

Elective Addiction Medicine Rotation Information and Instructional Objectives

Instructor of Record for Elective Addiction Medicine Rotation:

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Elective Addiction Medicine Clinical Rotation Topics

Psychiatry/Behavioral Science

Abuse and neglect: Child abuse, Domestic violence, Elder abuse

Anxiety disorders: Generalized anxiety disorder, Panic disorder, Phobias

Depressive disorders: Major depressive disorder, Persistent depressive disorder (dysthymia), Suicidal/homicidal behaviors

Disruptive, impulse-control, and conduct disorders: Conduct disorder

Substance-related and addictive disorders

Elective Addiction Medicine Rotation Learning Outcomes

Upon completion of the elective Addiction Medicine 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 conditions (listed in Addiction Medicine Clinical Rotation Topics above) encountered in Addiction Medicine for patients seeking medical care for the following age populations: Adolescents, adults and/or elderly.
2. Students will elicit a detailed and accurate patient history, perform an appropriate physical examination, appropriately use and interpret diagnostic testing and laboratory studies, and formulate differential diagnoses and assessment plans for symptoms/conditions (listed in Addiction Medicine Clinical Rotation Topics above) commonly encountered in patients seeking acute Addiction Medicine, chronic Addiction Medicine, and/or behavioral/mental health care.
3. Students will demonstrate technical skills common to Addiction Medicine.
4. Students will obtain and document information clearly and appropriately for the following types of patient encounters: (a) acute problem-focused encounters and/or (b) chronic disease follow-up encounters.
5. Students will listen empathetically and effectively, communicate clearly, and utilize shared decision-making for patients seeking care in Addiction Medicine.
6. Students will facilitate difficult health care conversations in Addiction Medicine.
7. Students will demonstrate compassion, integrity, respect, patient responsiveness, and accountability while providing care to patients in an Addiction Medicine setting.
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 Addiction Medicine.

9. Students will (a) promote a safe environment for patients seeking care in an Addiction Medicine setting, (b) demonstrate knowledge of quality improvement methodologies and metrics, (c) recognize the unique role of PAs and other health professions in Addiction Medicine, (d) work effectively with other health professionals in Addiction Medicine, (e) work effectively in an outpatient and/or inpatient health delivery settings, (f) incorporate considerations of cost awareness and funding into patients seeking care in an Addiction Medicine setting, and (g) describe basic health payment systems and practice models for Addiction Medicine.

Elective Addiction Medicine Instructional Objectives

Upon completion of the elective Addiction Medicine clinical rotation,

1. **Elective Addiction Medicine 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 conditions (listed in Addiction Medicine Clinical Rotation Topics above) encountered in Addiction Medicine for patients seeking medical care for the following age populations: adolescents, adults and/or elderly.
 - Addiction Medicine instructional objective: Evaluate the common disease process found in Addiction Medicine using suggested readings and course study guide. (MK-PLO2)
 - Addiction Medicine instructional objective: Identify the etiology, pathophysiology, and clinical presentation of conditions listed in the clinical topics for this rotation. (MK-PLO3)
 - Addiction Medicine Rotation instructional objective: Select appropriate treatment plans for patients using all pertinent medical data, including history, physical examination, and diagnostic data, under the preceptor's supervision. (MK-PLO3)
 - Addiction Medicine Rotation instructional objective: Identify medications commonly used in Addiction Medicine, including the indication, contraindication, mechanism of action, most common side effects, and appropriate dosage for age. (MK-PLO2)
 - Addiction Medicine instructional objective: Contrast possible risks and benefits of diagnostic studies and treatment plans. (MK-PLO3)
 - Addiction Medicine instructional objective: Recommend appropriate screening tests and immunizations based on current standards. (MK-PLO3)
 - Addiction Medicine instructional objective: Contrast the risks and benefits of procedures that must be performed on your patient. (MK PLO-3)
 - Addiction Medicine instructional objective: Interpret and apply setting appropriate healthcare guidelines. (MK PLO-3)
2. **Elective Addiction Medicine Rotation Learning Outcome #2:** Students will elicit a detailed and accurate patient history, perform an appropriate physical examination, appropriately use and interpret diagnostic testing and laboratory studies, and formulate differential diagnoses and assessment plans for symptoms/conditions (listed in Addiction Medicine Clinical Rotation Topics above) commonly encountered in patients seeking acute Addiction Medicine, chronic Addiction Medicine, and/or behavioral/mental health care.

- **Addiction Medicine instructional objective:** Demonstrate an age and setting appropriate history and physical exam for a patient 11-17 years of age. (PC-PLO1, PC-PLO2)
 - **Addiction Medicine instructional objective:** Demonstrate an age and setting appropriate history and physical exam for a patient 18-64 years of age. (PC-PLO2)
 - **Addiction Medicine instructional objective:** Demonstrate an appropriate history and physical exam on a patient greater than 65 years of age. (PC-PLO2)
 - **Addiction Medicine instructional objective:** Choose appropriate diagnostic tests to identify an abnormality. (PC-PLO3)
 - **Addiction Medicine instructional objective:** Interpret diagnostic studies related to the patient's medical condition. (PC-PLO3)
 - **Addiction Medicine instructional objective:** Formulate an appropriate differential diagnosis based on history, physical examination, and diagnostic study data. (PC-PLO4)
 - **Addiction Medicine instructional objective:** Construct an appropriate treatment plan based on history, physical exam, and diagnostic data. (PC-PLO4)
 - **Addiction Medicine instructional objective:** Actively participate in the management of acute and chronic patient conditions. (PC- PLO4)
3. **Elective Addiction Medicine Rotation Learning Outcome #3:** Students will demonstrate technical skills common to Addiction Medicine.
 4. **Elective Addiction Medicine Rotation Learning Outcome #4:** Students will obtain and document information clearly and appropriately for the following types of patient encounters: (a) acute problem-focused encounters, and/or (b) chronic disease follow-up encounters
 5. **Elective Addiction Medicine Rotation Learning Outcome #5:** Students will listen empathetically and effectively, communicate clearly, and utilize shared decision-making for patients seeking care in Addiction Medicine.
 - **Addiction Medicine instructional objective:** Describe health promotion and disease prevention to your patients. (ICS-PLO3)
 - **Addiction Medicine instructional objective:** Adapt communication style and information context to the individual patient interaction. (ICS-PLO3)
 - **Addiction Medicine instructional objective:** Identify communication barriers with different patient populations. (ICS PLO-3)
 - **Addiction Medicine instructional objective:** Compose an oral case presentation and present it to the preceptor. (ICS-PLO3)
 - **Addiction Medicine instructional objective:** Explain possible risks and benefits of diagnostic studies and treatment plans to your patient as approved by the supervising provider. (ICS-PLO3)
 - **Addiction Medicine instructional objective:** Select written patient education handouts to address a health promotion issue using the most up-to-date, evidence-based medical data. (ICS PLO-3)

6. **Elective Addiction Medicine Rotation Learning Outcome #6:** Students will facilitate difficult health care conversations in Addiction Medicine.
7. **Elective Addiction Medicine Rotation Learning Outcome #7:** Students will demonstrate compassion, integrity, respect, patient responsiveness, and accountability while providing care to patients in an Addiction Medicine setting.
 - **Addiction Medicine instructional objective:** Practice professionally in a working situation with other healthcare team members, including appropriate dress, punctual attendance, and professional attitude. (P-PLO1)
 - **Addiction Medicine instructional objective:** Show sensitivity to the emotional, social, developmental, and ethnic background of patients and their families on their service. (P-PLO1)
 - **Addiction Medicine instructional objective:** Apply professional attitude in such areas as attendance, dress code, and performance in the medical setting. (P-PLO1)
 - **Addiction Medicine instructional objective:** Demonstrate sensitivity and responsiveness to patients' culture, gender, age, and disabilities. (P-PLO1)
 - **Addiction Medicine instructional objective:** Demonstrate motivation and desire to learn. (P-PLO3)
 - **Addiction Medicine instructional objective:** Demonstrate knowledge of the legal and regulatory requirements of the role of a physician assistant. (P-PLO4)
8. **Elective Addiction Medicine 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 Addiction Medicine.
 - **Addiction Medicine instructional objective:** Demonstrate an openness to receive constructive criticism. (PBLPI-PLO1)
 - **Addiction Medicine instructional objective:** Recognize limitations and locate assistance from supervising preceptors and appropriate reference material. (PBLPI-PLO1)
 - **Addiction Medicine instructional objective:** Develop the ability to learn from practice. (PBLPI-PLO2)
 - **Addiction Medicine instructional objective:** Recognize personal limitations and where to access help personally and professionally. (PBLPI-PL2)
 - **Addiction Medicine instructional objective:** Interpret independent outside readings concerning medical problems encountered. (PBL PI-PLO3)
 - **Addiction Medicine instructional objective:** Show ability to understand and apply decision-making tools. (PBL PI PLO-3)
 - **Addiction Medicine instructional objective:** Recognize the importance of lifelong learning in the medical field. (PBLPI-PLO3)
 - **Addiction Medicine instructional objective:** Assess medical evidence and communicate it to patients and colleagues. (PBLPI-PL3)
 - **Addiction Medicine instructional objective:** Apply information technology to access online medical information and continue personal education. (PBLPI-PL3))

- **Addiction Medicine instructional objective:** Use medical information technology in decision-making, patient care, and patient education. (PBLPI-PL3)
9. **Elective Addiction Medicine Rotation Learning Outcome #9:** Students will (a) promote a safe environment for patients seeking care in an Addiction Medicine setting, (b) demonstrate knowledge of quality improvement methodologies and metrics, (c) recognize the unique role of PAs and other health professions in Addiction Medicine, (d) work effectively with other health professionals in Addiction Medicine, (e) work effectively in an outpatient and/or inpatient health delivery settings, (f) incorporate considerations of cost awareness and funding into patients seeking care in an Addiction Medicine setting, and (g) describe basic health payment systems and practice models for Addiction Medicine.
- **Addiction Medicine instructional objective:** Operate under the rules of HIPAA to preserve patient confidentiality. (SBP-PLO1)
 - **Addiction Medicine instructional objective:** Practice according to policy and procedures set forth by the health care facility. (SBP-PLO1)
 - **Addiction Medicine instructional objective:** Employ a professional relationship with the supervising providers and other health care team members. (SBP-PLO4)
 - **Addiction Medicine instructional objective:** Identify the obstacles to obtaining medical care for those with financial difficulties. (SBP-PLO6)
 - **Addiction Medicine instructional objective:** Evaluate cost-effective health care and resources that do not compromise the quality of patient care. (SBP-PLO6)
 - **Addiction Medicine instructional objective:** Identify the funding sources and payment systems that provide coverage for the patient. (SBP-PLO7)
 - **Addiction Medicine instructional objective:** Choose the appropriate code for billing the responsible payment service under the direct supervision of the preceptor. (SBP-PLO7)

Elective Addiction Medicine Rotation Curriculum Integration Table

Elective Addiction Medicine Rotation Learning Outcome	Assessment Method (Benchmark Requirements)	PAS Program Goal	PAS Program Learning Outcome (ARC-PA)/Student Learning Outcomes (GVSU)
<p>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 conditions (listed in Addiction Medicine Clinical Rotation Topics above) encountered in Addiction Medicine for patients seeking medical care for the following age populations: adolescents, adults and/or elderly.</p>	<p>Preceptor Evaluation (80% average score on Medical Knowledge competency section)</p>	<p>Medical Knowledge and Competence in Patient Care</p>	<p>MK #2 MK #3</p>
<p>Students will elicit a detailed and accurate patient history, perform an appropriate physical examination, appropriately use and interpret diagnostic testing and laboratory studies, and formulate differential diagnoses and assessment plans for symptoms/conditions (listed in Addiction Medicine Clinical Rotation Topics above) commonly encountered in patients seeking acute Addiction Medicine, chronic Addiction Medicine, and/or behavioral/mental health care.</p>	<p>Preceptor Evaluation (80% average score on Patient competency section)</p>	<p>Medical Knowledge and Competence in Patient Care</p>	<p>PC #1 PC #2 PC #3 PC #4</p>

Students will demonstrate technical skills common to Addiction Medicine.	Preceptor Evaluation (80% average score on Patient 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 patient encounters: (a) acute problem-focused encounters, and/or (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 in Addiction Medicine.	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 in Addiction Medicine.	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 in an Addiction Medicine setting.	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 Addiction Medicine.	Preceptor Evaluation (80% average score on Practice-Based Learning and Proficiency Improvement competency section)	Lifelong Learning	PBLPI #1 PBLP #2 PBLP #3

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

Elective Addiction Medicine Preceptor Evaluation of the Student

1. What is your group and/or site name (i.e., Spectrum Health Family Medicine-Kentwood)
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 medicine as an entry-level physician assistant

	60% (Failing)	70% (D+/ C-)	80% (C+/ B)	90% (B+/ A-)	100% (A)	N/A
Student demonstrates medical knowledge in pathophysiology, etiology, and epidemiology for patients seeking medical care for common conditions encountered in addiction medicine in the following age populations (MK#2, 3):						
Adolescents						
Adults						
Elderly						
Student demonstrates medical knowledge of patient presentations for common conditions encountered in addiction medicine for the following age populations (MK#2,3):						
Adolescents						
Adults						
Elderly						
Student demonstrates medical knowledge of differential diagnosis and diagnostic work-up for patients seeking medical care for common conditions encountered in addiction medicine in the following age populations (MK#2,3)						
Adolescents						
Adults						
Elderly						
Student demonstrates medical knowledge of patient management strategies for patients seeking medical care for common conditions encountered in addiction medicine in the following age populations (MK#2,3):						
Adolescents						
Adults						
Elderly						
Student demonstrates medical knowledge of health promotion and disease prevention for patients seeking medical care for common conditions encountered in addiction medicine in the following age populations (MK#2, 3)						
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 history and perform an appropriate physical examination for the following populations encountered in addiction medicine (PC#1):						
Adolescents						
Adult						
Elderly						
Elicit a detailed and accurate history and perform an appropriate physical examination for patients encountered in Addiction Medicine seeking (PC#2):						
Acute care						
Chronic care						
Behavioral/mental health care						
Student demonstrates knowledge of the appropriate use and interpretation of diagnostic testing and laboratory studies commonly used for patients seeking (PC#3):						
Acute care						
Chronic care						
Behavioral/mental health care						
Student organizes information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for patients seeking (PC#4):						
Acute care						
Chronic care						
Behavioral/mental health care						
Student organizes information from the interview, diagnostic testing, and physical examination to formulate assessment plans for symptoms/conditions commonly encountered in patients seeking (PC#4):						
Acute care						
Chronic care						
Behavioral/mental health care						
Demonstrate basic technical skills common to Addiction Medicine. (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.

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

Listen empathetically and effectively to patients seeking care in addiction medicine (ICS#1)						
Obtain and document information clearly and accurately at an appropriate level the following types of patient encounters (ICS#2):						
Acute problem-focused encounters						
Chronic disease follow-up encounters						
Communicate information clearly to patients, families, colleagues, and teams as appropriate across a broad range of socioeconomic and cultural backgrounds (ICS#3)						
Facilitate difficult health care conversations in addiction medicine (ICS#4):						
Utilize shared-decision making to promote patient-centered communication by eliciting and incorporating patient preferences (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 care in an addiction medicine setting (P#1)					
Demonstrate responsiveness to patient needs that supersede self-interest while providing care in an addiction medicine setting (P#2)					
Show accountability to patients, society, and the profession while providing care in an addiction medicine setting (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 patient 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 addiction medicine (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)
Promote a safe environment for patients seeking care in an addiction medicine setting (SBP#1)					
Demonstrate knowledge of quality improvement methodologies and metrics in addiction medicine (SBP#2)					
Recognize the unique roles of PAs and those of other healthcare professions in addiction medicine (SBP#3)					
Work effectively with other health professionals to provide collaborative, patient-centered in addiction medicine (SBP#4)					
Work effectively in an addiction medicine health delivery setting (SBP#5)					
Incorporate considerations of cost awareness and funding sources into patients seeking care in an addiction medicine setting (SBP#6)					

Describe basic health payment systems and practice models for addiction medicine (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: