tools to enhance learners' communication skills and understanding of the process of health behavior change. Behavior change stages and processes are introduced using the Transtheoretical Model and social learning theories, with a focus on applying Motivational Interviewing skills. Learning activities include role play, observation of self-help support group sessions, simulated patient encounters, and critical reflection, to help learners develop an intimate understanding of the process of change and increase empathy for patients attempting to change health behaviors.

Credit: 2 semester hours

Course Director: Beth Garland

Course Offered: Fall 1, Terms 2, 3

Health Research Methods (HPRM-62441)

Part I of this course will introduce the principles of human research methodology and explore the impact that different types of human research have on clinical practice and the health care system. Students will develop an understanding of the skills necessary to critically review medical literature, design research study, apply medical and epidemiologic methods, prepare protocols, approach data generation, manage data, perform data analysis, conduct subject follow-up, address quality assurance concerns, and adhere to ethical, legal, and regulatory issues involved in human-subject research. Exercises in inductive reasoning skills are required. These skills include article search-and-retrieval, annotated bibliography generation, and manuscript abstractions necessary to perform critical reflections. Sources of information used to guide these processes will include the 2010 CONSORT Statement criteria and the Cochrane Handbook criteria and the texts.

Part II of this course will provide instruction in applied biostatistical principles necessary to plan and execute a clinical or outcomes-related research project with an emphasis on interpreting results stated in the medical literature, organizing alpha-numeric data and completing fundamental statistical analyses. This aspect of the course will also provide a basis for initiating discussions with statisticians about newly generated findings or engaging in pertinent discussions when larger complex studies are undertaken. Students will understand and develop skills related to descriptive and inferential statistics and develop a proficiency level necessary to complete work on a small research project. These skills include proficiency in research study design, data generation, data management, data analysis, and data display, including graphics. On-line exercises that cognitively reinforce critical content and statistical skills are required and may be completed in small groups or individually.

Credit: 2 semester hours

Course Director: Antone Opekun

Course Offered: Spring 1, Term 2, 3

Human Physiology I (HPPHY-64221)

This course is designed to provide the student an extensive understanding of human physiology from the cellular to the organ and body systems level with a focus on the mechanisms of normal organ function and the consequences of malfunction of the nervous, cardiovascular, respiratory, renal and digestive systems along with temperature regulation. Clinical examples that illustrate the consequences of malfunction are used to emphasize, by comparison, normal physiology.

Credit: 4 semester hours

Course Director: David Johnson

Course Offered: Fall 1, Terms 2, 3

Human Physiology II (HPPHY-62222)

This course is designed to provide an extensive understanding of human physiology from the cellular to the organ and body systems level with a major emphasis on the mechanisms of normal organ function and the consequences of malfunction of the endocrine and reproductive systems along with energy and metabolism, bone, and the physiology of normal pregnancy. Clinical examples that illustrate the consequences of malfunction are used to emphasize, by comparison, normal physiology

Credit: 2 semester hours

Course Director: David Johnson

Course Offered: Spring 1, Term 1

Immunology for Health Professions (HPIMM-62131)

This course will provide an overview of basic immunological concepts including components of the immune system, innate and adaptive immune responses. The immune responses against infectious microbes as well as immunologic diseases will also be addressed.

Credit: 2 semester hours

Course Director: Elisabeth Shell

Course Offered: Fall 1, Term 2

Medical Ethics (PAETH-62421)

The course introduces students from multiple disciplines to the basic concepts and language of medical ethics, presents relevant topics in medical ethics, and models the skills requisite to the application of medical ethics to clinical cases using small group sessions and clinical ethics rounds. The interdisciplinary nature of the course ensures that the breadth and depth of problems in the clinical arena are addressed.

Credit: 2 semester hours

Course Director: Christi Guerrini

Course Offered: Spring 1, Term 2

Pediatrics (PAPED-62531)

The Pediatrics course is designed to introduce students to the most common health problems affecting the pediatric patient from the newborn period through adolescence. The lectures focus on health promotion, disease prevention and screening, pathology identification and management, education and counseling, and injury prevention for the pediatric patient and his/her family. The laboratory components focus on skills and knowledge needed in caring for pediatric patients.

Credit: 2 semester hours

Director: Elizabeth Elliott, PA-C

Course Offered: Spring 1, Term 3

Pharmacology (PAPRM-63801)

This course promotes an understanding of the general principles of pharmacology and their application of these principles to patient care situations. Students will learn the mechanism of action of drugs in different therapeutic classes and understand how use of these drug interacts with the pathophysiology of the disease under treatment; learn the most common effects and side effects for prototypic drugs in each category; become comfortable with sources of information about drugs, drug side effects and drug interactions; learn the drug of choice for diseases; and know which drugs have potentially fatal side effects.

Credit: 3 semester hours

Course Director: Ramachandr Reddy

Course Offered: Fall 1, Terms 2, 3

Pharmacology II (PAPRM-62811)

This course continues the study of the mechanisms of action of drugs in different therapeutic classes and their effects on the pathophysiology of disease states under treatment.

Credit: 2 semester hours

Course Director: Ramachandr Reddy

Course Offered: Spring 1, Term 1

Physical Diagnosis I (PAPHD-66601)

The first semester of this course focuses on developing skills to perform a complete history and physical examination on patients over the spectrum of ages and clinical situations that a physician assistant may encounter in clinical practice. The learning experiences emphasize the principles, skills, routines and special tests appropriate for the assessment of disease involving the cardiovascular and respiratory systems. A secondary aim of this course is the development of skills in formulating an appropriate diagnosis and treatment plan derived from information taken in the history and identified from the physical exam. The course will stress the accurate presentation of information in both written and oral forms.

Credit: 6 semester hours

Course Director: Stephanie DeSandro

Course Offered: Fall 1, Terms 1, 2, 3

Physical Diagnosis II (PAPHD-63611)

The second semester continues to develop skills in performing a complete and problem-specific history and physical examination on patients over the spectrum of ages and clinical situations. The learning experiences focus upon the principles, skills, routines and special tests appropriate for the assessment of diseases involving the eyes, ears, nose, throat, gastrointestinal, genitourinary, dermatological, musculoskeletal, and nervous systems. This semester will continue the development of an appropriate

differential diagnosis and plan for the further evaluation and management of an identified problem with accurate presentation of information in both written and oral forms.

Credit: 3 semester hours

Course Director: Stephanie DeSandro

Course Offered: Spring 1, Terms 1, 2, 3

Problem Solving in Medicine I (PAPSM-61901)

This course assists students to develop their skills at differential diagnosis and problem identification through the integration of information presented in the Clinical Medicine and Physical Diagnosis courses. Multiple critical thinking sessions using team learning techniques are used to explore problems involving the heart and lungs.

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Credit: 1 semester hour

Course Director: Elisabeth Shell

Course Offered: Fall 1, Term 3

Problem Solving in Medicine II (PAPSM-62911)

This course assists students to develop their skills at differential diagnosis and problem identification through the integration of information presented in the Clinical Medicine, Physical Diagnosis and Diagnostic Testing courses. Multiple critical thinking sessions using team learning techniques are used to explore problems involving the skin, abdomen, kidney, lower urinary tract, the eye, ear, nose and throat, musculoskeletal, special sensory, central and peripheral nervous systems, and the hematopoietic system.

Credit: 2 semester hours

Course Director: Elisabeth Shell

Course Offered: Spring 1, Terms 1, 2, 3

Professional Role Issues I (PAPRI-62411)

This course provides students a historical perspective of the evolving professional, clinical and intra-professional roles carried out by physician assistants through a study of the organizational, political, legal and socioeconomic forces that have and continue to shape the profession. The activities of the course are likewise linked to a service learning requirement designed to develop the advocacy role of the Physician Assistant.

Credit: 2 semester hours

Course Director: Carl Fasser

Course Offered: Spring 1, Terms 1, 2, 3

Spanish for Health Professions (PASPEN-62441)

This language workshop provides students with the knowledge and skills required to conduct and interview and physical examination of a person with Spanish as the primary language.

Credit: 2 semester hours

Course Director: Guadalupe Quintanilla

Course Offered: Summer 1

Women's Health (PAWHI-62521)

The course focuses on the normal physiologic and sexual development of women, health maintenance concerns of women at various life stages, and serves as an introduction to gynecologic/obstetric history taking and physical examination skills. The manifestation, evaluation, management, and treatment of common disease entities along with routine care for both gynecologic/obstetric patients are also addressed. The course facilitates the use of critical thinking skills along with appropriate clinical decision-making strategies so that students are able to provide a sensitive approach to preventive and therapeutic healthcare, recognize common gynecologic and obstetric problems, understand appropriate therapeutic interventions, and effectively provide patient education.

Credit: 2 credit hours

Director: Elissa Love, PA-C

Course Offered: Spring 1, Term 2

Clinical Readiness Exam (PACRE 60911)

The two-part CRE is comprehensive exam designed to assess the student's ability to recognize the clinical manifestations of illness and injury using case vignettes and standardized patients. The vignettes cover the major body systems and encompass acute and chronic health problems seen in children and adults. The cases are often accompanied by color photographs that range from skin lesions to electrocardiograms. The patient scenarios are used to assess the student's ability to select and perform components of the physical exam pertinent to the differential evaluation and management of a clinical problem. Performance on the CRE is used to judge the student's readiness to enter the experiential learning phase of their training.

Credit: None

Course Director: Katherine Erdman

Course Offered: Spring 1, Term 3

Clinical Course Grid					
	4 weeks	4 weeks	4 weeks	4 weeks	4 weeks
Clinical Core - 36 weeks	Internal Medicine-Inpatient		Internal Medicine-Outpatient	Obstetrics Gynecology	Psychiatry
	Pediatrics-Inpatient	Pediatrics-Outpatient	Emergency Medicine	Surgery	
	4 weeks	4 weeks	4 weeks	4 weeks	
Integration Core - 16 weeks	Geriatrics	Physical Medicine Rehabilitation	Family and Community Medicine		
	4 weeks	4 weeks			
Research Core - 8 weeks	Research 1	Research 2			
	Master's Paper				
Courses	Professional Role Issues II				
	Cultural Competency II				

Clinical Curriculum

Our location in the heart of the world's largest medical center affords the opportunity for students to train in a number of settings. Students care for varied populations throughout the 36-week clinical curriculum.

A mix of public and private institutions and community-based facilities provides a rich exposure to patients across the lifespan with medical, surgical, women's health, and behavioral and mental health conditions and from many cultures and ethnic groups. Exposure to health beliefs and practices influenced by cultural origins provides an understanding of how to approach providing patient-centered care.

Clinical Core

The 36-week Clinical Core provides in-depth instruction in the evaluation and management of patients seeking medical care across the lifespan to include infants, children, adolescents, adults and elderly, women's health care to include prenatal and gynecologic care, care for conditions requiring surgical management including preoperative, intraoperative and postoperative, and care for behavioral and mental health conditions. Students evaluate and manage patients with preventive, emergent, acute and chronic illness, and injury alongside medical students, residents and faculty in emergency medicine, internal medicine, obstetrics and gynecology, pediatrics, psychiatry and behavioral medicine, and surgery within the affiliated institutions and community practice settings of Baylor College of Medicine. While in these settings students interview and examine patients, assess and stratify illness risk, identify problems requiring behavioral, medical and surgical management, communicate patient information in verbal and written form to physicians, obtain specimens for and order diagnostic tests, participate in surgeries and deliveries, monitor programs of evaluation and therapy, and discuss preventive health care behaviors with patients and families.

See descriptions of all [Clinical Core rotations and clinical phase courses](#).

Integration Core

The 16-week Integration Core is comprised of four-week rotations in Geriatric Medicine and Physical Medicine and Rehabilitation, and an eight-week rotation in Family and Community medicine. The earlier training experiences conducted in the ambulatory clinic, emergency center, nursery, operating room, and hospital ward settings prepare PA students to deliver health care services to diverse patient populations of all ages including infants, children, and adolescents, adult and elderly with a range of preventive, emergent, acute and chronic medical, surgical and mental health and behavioral conditions. During the Family and Community Medicine rotation, students may be assigned to practices in rural community settings across Texas, or urban or suburban settings in Houston and surrounding areas. Each of these settings emphasizes the principles and practices of community-oriented primary care offering the student greater understanding of the health and disease status of individuals in the psychosocial and economic context of the family.

See descriptions of [Integration Core rotations](#).

Research Core

The remaining Research Core is comprised of two four-week research practicums and the Master's Paper Project.

Learn about [research opportunities and requirements](#).

Found at [“Clinical Core rotations” link.](#)

[Should be “Clinical Core rotations and clinical phase courses”](#)

Emergency Medicine (PAERM-74681)

The core Emergency Medicine rotation provides an in-depth exposure to the illnesses and injuries sustained by children, adults, and the elderly that necessitate emergency care. The educational experiences emphasize the focusing of interview and examination skills and performing of techniques and procedures essential to the proper management of surgical illness and injury.

Credit: 4 semester hours

Course Directors: Eric Martinez and [Stephanie Desandro](#)

Course Offered: Fall 2, Spring 2

Internal Medicine – Inpatient (PAIMI-78621)

During this core rotation the student will learn to apply basic medical knowledge to the evaluation of problems encountered on a general medicine service. The formulation of an understanding of the various medical disorders in adults and elderly is accomplished during the accurate collection of data, the identification of problems, and the development of a plan for each problem. The student likewise learns to view the patient in a broader context because of the emphasis given to the emotional and social needs of the individual.

Credit: 8 semester hours

Course Directors: [Andrew](#) Caruso, [Alexandria Fornerette-Harris](#) and Sarah Keyes

Course Offered: Fall 2 and Spring 2

Internal Medicine – Outpatient (PAIMO-74631)

During this core rotation the student will learn to apply basic medical knowledge to the evaluation of problems encountered in an ambulatory clinic. The formulation of an understanding of the various preventive, acute and chronic medical disorders in adults and the elderly is accomplished during the accurate collection of data, the identification of problems, and the development of a plan for each problem. The student likewise learns to view the patient in a broader context because of the emphasis given to the emotional and social needs of the individual.

Credit: 4 semester hours

Course Directors: Elisabeth Shell

Course Offered: Fall 2 and Spring 2

Gynecology/Obstetrics (PAGYN-74641)

The core Gynecology/Obstetrics rotation exposes students to the spectrum of problems and issues associated with prenatal, obstetrical and gynecologic healthcare primarily in an ambulatory setting. The learning experiences emphasize family planning and birth control, sexually transmitted disease recognition and treatment, cancer detection, prenatal care, the evaluation of common GYN problems, and offer exposures to delivery and the surgical management of GYN disorders.

Credit: 4 semester hours

Course Directors: [Jocelyn Greeley](#) and [Elissa Love](#)

Course Offered: Fall 2 and Spring 2

Pediatrics – Inpatient (PAPDI-74751)

During this core rotation the student learns to apply basic medical knowledge and skills to the evaluation of problems encountered on an inpatient pediatric service. The emphasis in this setting is on the provision of secondary and tertiary care to newborns, infants, children and adolescents.

Credit: 4 semester hours

Course Directors: Elaine Fielder and [Elizabeth Elliott](#)

Course Offered: Fall 2 and Spring 2

Pediatrics – Outpatient (PAPDO-74761)

During this core rotation the student learns to apply basic medical knowledge and skills to the evaluation of acute and chronic problems along with preventive care needs encountered in an ambulatory pediatric practice. The emphasis in this setting is on the provision of primary and secondary care to newborns, infants, children and adolescents.

Credit: 4 semester hours

Course Directors: [Elizabeth Elliott](#)

Course Offered: Fall 2 and Spring 2

Psychiatry (PAPSY-74671)

This core rotation is designed to provide an understanding of the behavioral components of health, disease and disability. Exposure to adult and elderly patients with a variety of emergent, acute and chronic behavioral and mental health conditions are used to develop informed history taking and mental status examination skills abilities to recognize and categorize behavioral and mental health conditions and techniques of early intervention and psychiatric referral.

Credit: 4 semester hours

Course Director: [Ali Abbas Asghar-Ali](#) and [Vicki Waters](#)

Course Offered: Fall 2 and Spring 2

Surgery (PASUR-74691)

This core rotation provides an orientation to patients of various ages with surgically manageable disease. The emphasis of the learning experiences are on the preoperative evaluation and preparation of patients for surgery; assistance during the intraoperative period to develop an understanding of team member roles and operative procedures; and the care of surgical wounds and postoperative complications.

Credit: 4 semester hours

Course Director: [Stephanie Gordy](#) and [Stephanie Desandro](#)

Course Offered: Fall 2 and Spring 2

Clinical phase courses

Cultural Competency II (PACC-71521)

This course builds on the students' cultural awareness and sensitivity in dealing with patients from different cultures through the exploration of personal bias, communication styles, belief systems, health care practices, family roles, and their impact on the clinical encounter using the skill of crucial reflection.

Credit: 1 semester hour

Course Director: [Carl Fasser](#)

Course Offered: Fall 2, Spring 2, and Fall 3

Professional Role Issues II (PAPRI-71511)

This course introduces students to jurisprudence and professional practice issues. Through lectures, seminars, and individual assignments the student will learn about the healthcare marketplace, Texas medical jurisprudence, risk management, and professional practice issues to include employment and credentialing, insurance reimbursement, and medical coding. The course also addresses the alternative roles played by PAs in the community and the therapeutic uses for common drugs.

Credit: 1 semester hour

Course Director: [Sarah-Ann Keyes](#)

Course Offered: Fall 2, Spring 2, and Fall 3

[Found at "Integration Core rotations" link](#)

Community Family Medicine (PACFM-78731)

This applied integration core rotation provides an exposure to the principles and practices of community-oriented primary care with an emphasis on disease prevention and health maintenance in patients across the lifespan to include infants, children, adolescents, adults and elderly as well as the opportunity to further techniques in history taking, physical examination, and health behavior

counseling. Students also gain insight to the socio-environmental factors effecting the provision of healthcare services.

Credit: 8 semester hours

Course Directors: [Elissa Love](#)

Course Offered: Fall 3

Geriatric Medicine (PAGER-74721)

This integration rotation provides an opportunity to apply knowledge of the physiological, behavioral, psychological and sociological changes associated with aging to the multidimensional assessment of elderly individuals. The student acts as a member of an interdisciplinary team of health professionals managing disorders common to older individuals with particular attention to the maintenance of autonomy across alternative care settings.

Credit: 4 semester hours

Course Directors: Angela Catic, Michael Anderson and Vicki Waters

Course Offered: Fall 2, Spring 2, and Fall 3

Physical Medicine and Rehabilitation (PAPMR-74781)

This clinical core rotation emphasizes medical rehabilitation in the adult population to enhance maintenance of independence in daily personal care and ambulatory household and community activities. It is designed to enable the student to develop skills in the examination of the spine and extremities; develop knowledge of basic kinesiology and biomechanics; and to begin to understand techniques of dynamic assessment. The student will perform comprehensive exams of the neurologic, muscular and skeletal system in young, mature and older adults while learning about the unique aspects of medical care of persons with major trauma, traumatic brain injury, amputation, and spinal cord injury.

Credit: 4 semester hours

Course Directors: [Kathleen](#) Thompson

Course Offered: Fall 3

Found at link "[research opportunities and requirements](#)"

Research I & II

Research I (PARS1-74531)

This faculty-guided research seminar is devoted to the refinement of strategies for the evidenced-based search and interpretation of scientific literature; critique of study designs for IRB-approved student research projects involving the prospective and retrospective collection and analysis of data; resolution of questions surrounding database construction and data entry verification; draft of the introduction, background and methods sections of the Master's Paper; and the development of skills at the oral presentation and defense of research results. Critical review and interpretation of the scientific literature begun in the Health Research Methods courses is extended in this seminar course. Students are able to give undivided attention during this period of time because they do not have clinical

responsibilities.

Credit: 4 semester hours

Course Director: [Carl Fasser](#)

Course Offered: Spring 2, Terms 3B-5B and Fall 3, Terms 6A-6B

Research II (PARS2-74541)

This faculty-guided research seminar is devoted to the refinement of strategies for the evidenced-based search and interpretation of scientific literature; critique of study designs for IRB-approved student research projects involving the prospective and retrospective collection and analysis of data, draft of the results, discussion and conclusion sections of the master's paper; preparation of the poster for presentation, and practice of the oral presentation and defense of research results. Students are able to give undivided attention during this period of time because they do not have clinical responsibilities.

Credit: 4 semester hours

Course Director: [Carl Fasser](#)

Course Offered: Fall 3, Terms 6B-6E

Practice Readiness Exam (PAPRE 70700)

The two-part PRE is comprehensive exam designed to assess the student's ability to recognize the clinical manifestations of illness and injury using case vignettes and standardized patients. The vignettes cover the major body systems and encompass acute and chronic health problems seen in children and adults. The cases are accompanied by color photographs that present a range of diagnostic study findings that require interpretation. The patient scenarios are used to assess the student's ability to select and perform components of the physical exam pertinent to the differential evaluation and management of a clinical problem. Performance on the PRE is used to judge the student's readiness to enter clinical practice.

Credit: None

Course Director: Vicki Waters

Course Offered: Fall 3, Term 6C

Master Paper (PAMPP 74800)

Practice-based learning and improvement using evidence constitutes one of six core competencies that should be exhibited by future entry-level PA providers. The intent of the longitudinal Master's Paper Project is to provide students with knowledge of study designs and statistical methods needed to understand clinical information, the ability to locate, critically appraise, and integrate evidence from scientific studies into clinical practice activities, to use technology to analyze and manage information on a longitudinal basis, and to review practice

experiences using a systematic method in concert with other team members as a means of improving the outcomes of care.

Course Credits: 4 semester hours

Course Director: Thomas Johnson

Course Offered: Fall 2, Spring 2 and Fall 3 all terms

Clinical Course Grid					
	4 weeks	4 weeks	4 weeks	4 weeks	4 weeks
Clinical Core - 36 weeks	Internal Medicine-Inpatient		Internal Medicine-Outpatient	Obstetrics Gynecology	Psychiatry
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	4 weeks	4 weeks			
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	Master's Paper				
Courses	Professional Role Issues II				
	Cultural Competency II				

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See descriptions of all [Clinical Core rotations](#).

Emergency Medicine (PAERM-74681)

The core Emergency Medicine rotation provides an in-depth exposure to the illnesses and injuries sustained by children, adults, and the elderly that necessitate emergency care. The educational experiences emphasize the focusing of interview and examination skills and performing of techniques and procedures essential to the proper management of surgical illness and injury. Credit: 4 semester hours

Course Directors: Eric Martinez and [Stephanie DeSandro](#)

Course Offered: Fall 2, Spring 2, and Fall 3

Internal Medicine – Inpatient (PAIMI-78621)

During this core rotation the student will learn to apply basic medical knowledge to the evaluation of problems encountered on a general medicine service. The formulation of an understanding of the various medical disorders in adults and elderly is accomplished during the accurate collection of data, the identification of problems, and the development of a plan for each problem. The student likewise learns to view the patient in a broader context because of the emphasis given to the emotional and social needs of the individual.

Credit: 8 semester hours

Course Directors: [Andrew Caruso](#), [Alexandria Fornerette-Harris](#) and Sarah Keyes

Course Offered: Fall 2 and Spring 2

Internal Medicine – Outpatient (PAIMO-74631)

During this core rotation the student will learn to apply basic medical knowledge to the evaluation of problems encountered in an ambulatory clinic. The formulation of an understanding of the various preventive, acute and chronic

medical disorders in adults and the elderly is accomplished during the accurate collection of data, the identification of problems, and the development of a plan for each problem. The student likewise learns to view the patient in a broader context because of the emphasis given to the emotional and social needs of the individual. Credit: 4 semester hours

Course Directors: Elisabeth Shell

<https://www.bcm.edu/people/view/elisabeth-shell-ph-d-m-p-a-s-pa-c/8f52b584-51de-11e8-9778-005056a012ee>Course

Offered: Fall 2 and Spring 2

Obstetrics and Gynecology (PAGYN-74641)

The core Obstetrics & Gynecology (OB/GYN) rotation exposes students to the spectrum of problems and issues associated with prenatal, obstetrical and gynecologic healthcare primarily in an ambulatory setting. The learning experiences emphasize family planning and birth control, sexually transmitted disease recognition and treatment, cancer detection, prenatal care, the evaluation of common GYN problems, and offer exposures to delivery and the surgical management of GYN disorders. Credit: 4 semester hours

Course Directors: [Jocelyn Greeley](#) and [Elissa Love](#)

Course Offered: Fall 2 and Spring 2

Pediatrics – Inpatient (PAPDI-74751)

During this core rotation the student learns to apply basic medical knowledge and skills to the evaluation of problems encountered on an inpatient pediatric service. The emphasis in this setting is on the provision of secondary and tertiary care to newborns, infants, children and adolescents..

Credit: 4 semester hours

Course Directors: Elaine Fielder and [Elizabeth Elliott](#)

Course Offered: Fall 2 and Spring 2

Pediatrics – Outpatient (PAPDO-74761)

During this core rotation the student learns to apply basic medical knowledge and skills to the evaluation of acute and chronic problems along with preventive care needs encountered in an ambulatory pediatric practice. The emphasis in this setting is on the provision of primary and secondary care to newborns, infants, children and adolescents.

Credit: 4 semester hours

Course Directors: [Elizabeth Elliott](#)

Course Offered: Fall 2 and Spring 2

Psychiatry (PAPSY 74671)

This core rotation is designed to provide an understanding of the behavioral components of health, disease and disability. Exposure to adult and elderly patients with a variety of emergent, acute and chronic behavioral and mental health conditions are used to develop informed history taking and mental status examination skills abilities to recognize and categorize behavioral and mental health conditions and techniques of early intervention and psychiatric referral.

Credit: 4 semester hours

Course Director: [Ali Abbas Asghar-Ali](#) and [Vicki Waters](#)

Course Offered: Fall 2 and Spring 2

Surgery (PASUR-74691)

This core rotation provides an orientation to patients of various ages with surgically manageable disease. The emphasis of the learning experiences are on the preoperative evaluation and preparation of patients for surgery; assistance during the

intraoperative period to develop an understanding of team member roles and operative procedures; and the care of surgical wounds and postoperative complications.

Credit: 4 semester hours

Course Director: [Stephanie Gordy](#) and [Stephanie DeSandro](#)

Course Offered: Fall 2 and Spring 2

Clinical phase courses

Cultural Competency II (PACC-71521)

This course builds on the students' cultural awareness and sensitivity in dealing with patients from different cultures through the exploration of personal bias, communication styles, belief systems, health care practices, family roles, and their impact on the clinical encounter using the skill of crucial reflection.

Credit: 2 semester hours

Course Director: [Carl Fasser](#)

Course Offered: Fall 2, Spring 2, and Fall 3

Professional Role Issues II (PAPRI-71511)

This course introduces students to jurisprudence and professional practice issues. Through lectures, seminars, and individual assignments the student will learn about the healthcare marketplace, Texas medical jurisprudence, risk management, and professional practice issues to include employment and credentialing, insurance reimbursement, and medical coding. The course also addresses the alternative roles played by PAs in the community and the therapeutic uses for common drugs.

Credit: 1 semester hour

Course Director: [Sarah-Ann Keyes](#)

Course Offered: Fall 2, Spring 2, and Fall 3

Psychiatry (PAPSY-74671)

Integration Core

The 16-week Integration Core is comprised of four-week rotations in Geriatric Medicine and Physical Medicine and Rehabilitation, and an eight-week rotation in Family and Community medicine. The earlier training experiences conducted in the ambulatory clinic, emergency center, nursery, operating room, and hospital ward settings prepare PA students to deliver health care services to diverse patient populations of all ages including infants, children, and adolescents, adult and elderly with a range of preventive, emergent, acute and chronic medical, surgical and mental health and behavioral conditions. During the Family and Community Medicine rotation, students may be assigned to practices in rural community settings across Texas, or urban or suburban settings in Houston and surrounding areas. Each of these settings emphasizes the principles and practices of community-oriented primary care offering the student greater understanding of the health and disease status of individuals in the psychosocial and economic context of the family.

See descriptions of [Integration Core rotations](#).

Community Medicine (PAFCM-78731)

This applied integration core rotation provides an exposure to the principles and practices of community-oriented primary care with an emphasis on disease prevention and health maintenance in patients across the lifespan to include infants, children, adolescents, adults and elderly as well as the opportunity to further techniques in history taking, physical examination, and health behavior counseling. Students also gain insight to the socio-environmental factors effecting the provision of healthcare services.

Credit: 8 semester hours

Course Directors: [Elissa Love](#)

Course Offered: Spring 2 and Fall 2

Geriatrics (PAGER-74721)

This integration rotation provides an opportunity to apply knowledge of the physiological, behavioral, psychological and sociological changes associated with aging to the multidimensional assessment of elderly individuals. The student acts as a member of an interdisciplinary team of health professionals managing disorders common to older individuals with particular attention to the maintenance of autonomy across alternative care settings.

Credit: 4 semester hours

Course Directors: Angela Catic, Michael Anderson and Vicki Waters

Course Offered: Spring 2 and Fall 3

Physical Medicine and Rehabilitation (PAPMR-74781)

This clinical core rotation emphasizes medical rehabilitation in the adult population to enhance maintenance of independence in daily personal care and ambulatory household and community activities. It is designed to enable the student to develop skills in the examination of the spine and extremities; develop knowledge of basic kinesiology and biomechanics; and to begin to understand techniques of dynamic assessment. The student will perform comprehensive exams of the neurologic, muscular and skeletal system in young, mature and older adults while learning about the unique aspects of medical care of persons with major trauma, traumatic brain injury, amputation, and spinal cord injury.

Credit: 4 semester hours

Course Directors: [Kathleen](#) Thompson

Course Offered: Spring 2 and Fall 2

Research Core

The remaining Research Core is comprised of two four-week research practicums and the Master's Paper Project.

Learn about [research opportunities and requirements](#).

Research Seminar 1 & 2

PARS1-74531 Research Seminar 1

This faculty-guided research seminar is devoted to the refinement of strategies for the evidenced-based search and interpretation of scientific literature; critique of study designs for IRB-approved student research projects involving the prospective and retrospective collection and analysis of data; resolution of questions surrounding database construction and data entry verification; draft of the introduction, background and methods sections of the Master's Paper; and the development of skills at the oral presentation and defense of research results. Critical review and interpretation of the scientific literature begun in the Health Research Methods courses is extended in this seminar course. Students are able to give undivided attention during this period of time because they do not have clinical responsibilities.

Credit: 4 semester hours

Course Director: [Carl Fasser](#)

PARS2-74541 Research Seminar 2

This faculty-guided research seminar is devoted to the refinement of strategies for the evidenced-based search and interpretation of scientific literature; critique of study designs for IRB-approved student research projects involving the prospective and retrospective collection and analysis of data, draft of the results, discussion and conclusion sections of the master's paper; preparation of the poster for presentation, and practice of the oral presentation and defense of research results. Students are able to give undivided attention during this period of time because they do not have clinical responsibilities.

Credit: 4 semester hours

Course Director: [Carl Fasser](#)