

Cover Sheet: Request 10598

PAS5004 CLINICAL PROBLEM-SOLVING / DIFFERENTIAL DIAGNOSIS

Info

Process	Course Modify Ugrad/Pro
Status	Pending
Submitter	Breitinger,Petar petar@peds.ufl.edu
Created	12/3/2015 10:47:13 AM
Updated	4/12/2016 3:32:31 PM
Description	An introduction to critical thinking in the development of the medical diagnosis and treatment plan.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	MED - Physicians Assistant Program 312971001	Rice, Ralph W.		12/3/2015
No document changes					
College	Approved	MED - College of Medicine	Rowe, Thomas C		2/23/2016
No document changes					
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Case, Brandon	Added to the April agenda.	3/21/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			3/21/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Modify for request 10598

Info

Request: PAS5004 CLINICAL PROBLEM-SOLVING / DIFFERENTIAL DIAGNOSIS

Submitter: Breitinger,Petar petar@peds.ufl.edu

Created: 12/3/2015 10:47:13 AM

Form version: 1

Responses

Current PrefixPAS

Course Level5

Number 004

Lab Code None

Course Title CLINICAL PROBLEM-SOLVING / DIFFERENTIAL DIAGNOSIS

Effective Term Spring

Effective Year 2017

Requested Action Other (selecting this option opens additional form fields below)

Change Course Prefix?No

Change Course Level?No

Change Course Number?No

Change Lab Code?No

Change Course Title?No

Change Transcript Title?No

Change Credit Hours?No

Change Variable Credit?No

Change S/U Only?Yes

S/U Only StatusChange to S/U Only

Change Contact Type?No

Change Rotating Topic Designation?No

Change Repeatable Credit?No

Change Course Description?No

Change Prerequisites?No

Change Co-requisites?No

RationaleThe UF School of Physician Assistant Studies, after a self-study analysis of the curriculum, is requesting conversion to a Pass/Fail (S/U) curriculum of the didactic year (first year). Currently UFSPAS uses a grading scale (A-E) to evaluate and monitor students' progress through both years of their education. The clinical year (second year) of training will continue using a grading scale for the core clinical rotations to allow students to achieve a ranking should they further their education.

The following reasons provide the rationale for moving towards a Pass/Fail (S/U) curriculum during the didactic year of education:

1. Allows students to become self-directed learners (intrinsic motivation)
2. Decreases/eliminates competition between students
3. Promotes more collaborative learning
4. Positively enhances students sense of well-being
5. Aligns us with the College of Medicine (COM) who has successfully adopted a Pass/Fail curriculum.
6. Fosters development of competency based evaluation
7. Decreases faculty/student tensions of assigning "fair" grades

Please look favorably on this request

PAS 5004: Clinical Problem-Solving / Differential Diagnosis [CA]

- <http://apps.aa.ufl.edu/Approval/Requests/Info/10598>
- **Change S/U Only:** Yes
- **S/U Only Status:** Change to S/U Only
- **Rationale:** The UF School of Physician Assistant Studies, after a self-study analysis of the curriculum, is requesting conversion to a Pass/Fail (S/U) curriculum of the didactic year (first year).
- Each course to be designated as a Pass/Fail (S/U) option will still maintain their current numerical grading rubric for exams and minimal overall numerical percentage to pass (70%). Numerical percentages will be maintained within the program grade book and student records to continue with monitoring academic progress. The use of the S/U option will be used for reporting on their University transcript.
- Eleven quizzes will be given that are based on the assigned readings and PowerPoint presentations during the previous lectures. The quiz scores will be averaged (weighted at 5% each) and account for 50% of the final course grade. A final cumulative examination accounting for 50% of the course grade.

A score of 70% or higher is required to pass this course.