

Psychiatry/Behavioral Health Rotation Information (including Rotation Learning Outcomes, Instructional Objectives, the Preceptor Evaluation of Student Form, and the rotation-specific curriculum integration table)

Instructor of Record for Psychiatry/Behavioral Health Rotation:

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Psychiatry/Behavioral Health Clinical Rotation Topics

Neurologic System

Neurocognitive disorders: Delirium

Psychiatry/Behavioral Science

Abuse and neglect: Child abuse, Elder abuse, Intimate partner violence, Physical abuse,

Psychological abuse, Sexual abuse

Anxiety disorders: Generalized anxiety disorder, Panic disorder, Phobias

Bipolar and related disorders

Depressive disorders: Major depressive disorder, Persistent depressive disorder (dysthymia),

Premenstrual dysphoric disorder, Suicidal/homicidal behaviors

Disruptive, impulse-control, and conduct disorders

Dissociative disorders

Feeding and eating disorders

Human sexuality and gender dysphoria

Neurodevelopmental disorders: Attention-deficit/hyperactivity disorder, Autism spectrum disorder

Obsessive-compulsive and related disorders

Personality disorders

Psychogenic nonepileptic seizure

Schizophrenia spectrum and other psychotic disorders

Sleep-wake disorders

Somatic symptom and related disorders

Substance-related and addictive disorders

Trauma- and stressor-related disorders: Adjustment disorders, Bereavement, Post-traumatic stress disorder

Psychiatry/Behavioral Health Rotation Learning Outcomes

Upon completion of the psychiatry/behavioral health clinical rotation,

1. Students will demonstrate medical knowledge of the pathophysiology, etiology, epidemiology, patient presentation, differential diagnosis, diagnostic work-up, patient management, health promotion, and disease prevention for common behavioral and mental health conditions (listed in Psychiatry/Behavioral Health Clinical Rotation Topics above) encountered in psychiatry/behavioral health for patients seeking medical care for the following age populations: children, adolescents, adults, and elderly.

2. Students will elicit a detailed and accurate patient history (including a substance use history), perform an appropriate physical examination, appropriately use and interpret diagnostic testing and laboratory studies, and formulate differential diagnoses and assessment plans for behavioral and mental health care symptoms/conditions (listed in Psychiatry/Behavioral Health Clinical Rotation Topics above) commonly encountered in patients seeking acute and chronic care.
3. Students will demonstrate technical skills common to behavioral and mental health.
4. Students will obtain and document information clearly and appropriately for the following types of behavioral and mental health patient encounters: (a) acute problem-focused encounters and (b) chronic disease follow-up encounters.
5. Students will listen empathetically and effectively, communicate clearly, and utilize shared decision-making for patients seeking care for behavioral and mental health conditions.
6. Students will facilitate difficult health care conversations regarding behavioral and mental health conditions.
7. Students will demonstrate compassion, integrity, respect, patient responsiveness, and accountability while providing care to patients with behavioral and mental health conditions.
8. Students will (a) seek, implement, and accept feedback, (b) reflect on performance and develop plans for self-improvement, and (c) locate, appraise, and integrate evidence-based studies related to behavioral and mental health conditions.
9. Students will (a) promote a safe environment for patients seeking care in a behavioral and mental health setting, (b) demonstrate knowledge of quality improvement methodologies and metrics, (c) recognize the unique role of PAs and other health professions in psychiatry/behavioral health, (d) work effectively with other health professionals to provide collaborative, patient-centered psychiatry/behavioral health care, (e) work effectively in an outpatient and/or inpatient health delivery setting, (f) incorporate considerations of cost awareness and funding into patients seeking care in a psychiatry/behavioral health setting, and (g) describe basic health payment systems and practice models for psychiatry/behavioral health.

Psychiatry/Behavioral Health Instructional Objectives

1. **Psychiatry/Behavioral Health Rotation Learning Outcome #1:** Students will demonstrate medical knowledge of the pathophysiology, etiology, epidemiology, patient presentation, differential diagnosis, diagnostic work-up, patient management, health promotion, and disease prevention for common behavioral and mental health conditions (listed in Psychiatry/Behavioral Health Clinical Rotation Topics above) encountered in psychiatry/behavioral health for patients seeking medical care for the following age populations: children, adolescents, adults, and elderly.
 - **Psychiatry/Behavioral health instructional objective:** Explain the pathophysiology of the acute and chronic clinical presentations of conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) in adult and elderly patients (MK-PLO3)
 - **Pediatric instructional objective:** Explain the pathophysiology of the acute and chronic clinical presentations of conditions listed in the Psychiatry/Behavioral

Health Clinical Rotation Topics (above) in infant, child, and adolescent patients (MK-PLO3)

