



# Physician Assistant

## MPAS 740 | Supervised Clinical Practice Experience in Emergency Medicine

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### Course Information

Course Number and Title: MPAS 740 Supervised Clinical Practice Experience in Emergency Medicine

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.

**Course Director:** Angela Conrad, MPA, PA-C, DFAAPA  
**Office Phone:** 757-446-7279  
**Office Location/Hours:** Lester Hall 339/By Appointment or Walk-In  
**Email Address:** [conradam@odu.edu](mailto:conradam@odu.edu)

**Course Faculty:** Joy Hampton, DMSc, MS, PA-C, DFAAPA  
**Office Phone:** 757-446-0352  
**Office Location/Hours:** Lester Hall 340/By Appointment or Walk-In  
**Email Address:** [hamptojm@odu.edu](mailto:hamptojm@odu.edu)

### 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 emergency medicine that is designed to provide students with the opportunity to learn proper management of emergent and acute conditions. Students will apply knowledge and skills learned through the didactic portion of the program through hands-on learning in the emergency department setting. This course allows students the opportunity to refine clinical and technical skills through the care of patients in a variety of encounters (emergent and acute) under the supervision of a preceptor.



### Course Goal

The goal of this course is to provide students with supervised clinical experiences in the emergency department 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 (LO)

Following with the program's competencies and ARC-PA Standards, the learning outcomes outline the expected knowledge, skills, and attitudes necessary to demonstrate entry-level proficiency for PA practice in emergency 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 results 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.

#### *Emergent Care Learning Outcomes (B3.06b)*

10. Elicit a problem-focused history of a patient presenting with an emergent condition.
11. Perform a problem-focused physical examination of a patient presenting with an emergent condition.
12. Identify an emergent condition that requires immediate intervention.
13. Identify abnormal vital signs in a patient presenting with an emergent condition.
14. Select an appropriate disposition (discharge, admission) of a patient.
15. Apply clinical reasoning skills to develop appropriate treatment for a patient.
16. Obtain peripheral intravenous (IV) access using proper technique.

#### *Adult Acute Care Learning Outcomes (B3.03b, B3.06b)*

17. Elicit a problem-focused history of an adult patient presenting with an acute condition.
18. Perform a problem-focused physical examination of an adult patient presenting with an acute condition.
19. Formulate a treatment plan for an adult patient with an acute condition.
20. Provide appropriate patient education for an adult patient on conservative management of an acute condition.
21. Perform wound closure on an adult patient using proper technique.

### 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).

Papadakis MA, McPhee SJ, Rabow MW, McQuaid KR, Gandhi M, eds. *CURRENT Medical Diagnosis & Treatment 2025*. McGraw-Hill Education; 2025.

Tintinalli JE, Stapczynski JS, Cline DM, Ma OJ, Cydulka RK, Meckler GD, eds. *Tintinalli's Emergency Medicine: A Comprehensive Study Guide 9<sup>th</sup> ed.* New York: McGraw-Hill; 2019

## Course Content

### Instructional Methods

The instructional methods of this course consist primarily of patient encounters with preceptors at assigned clinical sites. Preceptors provide supervised experiences to help achieve course outcomes and objectives 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

Students are expected to engage with the course content through self-directed learning and to attend the rotation following the schedule the preceptor and site provide. Students are expected to actively participate in patient care throughout the rotation schedule and engage with their preceptor to facilitate learning. The following outlines requirements of the course.

#### *Patient Logs and Timesheets*

PAs are expected to maintain up-to-date, thorough, and accurate documentation; therefore, students will gain this practice through Patient Logs and Timesheets. Students will log all patient encounters (Patient Logs) and work hours (Timesheets) through Exxat. Accuracy and thoroughness in completing Patient Logs and Timesheets is vital. The program utilizes this information to monitor progress of 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.

#### *End of Course Evaluations*

Students are required to complete three end-of-course evaluations. The Student Evaluation of the Preceptor, Student Evaluation of the Site, and SCPE course evaluation. Evaluations of the preceptor and site are valuable for the program as we ensure students are receiving sufficient and effective education. The SCPE course evaluation assesses the management of the course, the course directors, and clinical coordinators. The program relies on the student's honest, thorough, and constructive feedback. The evaluations of the preceptor and site are to be completed through Exxat by midnight the Sunday following the completion of the rotation. The course evaluations will be completed through Canvas.



### *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 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 [PA Program Student Handbook](#).

- Rotation Discussion and Self-Reflection Form
- Blueprint Prep Mock Rotation Exam
- End of Rotation (EOR) 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 tool to initiate a dialogue with the preceptor regarding progress and areas needing improvement during the SCPE. This form is to help facilitate formative feedback on specific areas needing improvement and strengths. This form can be accessed and submitted through Exxat and must be completed by the Sunday following the second week of the SCPE.

### *Blueprint Prep Mock Rotation 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 a Mock Rotation Exam 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. This exam is taken at home. It must be completed by the Sunday following the completion of the second week, see schedule below.

### *End-of-Rotation (EOR) Exam*

EOR exams are administered through the Physician Assistant Education Association (PAEA) national testing platform. The Emergency Medicine EOR exam consists of 120 multiple-choice questions based on the PAEA Emergency Medicine EOR Exam Topic List which can be found here: <https://paeaonline.org/assessment/end-of-rotation/content>. The exam is divided into two sections of 60 questions with an optional 10-minute break. Scores are reported as a scaled score (300-500). The program converts the scaled score to a 100-point score for computing the Final SCPE Score. The passing score for each exam is one standard deviation below the national average. The exact score is subject to



change per class based on national data provided by PAEA. The student must achieve a percentage score of 70% or higher to pass the course. Students receiving a non-pass (NP) on the EOR exam should refer to the [PA Program Student Handbook](#). See the exam schedule for EOR exam dates through the Class Outlook calendar and on Canvas.

*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 course. 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. Students receiving non-passing score (below 70%) on the evaluation should refer to [PA Program Student Handbook](#)

*Special Assignments*

The program may require additional assignments for absences from the SCPE. Furthermore, preceptors may require assigned reading, discussions, or presentations. These elements are not part of the graded elements but may be required for completion of the rotation.

Graded Element	Points	Student Learning Outcomes Assessed	% of Final SCP Score
Rotation Discussion and Self-reflection	25	SLO 8	10%
Blueprint Prep Mock Rotation Exam-Emergency Medicine	25	SLO 1-4, 10, 12, 14-16, 19-21	10%
Preceptor Evaluation of Student	100	SLO 1-21	40%
Emergency Medicine EOR exam	100	SLO 1-4, 10, 12, 14-16, 19-21	40%
<b>Total Points</b>	<b>250</b>		<b>100%</b>

Formative Assignment Due Date by SCPE Timeframe	SCPE	Due Date
Rotation Discussion and Self-reflection	1	Sunday, May 24, 2026
Blueprint Prep Mock Rotation Exam-Emergency Medicine		
Rotation Discussion and Self-reflection	2	Sunday, June 28, 2026
Blueprint Prep Mock Rotation Exam-Emergency Medicine		
Rotation Discussion and Self-reflection	3	Sunday, August 2, 2026
Blueprint Prep Mock Rotation Exam-Emergency Medicine		
Rotation Discussion and Self-reflection	4	Sunday, September 13, 2026
Blueprint Prep Mock Rotation Exam-Emergency Medicine		
Rotation Discussion and Self-reflection	5	Sunday, October 18, 2026
Blueprint Prep Mock Rotation Exam-Emergency Medicine		
Rotation Discussion and Self-reflection	6	Sunday, November 22, 2026
Blueprint Prep Mock Rotation Exam-Emergency Medicine		
Rotation Discussion and Self-reflection	7	Sunday, January 24, 2027
Blueprint Prep Mock Rotation Exam-Emergency Medicine		
Rotation Discussion and Self-reflection	8	Sunday, March 7, 2027



Blueprint Prep Mock Rotation Exam-Emergency Medicine		
Rotation Discussion and Self-reflection		
Blueprint Prep Mock Rotation Exam-Emergency Medicine	9	Sunday, April 11, 2027

### 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
<b>H</b>	Honors
<b>HP</b>	High Pass
<b>P</b>	Pass
<b>NP</b>	Non-Pass

Table 2: Course Points Equating to Grade Specific to Course

Course Points	Letter Grade
<b>90-100</b>	H
<b>80-89</b>	HP
<b>70-79</b>	P
<b>69 or less</b>	NP

Table 3: Grades Not Affecting GPA\*

Code	Description
<b>I</b>	Incomplete
<b>P</b>	Pass
<b>W</b>	Official Withdrawal
<b>WF</b>	Unofficial Withdrawal

## 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 [PA 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 [PA 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 [PA 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 [PA 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. Students should refer to the PAEA exam topic list ([link](#))

provided above under: End of Rotation Exam) for a comprehensive list of conditions referred to in the following objectives related to emergency medicine.

*General Learning Outcomes (Program Competencies)*

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

- Research current clinical practice guidelines to 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 encountered in emergency medicine.
- Identify underlying disease processes for chronic and acute presentations of conditions encountered in emergency 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 in the emergency medicine setting.

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).

- 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.
- Identify the most likely diagnosis for conditions encountered in emergency medicine (Refer to PAEA EM Exam Topic List).

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 encountered in emergency medicine 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 for preventive wellness and acute or chronic presentation of diseases encountered in emergency medicine.
- 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 in emergency medicine.
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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.
- Apply appropriate patient safety measures (e.g., Universal Protocol, mandated reporting).
- Recognize risk management and the legal and policy issues relevant to patient populations.
- Identify how culture, religious beliefs, and health disparities influence healthcare.
- 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 and the PA role in addressing them in emergency medicine.
  - Provider-patient relationship
  - Informed consent
  - Equitable resource allocation
  - Patient Safety
  - Confidentiality
  - End-of-Life decision making (e.g. code status, advance directives, and organ donation).

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.

*Emergent Care Learning Outcomes (ARC-PA Standard B3.06b)*

LO10. Elicit a problem-focused history of a patient presenting with an emergent condition (CTSa).

- Gather a targeted history by focusing on the chief complaint, onset, duration, and severity of symptoms, and relevant medical background.
- Identify signs and symptoms associated with emergent conditions (e.g., uncontrolled bleeding, altered mental status, severe shortness of breath).
- Use a systematic approach to ask pertinent questions related to the patient's social, family, and medical history, enabling accurate assessment of emergent conditions.

LO11. Perform a problem-focused physical examination of a patient presenting with an emergent condition (CTSa).

- Conduct a focused physical examination based on the patient's presenting signs or symptoms, including relevant systems such as cardiovascular, respiratory, gastrointestinal, and neurological assessments.
- Perform specialized maneuvers (e.g., palpation, percussion, auscultation) to assess emergent conditions.
- Recognize abnormal physical findings that could indicate the need for immediate intervention or further diagnostic testing in the context of an emergent condition.

LO12. Identify an emergent condition that requires immediate intervention (CRPSb).

- Apply critical thinking skills to assess emergent conditions quickly.
- Recognize clinical signs and symptoms indicative of emergent conditions (e.g., uncontrolled bleeding, altered mental status, respiratory distress).

LO13. Identify abnormal vital signs in a patient presenting with an emergent condition (CRPSb).

- Recognize abnormal vital signs (e.g., heart rate, blood pressure, respiratory rate, temperature, oxygen saturation) in a patient presenting with an emergent condition.

LO14. Select an appropriate disposition (discharge, admission) of a patient (CRPSb).

- Assess the patient's clinical status, considering factors such as severity of illness, stability, and social factors, to determine the appropriate disposition.
- Apply clinical guidelines, protocols, and evidence-based practices to develop a safe and appropriate disposition plan for patients.
- Recognize any changes in the patient's clinical status and adjust the disposition plan accordingly to ensure the patient's care needs are met, such as recommending further observation or escalating care.

LO15. Apply clinical reasoning skills to develop appropriate treatment for a patient (CRPSb).

- Develop an evidence-based treatment plan for an emergent condition that addresses both pharmacologic and non-pharmacologic options, considering patient-specific factors (e.g., comorbidities, allergies).
- Assess the potential for medication adverse effects and interactions, considering both the patient's current medications and the treatment for emergent conditions.
- Select appropriate medications considering proper dosing and potential adverse effects.

LO16. Obtain peripheral intravenous (IV) access using proper technique (CTSb).

- Select an appropriate IV site and catheter gauge.
- Prepare equipment using aseptic technique.
- Demonstrate correct peripheral IV insertion technique to establish venous access.
- Confirm patency (e.g., flush/secure dressing per site practice).

*Adult Acute Care Learning Outcomes (ARC-PA Standard B3.03b, B3.06b)*

LO17. Elicit a problem-focused history of an adult patient presenting with an acute condition (CTSa).

- Gather a targeted history by focusing on the chief complaint, onset, duration, and severity of symptoms, and relevant medical background.
- Identify signs and symptoms associated with acute conditions in adult patients (e.g., chest pain, shortness of breath, sudden onset of weakness).
- Use a systematic approach to ask pertinent questions related to the adult patient's social, family, and medical history, enabling accurate assessment of acute conditions.

LO18. Perform a problem-focused physical examination of an adult patient presenting with an acute condition (CTSa).

- Conduct a focused physical examination based on the patient's presenting symptoms, including relevant systems such as cardiovascular, respiratory, gastrointestinal, and neurological assessments.
- Perform specialized maneuvers (e.g., palpation, percussion, auscultation) to assess for signs of acute illness.
- Recognize abnormal physical findings that could indicate the need for immediate intervention or further diagnostic testing in the context of the acute condition.

LO19. Formulate a treatment plan for an adult patient with an acute condition (MKb, CRPSb).

- Develop an evidence-based treatment plan for an acute condition that addresses both pharmacologic and non-pharmacologic options, considering patient-specific factors (e.g., comorbidities, allergies).
- Assess the potential for medication adverse effects and interactions, considering both the patient's current medications and the treatment for acute conditions.
- Select appropriate medications considering proper dosing, potential side effects, and necessary precautions and follow-up.
- Research evidence-based non-pharmacologic interventions such as lifestyle modifications, physical limitations, and nutrition.
- Create individualized treatment plans that align with patient factors.
- Determine the benefits, risks, and expected outcomes of non-pharmacologic treatments, addressing barriers to implementation.

LO20. Provide appropriate patient education for an adult patient on conservative management of an acute condition (MKb, CRPSb).

- Assess the patient's level of understanding and health literacy to tailor educational content on conservative management of an acute condition effectively.
- Present patient education regarding the conservative management options for an acute condition, including lifestyle modifications, medications, home care instructions, and expected outcomes.
- Address any patient concerns, answer questions, and encourage the patient to actively participate in their care.

- Provide specific instructions on when to return for follow-up care, how to monitor symptoms (e.g., pain levels, swelling, fever), and describe the red flags or warning signs that indicate the need for re-evaluation in an emergency setting.

LO21. Perform wound closure on an adult patient using proper technique (CTSb).

- Identify the appropriate indications for wound closure, including types of wounds (e.g., lacerations, incisions, abrasions), and the factors influencing the decision to close a wound.
- Gather appropriate equipment necessary to perform wound closure.
- Perform wound closure using the appropriate technique (e.g., suturing, stapling, or adhesive) while ensuring proper sterile technique, tissue handling, and wound tension management.

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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.