- **Psychiatry/Behavioral health instructional objective:** Discuss the etiology of the acute and chronic clinical conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) in adult and elderly patients (MK-PLO3)
- **Pediatric instructional objective:** Discuss the etiology of the acute and chronic clinical conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) in infant, child, and adolescent patients. (MK-PLO3)
- **Psychiatry/Behavioral health instructional objective:** Describe the epidemiology of the acute and chronic clinical conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) in adult and elderly patients. (MK-PLO2)
- **Pediatric instructional objective:** Describe the epidemiology of the acute and chronic clinical conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) in infant, child, and adolescent patients. (MK-PLO2)
- **Psychiatry/Behavioral health instructional objective:** Identify the acute and chronic patient presentation of conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) in adult and elderly patients. (MK-PLO3)
- **Pediatric instructional objective:** Identify the acute and chronic patient presentation of conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) in infant, child, and adolescent patients. (MK-PLO3)
- **Psychiatry/Behavioral health instructional objective:** Differentiate how acute and chronic disease processes of conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) may present in the infant, child, adolescent, adult, and elderly populations. (MK-PLO3)
- **Psychiatry/Behavioral health instructional objective:** Formulate a differential diagnosis for the acute and chronic patient presentation of conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) in adult and elderly patients. (MK-PLO3)
- **Pediatric instructional objective:** Formulate a differential diagnosis for the acute and chronic patient presentation of conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) in infant, child, and adolescent patients. (MK-PLO3)
- **Psychiatry/Behavioral health instructional objective:** Describe the presentation, diagnosis, and management of conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) that require inpatient management for adult and elderly patients. (MK-PLO2)
- **Pediatric instructional objective:** Describe the presentation, diagnosis, and management of conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) that require inpatient management for infant, child, and adolescent patients. (MK-PLO2)
- **Psychiatry/Behavioral health instructional objective:** Explain the appropriate diagnostic work up of the acute and chronic clinical conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) in adult and elderly patients. (MK-PLO3)
- **Pediatric instructional objective:** Explain the appropriate diagnostic work up of the acute and chronic clinical conditions listed in the Psychiatry/Behavioral Health

Clinical Rotation Topics (above) in infant, child, and adolescent patients. (MK-PLO3)

- **Psychiatry/Behavioral health instructional objective:** Compare and contrast the risks and benefits of diagnostic studies and treatment plans for acute and chronic conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) in adult and elderly populations. (MK-PLO3)
- **Pediatric instructional objective:** Compare and contrast the risks and benefits of diagnostic studies and treatment plans for acute and chronic conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) in infant, child, and adolescent populations. (MK-PLO3)
- **Psychiatry/Behavioral health instructional objective:** Summarize the indications and contraindications of procedures commonly used in the treatment of behavioral and mental health conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above). (MK PLO-2)
- **Psychiatry/Behavioral health instructional objective:** Compare and contrast the risks and benefits of procedures indicated for acute and chronic conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) for adult and elderly patients. (MK PLO-3)
- **Pediatric instructional objective:** Compare and contrast the risks and benefits of procedures indicated for acute and chronic conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) for infant, child, and adolescent patients. (MK PLO-3)
- **Psychiatry/Behavioral health instructional objective:** Outline the appropriate patient management of the acute and chronic clinical conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) in adult and elderly patients. (MK-PLO3)
- **Pediatric instructional objective:** Outline the appropriate patient management of the acute and chronic clinical conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) in infant, child, and adolescent patients. (MK-PLO3)
- **Psychiatry/Behavioral health instructional objective:** Identify the common medication problems specific to the adult and elderly populations, including polypharmacy, potential toxic interactions of drugs, compliance issues, and the complexity of new medication prescribing. (MK-PLO3)
- **Pediatric instructional objective:** Identify the common medication problems specific to infant, child, and adolescent populations, including dosing, potential toxic effects of drugs, compliance issues, and the complexity of new medication prescribing. (MK-PLO3)
- **Psychiatry/Behavioral health instructional objective:** Select appropriate prescription medication(s) and dosing for the treatment of acute and chronic behavioral and mental health conditions in adult and elderly patients. (MK PLO-3)
- **Pediatric instructional objective:** Select appropriate prescription medication(s) and dosing for the treatment of acute and chronic behavioral and mental health conditions in infant, child, and adolescent patients. (MK PLO-3)
- **Psychiatry/Behavioral health instructional objective:** Describe health promotion in relation to the management of the acute and chronic clinical conditions listed in

the Psychiatry/Behavioral Health Clinical Rotation Topics (above) in adult and elderly patients. (MK-PLO3)

- **Pediatric instructional objective:** Describe health promotion in relation to the management of the acute and chronic clinical conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) in infant, child, and adolescent patients. (MK-PLO3)
- **Psychiatry/Behavioral health instructional objective:** Describe disease prevention for the acute and chronic clinical conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) in adult and elderly patients. (MK-PLO3)
- **Pediatric instructional objective:** Describe disease prevention for the acute and chronic clinical conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) in infant, child, and adolescent patients. (MK-PLO3)
- **Psychiatry/Behavioral health instructional objective:** Identify national screening guidelines for adult and elderly patients for the applicable clinical conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above). (MK-PLO2)
- **Pediatric instructional objective:** Identify national screening guidelines for infant, child, and adolescent patients for the applicable clinical conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above). (MK-PLO2)
- **Psychiatry/Behavioral health instructional objective:** Recognize when it is appropriate to obtain informed consent for adult and elderly behavioral and mental health patients.
- **Pediatric instructional objective:** Recognize when it is appropriate to obtain informed consent for infant, child, and adolescent behavioral health patients. (MK-PLO3)
- **Psychiatry/Behavioral health instructional objective:** Discuss medications commonly used in the treatment of behavioral and mental health conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above), including indications, contraindications, possible drug interactions, mechanism of action, most common side effects, need for laboratory monitoring, and appropriate dosage for adult and elderly patients. (MK PLO-3)
- **Pediatric instructional objective:** Discuss medications commonly used in the treatment of behavioral and mental health conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above), including indications, contraindications, possible drug interactions, mechanism of action, most common side effects, need for laboratory monitoring, and appropriate dosage for infant, child, and adolescent patients. (MK PLO-3)
- **Psychiatry/Behavioral health instructional objective:** Actively participate in the management of acute and chronic behavioral and mental health conditions. (MK-PLO3)
- **Psychiatry/Behavioral health instructional objective:** Identify signs of abuse and how to report suspected abuse in adult and elderly patients. (MK PLO-3)
- **Pediatric instructional objective:** Identify signs of abuse and how to report suspected abuse in infant, child, and adolescent patients. (MK PLO-3)

- **Psychiatry/Behavioral health instructional objective:** Describe the legal procedures involved with voluntary and involuntary psychiatric treatment. (MK-2)
 - **Psychiatry/Behavioral health instructional objective:** Discuss the risks and benefits of Electroconvulsive Therapy as a treatment option. (MK-2)
 - **Psychiatry/Behavioral health instructional objective:** Assess the need for restraints and seclusion in a psychiatric patient. (MK-3)
2. **Psychiatry/Behavioral Health Rotation Learning Outcome #2:** Students will elicit a detailed and accurate patient history (including a substance use history), perform an appropriate physical examination, appropriately use and interpret diagnostic testing and laboratory studies, and formulate differential diagnoses and assessment plans for behavioral and mental health care symptoms/conditions (listed in Psychiatry/Behavioral Health Clinical Rotation Topics above) commonly encountered in patients seeking acute and chronic care.
- **Psychiatry/Behavioral health instructional objective:** Demonstrate an age-appropriate problem-focused history and physical exam for patients with acute and chronic behavioral and mental health conditions. (PC-PLO2)
 - **Psychiatry/Behavioral health instructional objective:** Choose and interpret appropriate diagnostic and laboratory studies related to acute and chronic behavioral and mental health care conditions listed in the Psychiatry/Behavioral Clinical Rotation Topics (above). (PC-PLO3)
 - **Psychiatry/Behavioral health instructional objective:** Formulate an appropriate differential diagnosis for acute and chronic behavioral and mental health conditions based on history, physical examination, and diagnostic data. (PC-PLO4)
 - **Psychiatry/Behavioral health instructional objective:** Determine an appropriate medical decision regarding work-up, treatment, and disposition of patients with behavioral and mental health conditions, given all pertinent medical data, including history, physical exam, laboratory, and diagnostic data. (PC-PLO4)
 - **Psychiatry/Behavioral health instructional objective:** Construct an appropriate assessment plan for acute and chronic behavioral and mental health conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) based on history, physical exam, and diagnostic data. (PC-PLO4)
 - **Psychiatry/Behavioral health instructional objective:** Actively participate in the management of patients with acute and chronic behavioral and mental health conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above). (PC- PLO4)
 - **Psychiatry/Behavioral health instructional objective:** Recommend diagnostic testing and treatment plan for conditions listed in Psychiatry/Behavioral Health Medicine Clinical Rotation Topics (above) for patients with behavioral and mental health conditions. (PC PLO-4)
 - **Psychiatry/Behavioral health instructional objective:** Perform an age-appropriate psychiatric evaluation. (PC- PLO1, PC- PLO2)
 - **Psychiatry/Behavioral health instructional objective:** Perform a substance use history (PC-PLO1)
3. **Psychiatry/Behavioral Health Rotation Learning Outcome #3:** Students will demonstrate technical skills common to behavioral and mental health.

- **Psychiatry/Behavioral health instructional objective:** Interpret laboratory and diagnostic tests commonly used in the management and diagnosis of acute and chronic behavioral and mental health conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) for adult and elderly patients. (PC-PLO3)
 - **Pediatric instructional objective:** Interpret laboratory and diagnostic tests commonly used in the management and diagnosis of acute and chronic conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) for infant, child, and adolescent patients. (PC-PLO3)
4. **Psychiatry/Behavioral Health Rotation Learning Outcome #4:** Students will obtain and document information clearly and appropriately for the following types of behavioral and mental health patient encounters: (a) acute problem-focused encounters and (b) chronic disease follow-up encounters.
- **Psychiatry/Behavioral health instructional objective:** Prepare an acute problem-focused medical note for a behavioral and mental health encounter in an infant, child, adolescent, adult, and/or elderly patient. (ICS-PLO2)
 - **Psychiatry/Behavioral health instructional objective:** Prepare a chronic problem-focused medical note for a behavioral and mental health encounter for child, adolescent, adult, and/or elderly patient. (ICS-PLO2)
 - **Psychiatry/Behavioral health instructional objective:** Document information clearly and accurately at an appropriate level for patients, colleagues, and teachers. (ICS-PLO2)
5. **Psychiatry/Behavioral Health Rotation Learning Outcome #5:** Students will listen empathetically and effectively, communicate clearly, and utilize shared decision-making for patients seeking care for behavioral and mental health conditions.
- **Psychiatry/Behavioral health instructional objective:** Utilize open-ended questions to encourage adult and elderly patients to express their thoughts and feelings more fully. (ICS-PLO1)
 - **Psychiatry/Behavioral health instructional objective:** Demonstrate patience and attentiveness by allowing adult and elderly patients to speak without interruption, giving them the opportunity to fully articulate their concerns. (ICS-PLO1)
 - **Psychiatry/Behavioral health instructional objective:** Exhibit nonverbal cues of empathy such as facial expressions and body language that convey understanding and support. (ICS-PLO1)
 - **Psychiatry/Behavioral health instructional objective:** Communicate complex medical information clearly and comprehensively, using plain language and avoiding medical jargon or technical terms that may confuse or intimidate adult and elderly patients. (ICS-PLO3)
 - **Psychiatry/Behavioral health instructional objective:** Deliver clear and concise oral case presentations for adult and elderly patients, effectively conveying relevant information to your preceptor. (ICS-PLO3)
 - **Psychiatry/Behavioral health instructional objective:** Select written patient education handouts to address a health promotion issue using the most up-to-date, evidence-based medical data for adult and elderly patients. (ICS PLO-3)
 - **Psychiatry/Behavioral health instructional objective:** Explain possible risks and benefits of diagnostic studies and treatment plans to adult and elderly patients as approved by the supervising provider. (ICS-PLO3)

- **Psychiatry/Behavioral health instructional objective:** Describe health promotion and disease prevention for acute and chronic clinical conditions listed in the **Psychiatry/Behavioral Health** Clinical Rotation Topics (above) at the appropriate level for adult and elderly patients. (ICS-PLO3)
 - **Psychiatry/Behavioral health instructional objective:** Identify communication barriers with different patient populations. (ICS PLO-3)
 - **Psychiatry/Behavioral health instructional objective:** Adapt communication style and information context to the individual patient interaction. (ICS PLO-3)
 - **Psychiatry/Behavioral health instructional objective:** Collaborate with the patient and/or family members to identify realistic goals and develop a shared understanding of the diagnosis, prognosis, and available treatment options. (ICS PLO-5)
 - **Psychiatry/Behavioral health instructional objective:** Explore patients' understanding of their health conditions and treatment options, clarify misconceptions, and address concerns or fears. (ICS PLO-5)
 - **Psychiatry/Behavioral health instructional objective:** Elicit patient preferences, values, and goals regarding treatment outcomes and healthcare decisions through open-ended questioning and active listening. (ICS PLO-5)
6. **Psychiatry/Behavioral Health Rotation Learning Outcome #6:** Students will facilitate difficult health care conversations regarding behavioral and mental health conditions.
- **Psychiatry/Behavioral health instructional objective:** Establish rapport and trust with the patient and their family members by demonstrating empathy, active listening, and respect for their perspectives and concerns. (ICS PLO-4)
 - **Psychiatry/Behavioral health instructional objective:** Create a supportive environment conducive to open and honest dialogue, ensuring that the patient and their family feels comfortable expressing their thoughts, emotions, and preferences. (ICS PLO-4)
 - **Psychiatry/Behavioral health instructional objective:** Acknowledge and validate the patient's emotions and concerns, expressing empathy and understanding while maintaining professionalism and objectivity. (ICS PLO-4)
 - **Psychiatry/Behavioral health instructional objective:** Demonstrate sensitivity and cultural competence in addressing sensitive topics, such as substance use disorder, suicidal ideation, or difficult treatment decisions. (ICS PLO-4)
 - **Psychiatry/Behavioral health instructional objective:** Provide emotional support and resources to help the patient and their family cope with difficult emotions and navigate the healthcare system effectively. (ICS PLO-4)
7. **Psychiatry/Behavioral Health Rotation Learning Outcome #7:** Students will demonstrate compassion, integrity, respect, patient responsiveness, and accountability while providing care to patients with behavioral and mental health conditions.
- **Psychiatry/Behavioral health instructional objective:** Demonstrate empathy and understanding towards patients' emotions, concerns, and experiences. (P-PLO1)
 - **Psychiatry/Behavioral health instructional objective:** Respect patient confidentiality and privacy, ensuring that sensitive information is handled appropriately. (P-PLO1)

- **Psychiatry/Behavioral health instructional objective:** Use inclusive language and cultural sensitivity when interacting with patients and their families. (P-PLO1)
 - **Psychiatry/Behavioral health instructional objective:** Demonstrate sensitivity and responsiveness to patients' culture, gender, age, and disabilities. (P-PLO1)
 - **Psychiatry/Behavioral health instructional objective:** Practice professionally in a working situation with other healthcare team members, including appropriate dress, punctual attendance, and professional attitude. (P-PLO1)
 - **Psychiatry/Behavioral health instructional objective:** Show sensitivity to the emotional, social, developmental, and ethnic background of patients and their families. (P-PLO1)
 - **Psychiatry/Behavioral health instructional objective:** Apply a professional attitude in such areas as attendance, dress code, and performance in the behavioral and mental health care setting. (P-PLO1)
 - **Psychiatry/Behavioral health instructional objective:** Prioritize patient care over personal comfort or preferences, demonstrating a willingness to adjust schedules or extend work hours to accommodate patient needs. (P-PLO2)
 - **Psychiatry/Behavioral health instructional objective:** Demonstrate flexibility and adaptability in responding to unexpected changes in a behavioral and mental health care setting. (P-PLO2)
 - **Psychiatry/Behavioral health instructional objective:** Evaluate community resources for adult and elderly patients to implement in behavioral and mental health care settings. (P PLO-3)
 - **Pediatric instructional objective:** Evaluate community resources for infant, child, and adolescent patients to implement in behavioral and mental health care settings. (P PLO-3)
 - **Psychiatry/Behavioral health instructional objective:** Demonstrate motivation and desire to learn. (P PLO-3)
 - **Psychiatry/Behavioral health instructional objective:** Demonstrate knowledge of the legal and regulatory requirements of the role of a physician assistant. (P-PLO4)
8. **Psychiatry/Behavioral Health Rotation Learning Outcome #8:** Students will (a) seek, implement, and accept feedback, (b) reflect on performance and develop plans for self-improvement, and (c) locate, appraise, and integrate evidence-based studies related to behavioral and mental health conditions.
- **Psychiatry/Behavioral health instructional objective:** Proactively seek feedback from their preceptor on clinical performance, communication skills, and professional behavior. (PBL PI-PLO1)
 - **Psychiatry/Behavioral health instructional objective:** Demonstrate an openness to receive constructive criticism. (PBL PI-PLO1)
 - **Psychiatry/Behavioral health instructional objective:** Develop action plans based on feedback including specific goals and timelines for implementation. (PBL PI-PLO1)
 - **Psychiatry/Behavioral health instructional objective:** Recognize limitations and locate assistance from supervising preceptors and appropriate reference material to address areas identified for improvement. (PBL PI-PLO1)

- **Psychiatry/Behavioral health instructional objective:** Monitor progress towards goals over time, adjusting action plans as necessary based on ongoing reflection and feedback. (PBL PI PLO-2)
 - **Psychiatry/Behavioral health instructional objective:** Develop the ability to learn from practice. (PBL PI PLO-2)
 - **Psychiatry/Behavioral health instructional objective:** Recognize personal limitations and where to access help personally and professionally. (PBL PI PLO-2)
 - **Psychiatry/Behavioral health instructional objective:** Interpret independent outside readings concerning acute and chronic behavioral and mental health conditions for adults and elderly patients. (PBL PI-PLO3)
 - **Pediatric instructional objective:** Interpret independent outside readings concerning acute and chronic behavioral and mental health conditions for infant, child, and adolescent patients. (PBL PI-PLO3)
 - **Psychiatry/Behavioral health instructional objective:** Show ability to understand and apply decision-making tools used in behavioral and mental health care. (PBL PI PLO-3)
 - **Psychiatry/Behavioral health instructional objective:** Recognize the importance of lifelong learning in the medical field. (PBL PI PLO-3)
 - **Psychiatry/Behavioral health instructional objective:** Assess medical evidence related to outpatient medicine and communicate it to patients and colleagues. (PBL PI PLO-3)
 - **Psychiatry/Behavioral health instructional objective:** Apply information technology to access online medical information and continue personal education. (PBL PI PLO-3)
 - **Psychiatry/Behavioral health instructional objective:** Use medical information technology in decision-making, patient care, and patient education. (PBL PI PLO-3)
9. **Psychiatry/Behavioral Health Rotation Learning Outcome #9:** Students will (a) promote a safe environment for patients seeking care in a psychiatry/behavioral health setting, (b) demonstrate knowledge of quality improvement methodologies and metrics, (c) recognize the unique role of PAs and other health professions in psychiatry/behavioral health, (d) work effectively with other health professionals to provide collaborative, patient-centered psychiatry/behavioral health care, (e) work effectively in an outpatient and/or inpatient health delivery setting, (f) incorporate considerations of cost awareness and funding into patients seeking care in a psychiatry/behavioral health setting, and (g) describe basic health payment systems and practice models for psychiatry/behavioral health.
- **Psychiatry/Behavioral health instructional objective:** Encourage a culture of safety within the healthcare team, promoting open communication, error reporting, and continuous improvement initiatives. (SBP PLO-1)
 - **Psychiatry/Behavioral health instructional objective:** Operate under the rules of HIPAA to preserve behavioral and mental health care patients' confidentiality. (SBP PLO-1)
 - **Psychiatry/Behavioral health instructional objective:** Practice according to policy and procedures set forth by the health care facility. (SBP PLO-1)

- **Psychiatry/Behavioral health instructional objective:** Identify barriers and challenges to implementing quality improvement initiatives in a behavioral and mental health care setting. (SBP PLO-2)
- **Psychiatry/Behavioral health instructional objective:** Discuss appropriate use of controlled substances and statewide tracking systems. (SBP PLO-2)
- **Psychiatry/Behavioral health instructional objective:** Demonstrate understanding of the scope of practice and responsibilities of PAs and other healthcare professionals working in behavioral and mental health care settings. (SBP-PLO3)
- **Psychiatry/Behavioral health instructional objective:** Communicate openly and transparently with PAs and other healthcare professionals, fostering a culture of mutual respect and collaboration within a behavioral and mental health care team. (SBP-PLO3)
- **Psychiatry/Behavioral health instructional objective:** Identify steps of the referral process for adult and elderly patients with behavioral and mental health conditions and roles of other professions in the participation of your patient's care. (SBP-PLO3)
- **Psychiatry/Behavioral health instructional objective:** Employ a professional relationship with the preceptors and other health care team members. (SBP-PLO4)
- **Psychiatry/Behavioral health instructional objective:** Efficiently manage patient flow and patient scheduling to optimize access to care and minimize wait times for patients seeking care. (SBP-PLO5)
- **Psychiatry/Behavioral health instructional objective:** Communicate effectively with administrative staff, medical assistants, and other members of the healthcare team to coordinate patient care activities and ensure smooth health care operations. (SBP-PLO4, SBP-PLO5)
- **Psychiatry/Behavioral health instructional objective:** Evaluate cost-effective healthcare for outpatient care resources that do not compromise the quality of care for adult and elderly patients. (SBP PLO-6)
- **Psychiatry/Behavioral health instructional objective:** Assess the impact poverty or location may have on your treatment plan. (SBP-PLO6)
- **Psychiatry/Behavioral health instructional objective:** Discuss treatment options for behavioral and mental health conditions with patients in an unbiased manner, considering both clinical effectiveness and cost implications, and involving patients in shared decision-making. (SBP PLO-6)
- **Psychiatry/Behavioral health instructional objective:** Educate patients about potential out-of-pocket expenses, insurance coverage limitations, and available resources for financial assistance or cost savings programs. (SBP PLO-6)
- **Psychiatry/Behavioral health instructional objective:** Describe common practice models in behavioral and mental health, such as solo practice, group practice, community health centers, and accountable care organizations. (SBP PLO-6)
- **Psychiatry/Behavioral health instructional objective:** Discuss the role of primary care PAs in managing population health, coordinating care across the continuum, and reducing healthcare costs through preventive services and chronic disease management. (SBP PLO-6)

- **Psychiatry/Behavioral health instructional objective:** Choose the appropriate code for billing the responsible payment service under the direct supervision of the preceptor. (SBP-PLO7)
- **Psychiatry/Behavioral health instructional objective:** Identify the funding sources and payment systems that provide coverage for behavioral and mental health conditions. (SBP-PLO7)
- **Psychiatry/Behavioral health instructional objective:** Identify eligible patient populations for Medicare coverage. (SBP-PLO7)

Psychiatry/Behavioral Health Rotation Curriculum Integration Table

Psychiatry/Behavioral Health Rotation Learning Outcome	Assessment Method (Benchmark Requirements)	PAS Program Goal	PAS Program Learning Outcome (ARC-PA)/Student Learning Outcomes (GVSU)
Students will demonstrate medical knowledge of the pathophysiology, etiology, epidemiology, patient presentation, differential diagnosis, diagnostic work-up, patient management, health promotion, and disease prevention for common behavioral and mental health conditions (listed in Psychiatric/Behavioral Health Clinical Rotation Topics above) encountered in psychiatric/behavioral health for patients seeking medical care for the following age populations: children, adolescents, adults, and elderly.	Preceptor Evaluation (80% average score on Medical Knowledge competency section)	Medical Knowledge and Competence in Patient Care	MK #2 MK #3
	End of rotation examination (≥70%)		
Students will elicit a detailed and accurate patient history (including a substance use history), perform an appropriate physical examination, appropriately use and interpret diagnostic testing and laboratory studies, and formulate differential diagnoses and assessment plans for behavioral and mental health care symptoms/conditions (listed in Psychiatric/Behavioral Health Clinical Rotation Topics above) commonly encountered in patients seeking acute, chronic, and preventive care.	Preceptor Evaluation (80% average score on Patient Care Competency section)	Medical Knowledge and Competence in Patient Care	PC #1 PC #2 PC #3 PC #4

Students will demonstrate technical skills common to behavioral and mental health.	Preceptor Evaluation (80% average score on Patient Care Competency section)	Medical Knowledge and Competence in Patient Care	PC #5
	Clinical Skills Checklist (Pass/Fail)		
Students will obtain and document information clearly and appropriately for the following types of behavioral and mental health patient encounters: (a) acute problem-focused encounters and (b) chronic disease follow-up encounters.	Preceptor Evaluation (80% average score on Interpersonal and Communication Skills competency section)	Medical Knowledge and Patient Care	ICS#2
Students will listen empathetically and effectively, communicate clearly, and utilize shared decision-making for patients seeking care for behavioral and mental health conditions.	Preceptor Evaluation (80% average score on Interpersonal and Communication Skills competency section)	Medical Knowledge and Patient Care	ICS #1
		Collaborative Practice	ICS #3 ICS #5
Students will facilitate difficult health care conversations regarding behavioral and mental health conditions.	Preceptor Evaluation (80% average score on Interpersonal and Communication Skills competency section)	Collaborative Practice	ICS #4
Students will demonstrate compassion, integrity, respect, patient responsiveness, and accountability while providing care to patients with behavioral and mental health conditions.	Preceptor Evaluation (80% average score on Professionalism competency section)	Professionalism	P #1 P #2 P #3
Students will (a) seek, implement, and accept feedback, (b) reflect on performance and develop plans for self-improvement, and (c) locate, appraise, and integrate evidence-based studies related to behavioral	Preceptor Evaluation (80% average score on Practice-Based Learning and Proficiency	Lifelong Learning	PBLPI #1 PBLP #2 PBLP #3

and mental health conditions.	Improvement competency section)		
Students will (a) promote a safe environment for patients seeking care in a psychiatric/ behavioral health setting, (b) demonstrate knowledge of quality improvement methodologies and metrics, (c) recognize the unique role of PAs and other health professions in psychiatric/ behavioral health, (d) work effectively with other health professionals to provide collaborative, patient-centered psychiatry/behavioral health care, (e) work effectively in an outpatient and/or inpatient health delivery setting, (f) incorporate considerations of cost awareness and funding into patients seeking care in a psychiatric/ behavioral health setting, and (g) describe basic health payment systems and practice models for psychiatric/ behavioral health.	Preceptor Evaluation (80% average score on Systems-Based Practice competency section)	Medical Knowledge and Patient Care	SBP #1 SBP #6
		Lifelong Learning	SBP #2
		Collaborative Practice	SBP #3 SBP #4 SBP #5 SBP #7

Psychiatry/Behavioral Health Preceptor Evaluation of the Student

1. What is your group and/or site name (i.e., Corewell Health East Royal Oak- Psychiatry)
2. Medical Knowledge: This section evaluates the student's ability to demonstrate medical knowledge, clinical reasoning, and problem-solving ability of sufficient breadth and depth to practice in behavioral and mental healthcare as an entry-level physician assistant.

	60% (Failing)	70% (D+/ C-)	80% (C+/ B)	90% (B+/ A-)	100% (A)
Student demonstrates medical knowledge in pathophysiology, etiology, and epidemiology for patients seeking medical care for common behavioral and mental health conditions encountered in the following age populations (MK#2, 3):					
Children					
Adolescents					
Adults					
Elderly					
Student demonstrates medical knowledge of patient presentations for common behavioral and mental health conditions encountered in the following age populations (MK#2,3):					
Children					
Adolescents					
Adults					
Elderly					

Student demonstrates medical knowledge of differential diagnosis and diagnostic work-up for patients seeking medical care for common behavioral and mental health conditions encountered in the following age populations (MK#2,3)					
Children					
Adolescents					
Adults					
Elderly					
Student demonstrates medical knowledge of patient management strategies for patients seeking medical care for common behavioral and mental health conditions encountered in the following age populations (MK#2,3):					
Children					
Adolescents					
Adults					
Elderly					
Student demonstrates medical knowledge of health promotion and disease prevention for patients seeking medical care for common behavioral and mental health conditions encountered in the following age populations (MK#2, 3)					
Children					
Adolescents					

Adults					
Elderly					
Additional Comments:					

3. Patient Care: This section evaluates the student's ability to provide person-centered care that includes patient- and setting-specific assessment, evaluation, management, and health promotion.

	60% (Failing)	70% (D+/ C-)	80% (C+/ B)	90% (B+/ A-)	100% (A)	N/A
Elicit a detailed and accurate patient history, including a substance use history, and perform an appropriate physical examination for the following populations encountered in behavioral and mental health care (PC#1):						
Children						
Adolescents						
Adults						
Elderly						
Elicit a detailed and accurate history, including a substance use history, and perform an appropriate physical examination for behavioral and mental health patients seeking (PC#2):						
Acute behavioral and mental health care						

Chronic behavioral and mental health care						
Student demonstrates knowledge of the appropriate use and interpretation of diagnostic testing and laboratory studies commonly used for behavioral and mental health patients seeking (PC#3):						
Acute behavioral and mental health care						
Chronic behavioral and mental health care						
Student organizes information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for behavioral and mental health patients seeking (PC#4):						
Acute behavioral and mental health care						
Chronic behavioral and mental health care						
Student organizes information from the interview, diagnostic testing, and physical examination to formulate assessment plans for symptoms/conditions commonly encountered in behavioral and mental health patients seeking (PC#4):						
Acute behavioral and mental health care						
Chronic behavioral and mental health care						
Demonstrate basic technical skills common to behavioral and mental health.(PC#5):						
Additional Comments:						

4. Interpersonal and Communication Skills: This section evaluates the student's ability to demonstrate verbal and non-verbal communication skills needed to have respectful, compassionate, and effective conversations with patients, patients' families, and health

professionals to exchange information and make medical decisions regarding behavioral and mental health care.

	60% (Failing)	70% (D+/ C-)	80% (C+/ B)	90% (B+/ A-)	100% (A)
Listen empathetically and effectively to patients seeking care for behavioral and mental health conditions (ICS#1)					
Obtain and document information clearly and accurately at an appropriate level the following types of patient encounters (ICS#2):					
Acute behavioral and mental health encounters					
Chronic behavioral and mental health encounters					
Communicate information clearly to patients, families, colleagues, and teams as appropriate across a broad range of socioeconomic and cultural backgrounds to provide behavioral and mental health care (ICS#3)					
Facilitate difficult health care conversations regarding behavioral and mental health conditions (ICS#4):					
Utilize shared-decision making to promote patient-centered communication by eliciting and incorporating patient preferences regarding behavioral and mental health conditions (ICS#5)					
Additional Comments:					

5. Professionalism: This section evaluates the student's ability to demonstrate commitment to carrying out professional responsibilities and adhering to ethical principles and practices.

	60% (Failing)	70% (D+/ C-)	80% (C+/ B)	90% (B+/ A-)	100% (A)

Demonstrate compassion, integrity, and respect for patients seeking behavioral and mental health care (P#1)					
Demonstrate responsiveness to patient needs that supersede self-interest while providing behavioral and mental health care (P#2)					
Show accountability to patients, society, and the profession while providing behavioral and mental health care (P#3)					
Demonstrate leadership and advocacy for the PA profession (P#4)					
Additional Comments:					

6. Practice-Based Learning and Proficiency Improvement: This section evaluates the student's ability to acquire, appraise, and apply evidence-based medicine to behavioral and mental health care, and accurately assess and improve clinical performance based on constant self-evaluation and lifelong learning.

	60% (Failing)	70% (D+/ C-)	80% (C+/ B)	90% (B+/ A-)	100% (A)
Seek, implement, and accept feedback (PBLPI#1)					
Reflect on performance to identify strengths and deficiencies in one's knowledge and expertise and develop a plan for self-improvement (PBLPI#2)					
Locate, appraise, and integrate evidence-based studies related to behavioral and mental health conditions (PBLPI#3)					
Additional Comments:					

7. Systems-Based Practice: This section evaluates the student's ability to engage with other healthcare professionals in a manner that optimizes patient care within the context of the larger healthcare system.

	60% (Failing)	70% (D+/ C-)	80% (C+/ B)	90% (B+/ A-)	100% (A)	NA
Promote a safe environment for patients seeking care with behavioral and mental health conditions (SBP#1)						
Demonstrate knowledge of quality improvement methodologies and metrics in behavioral and mental health (SBP#2)						
Recognize the unique roles of PAs and those of other healthcare professions in behavioral and health (SBP#3)						
Work effectively with other health professionals to provide collaborative, patient-centered behavioral and mental health care (SBP#4)						
Work effectively in an outpatient health delivery setting (SBP#5)						
Work effectively in an inpatient health delivery setting (SBP#5)						
Incorporate considerations of cost awareness and funding sources into patients seeking care in a behavioral and mental health care health setting (SBP#6)						
Describe basic health payment systems and practice models for behavioral and mental health care systems(SBP#7)						
Additional Comments:						

8. Did the student have any absences during the rotation?
 - a. Yes
 - b. No
 - c. If yes, please indicate dates and reason for absence:
9. Please write a short note commenting on this student's particular strengths.
10. Please write a short note commenting on this student's particular areas for improvement.
11. Was this evaluation discussed with the student?
 - a. Yes
 - b. No
 - c. Additional comments:
12. Preceptor Signature: