



Adolescent Medicine Rotation

Adolescent Medicine Rotation Information (including Rotation Learning Outcomes, Instructional Objectives, Preceptor Evaluation of Student Form, and Rotation-Specific Curriculum Integration Table)

Instructor of Record for Adolescent Medicine Rotation:

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Adolescent Medicine Clinical Rotation Topics

Dermatology: Acne vulgaris, Androgenetic alopecia, Atopic dermatitis, Burns, Contact Dermatitis, Dermatitis (diaper, perioral), Drug eruptions, Erythema multiforme, Exanthems, Impetigo, Lice, Lichen planus, Pityriasis rosea, Scabies, Stevens-Johnson syndrome, Tinea, Toxic epidermal necrolysis, Urticaria, Verrucae

ENOT/Ophthalmology: Acute otitis media, Acute pharyngotonsillitis, Allergic rhinitis, Conjunctivitis, Epiglottitis, Epistaxis, Hearing impairment, Mastoiditis, Oral candidiasis, Orbital cellulitis, Otitis externa, Peritonsillar abscess, Strabismus, Tympanic membrane perforation

Infectious Disease: Atypical mycobacterial disease, Epstein-Barr disease, Erythema infectiosum, Hand-foot-and-mouth disease, Herpes simplex, Influenza, Measles, Mumps, Pertussis, Pinworms, Roseola, Rubella, Varicella infection

Pulmonology: Acute bronchiolitis, Asthma, Croup, Cystic fibrosis, Foreign body, Hyaline membrane disease, Pneumonia (bacterial, viral), Respiratory syncytial virus

Cardiovascular: Acute rheumatic fever, Atrial septal defect, Coarctation of the aorta, Hypertrophic cardiomyopathy, Kawasaki disease, Patent ductus arteriosus, Syncope, Tetralogy of Fallot, Ventricular septal defect

Gastrointestinal/Nutritional System: Appendicitis, Colic, Constipation, Dehydration, Duodenal atresia, Encopresis, Foreign body, Gastroenteritis, Gastroesophageal reflux disease, Hepatitis, Hirschsprung disease, Inguinal hernia, Intussusception, Jaundice, Lactose intolerance, Niacin deficiencies, Pyloric stenosis, Umbilical hernia, Vitamin A deficiency, Vitamin C deficiency, Vitamin D deficiency

Neurology/Developmental: Anticipatory guidance, Down syndrome, Febrile seizure, Immunization guidelines, Meningitis, Normal growth and development, Seizure disorders, Turner syndrome

Psychiatry/Behavioral Medicine: Anxiety disorders, Attention-deficit/hyperactivity disorder, Autism spectrum disorder, Child abuse and neglect, Disruptive/impulse-control/and conduct disorders, Feeding or eating disorders, Suicide, Depressive disorders

Reproductive System: Gynecomastia, contraceptive methods, human sexuality and gender identify, menstrual disorders, ovarian cysts, polycystic ovarian syndrome, ovarian torsion, pelvic inflammatory disease

Orthopedics/Rheumatology: Avascular necrosis of the proximal femur, Congenital hip dysplasia, Juvenile rheumatoid arthritis, Neoplasia of the musculoskeletal system, Nursemaid elbow, Osgood-Schlatter disease, Scoliosis, Slipped capital femoral epiphysis

Endocrinology: Diabetes mellitus, Hypercalcemia, Hyperthyroidism, Hypothyroidism, Obesity, Short stature

Genitourinary system: incontinence, cryptorchidism, trauma, vesicoureteral reflux, cystitis, epididymitis, orchitis, pyelonephritis, urethritis

Renal System: Horseshoe kidney, hydronephrosis, polycystic kidney disease, Wilms tumor, renal vascular disease

Adolescent Medicine Clinical and Technical Skills	
Adolescent Medicine Skills	
	Elicit a detailed and accurate patient history on adolescent (11-17 yrs) patients (RLO2, Clinical and Technical Skills Checklist)
Adolescent Medicine Technical Skills	
	Perform a finger stick

Adolescent Medicine Rotation Learning Outcomes and Instructional Objectives

Rotation Learning Outcomes	Instructional Objectives
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 Adolescent Medicine Clinical Rotation Topics above) encountered in adolescent medicine.	
	Adolescent medicine instructional objective: Explain the pathophysiology of the clinical presentations of conditions listed in the Adolescent Medicine Clinical Rotation Topics (above) in adolescent patients. (MK-PLO3)
	Adolescent medicine instructional objective: Describe the etiology and epidemiology of clinical conditions listed in the Adolescent Medicine Clinical Rotation Topics (above) in adolescent patients (MK-PLO3)
	Adolescent medicine instructional objective: Distinguish normal aging from pathologic processes. (MK-PLO3)
	Adolescent medicine instructional objective: Identify the patient presentation of conditions listed in the Adolescent Medicine Clinical Rotation Topics (above). (MK-PLO3)
	Adolescent medicine instructional objective: Differentiate how disease processes of conditions listed in the Adolescent Medicine Clinical Rotation Topics (above) may present. (MK-PLO3)
	Adolescent Medicine instructional objective: Explain the appropriate diagnostic workup of the clinical conditions listed in the Adolescent Medicine Clinical Rotation Topics (above). (MK-PLO3)
	Adolescent medicine instructional objective: Formulate a differential diagnosis for patient presentations of conditions listed in the Adolescent Medicine Clinical Rotation Topics (above). (MK-PLO3)

	Adolescent medicine instructional objective: Compare and contrast the risks and benefits of diagnostic studies and treatment plans for conditions listed in the Adolescent Medicine Clinical Rotation Topics (above). (MK-PLO3)
	Adolescent medicine instructional objective: Summarize the indications and contraindications of procedures commonly used in the treatment of conditions listed in the Adolescent Medicine Clinical Rotation Topics (above). (MK PLO-2)
	Adolescent medicine instructional objective: Compare and contrast the risks and benefits of procedures indicated for conditions listed in the Adolescent Medicine Clinical Rotation Topics (above). (MK PLO-3)
	Adolescent medicine instructional objective: Outline the appropriate management of the clinical conditions listed in the Adolescent Medicine Clinical Rotation Topics (above). (MK-PLO3)
	Adolescent medicine instructional objective: Identify the common medication problems specific to adolescent patients, including potential toxic interactions of drugs, compliance issues, and the complexity of new medication prescribing. (MK-PLO3)
	Adolescent medicine instructional objective: Describe health promotion in relation to the management of the clinical conditions listed in the Adolescent Medicine Clinical Rotation Topics (above). (MK-PLO3)
	Adolescent medicine instructional objective: Describe disease prevention for clinical conditions listed in the Adolescent Medicine Clinical Rotation Topics (above). (MK-PLO3)
	Adolescent medicine instructional objective: Identify national screening guidelines for adolescent patients for the applicable clinical conditions listed in the Adolescent Medicine Clinical Rotation Topics (above). (MK-PLO2)

	Adolescent medicine instructional objective: Interpret and apply immunization guidelines for adolescent patients. (MK PLO-3)
	Adolescent medicine instructional objective: Recognize when it is appropriate to obtain informed consent for adolescent patients.
	Adolescent medicine instructional objective: Identify signs of abuse and how to report suspected abuse in adolescent patients. (MK PLO-3)
	Adolescent medicine instructional objective: Describe major age-related changes in body composition and function that affect the pharmacokinetic process in adolescent patients. -(MK-PLO2)
	Adolescent medicine instructional objective: Discuss medications commonly used in the treatment of conditions listed in the Adolescent Medicine 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 adolescent patients. (MK PLO-3)
	Adolescent medicine instructional objective: Interpret and apply healthcare guidelines for adolescent patients. (MK PLO-3)
	Adolescent medicine instructional objective: Select appropriate prescription medication(s) and dosing for the treatment of conditions listed in the Adolescent Medicine Clinical Rotation Topics (above) in adolescent patients. (MK PLO-3)
	Adolescent medicine instructional objective: Actively participate in the management of care of adolescent patients. (MK- PLO3)
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	

Adolescent Medicine Clinical Rotation Topics above) commonly encountered in adolescent patients.	
	Adolescent Medicine instructional objective: Demonstrate an age-appropriate comprehensive preventive history and physical exam for conditions in patients in an adolescent medicine setting. (PC-PLO1, PC-PLO2)
	Adolescent Medicine instructional objective: Demonstrate an age-appropriate problem-focused history and physical exam for conditions in patients in an adolescent medicine setting. (PC-PLO1, PC-PLO2)
	Adolescent Medicine instructional objective: Select appropriate preventative exams and screening tests for patients in an adolescent medicine setting. (PC-PLO4)
	Adolescent Medicine instructional objective: Select and interpret appropriate diagnostic and laboratory studies related to conditions listed in the Adolescent Medicine Clinical Rotation Topics (above) for patients in an adolescent medicine setting. (PC-PLO3)
	Adolescent Medicine instructional objective: Formulate an appropriate differential diagnosis based on history, physical examination, diagnostic data, and clinical reasoning for patients in an adolescent medicine setting. (PC-PLO4)
	Adolescent Medicine instructional objective: Develop an appropriate assessment, management care plan, and disposition of patients, given all pertinent medical data, including history, physical exam, laboratory, and diagnostic data in an adolescent medicine setting. (PC-PLO4)
	Adolescent Medicine instructional objective: Integrate care needs into comprehensive, patient-centered management plans for

	patients in an adolescent medicine setting. (PC-PLO4)
	Adolescent Medicine instructional objective: Actively participate in the management of patients with conditions listed in the Adolescent Medicine Clinical Rotation Topics (above) in an adolescent medicine setting. (PC- PLO4)
	Adolescent Medicine instructional objective: Appraise a patient's health with preventive screening exams that follow appropriate medical guidelines for patients related to conditions listed in the Adolescent Medicine Clinical Rotation Topics (above) in an adolescent medicine setting. (PC PLO-4)
Students will perform the following technical skill: perform a finger stick.	
	Adolescent medicine instructional objective: Explain the clinical rationale and indications for performing a finger-stick blood sample, including advantages and limitations compared to venous sampling. (PC-PLO5)
	Adolescent medicine instructional objective: Prepare the patient and equipment appropriately, including verifying patient identity, explaining the procedure, selecting an appropriate site, and using proper infection-control measures. (PC-PLO5)
	Adolescent medicine instructional objective: Demonstrate correct finger-stick technique, including warming the site as needed, performing the puncture safely, and using proper depth and angle to obtain an adequate sample. (PC-PLO5)
	Adolescent medicine instructional objective: Collect the blood sample correctly, ensuring proper flow, avoiding contamination or hemolysis, and adhering to required sample volume and handling procedures. (PC-PLO5)
	Adolescent medicine instructional objective: Employ techniques that minimize patient discomfort, such as optimal site selection,

	gentle handling, and efficient execution of the procedure. (PC-PLO5)
	Adolescent medicine instructional objective: Recognize and manage common complications, such as insufficient sample, excessive bleeding, bruising, or patient anxiety. (PC-PLO5)
Students will document information clearly and appropriately in adolescent medicine, including (a) wellness and preventive care encounters, (b) acute problem-focused encounters, and (c) chronic disease follow-up encounters.	
	Adolescent Medicine instructional objective: Document a well-child preventive care note for adolescent patients, ensuring specific attention to the distinct needs of this age group. (ICS-PLO2)
	Adolescent Medicine instructional objective: Document an acute problem-focused medical note for adolescent patients, ensuring specific attention to the distinct needs of this age group. (ICS-PLO2)
	Adolescent Medicine instructional objective: Document a chronic problem-focused medical note for adolescent patients, ensuring specific attention to the distinct needs of this age group. (ICS-PLO2)
	Adolescent Medicine instructional objective: Demonstrate the ability to integrate documentation across preventive, acute, and chronic care encounters, ensuring continuity and accuracy of patient information in an adolescent setting. (ICS-PLO2)
Students will listen empathetically and effectively, communicate clearly, utilize shared decision-making, and provide patient education and counseling for patients seeking care in adolescent medicine.	

	Adolescent medicine instructional objective: Utilize open-ended questions, active listening, and empathetic communication to elicit patient preferences, values, goals, and concerns while providing space for patients to fully articulate their thoughts without interruption. (ICS-PLO1)
	Adolescent medicine instructional objective: Communicate complex medical information clearly and comprehensively, using plain language and avoiding medical jargon, while tailoring the content and delivery to the patient's level of understanding and health literacy. (ICS-PLO3)
	Adolescent medicine instructional objective: Deliver clear, concise, and well-organized oral case presentations using a structured format, ensuring the inclusion of pertinent patient information to effectively communicate with preceptors and the healthcare team, fostering collaboration and continuity of care. (ICS-PLO3)
	Adolescent medicine instructional objective: Identify and address communication barriers with diverse patient populations and adapt communication style and information context to ensure understanding, effective interaction, and culturally sensitive care. (ICS PLO-3)
	Adolescent medicine instructional objective: Collaborate with the patient and family to identify realistic goals, develop a shared understanding of diagnoses and treatment options, and explain the risks and benefits of diagnostic studies and treatments, while demonstrating empathetic listening to clarify misconceptions and address concerns or fears. (ICS PLO-5)
	Adolescent medicine instructional objective: Deliver age-appropriate patient-centered education and counseling, including health promotion, disease prevention, and evidence-based written materials tailored to the patient's needs and health literacy, to patients seeking care in adolescent medicine. (ICS-PLO5)

	Adolescent medicine instructional objective: Provide patient-centered counseling that addresses emotional, psychological, and social concerns (ICS-PLO5)
	Adolescent medicine instructional objective: Assess patient understanding of medical information and treatment plans and address any gaps in comprehension (ICS-PLO3)
Students will facilitate difficult health care conversations in adolescent medicine.	
	Adolescent medicine instructional objective: Establish rapport and trust with patients and their family members by demonstrating empathy, active listening, and respect for their emotions, perspectives, and concerns while maintaining professionalism and objectivity. (ICS PLO-4)
	Adolescent medicine instructional objective: Create a supportive environment conducive to open and honest dialogue, ensuring that the patient and their family feel comfortable expressing their thoughts, emotions, and preferences. (ICS PLO-4)
	Adolescent medicine instructional objective: Demonstrate sensitivity and cultural competence in addressing sensitive topics, such as end-of-life care, advance directives, or difficult treatment decisions, while respecting diverse perspectives and values. (ICS PLO-4)
	Adolescent medicine instructional objective: Provide emotional support and connect patients and their families with appropriate resources to help them cope with difficult emotions and navigate the healthcare system effectively. (ICS PLO-4)
Students will demonstrate compassion, integrity, respect, patient responsiveness, and accountability providing care to patients in adolescent medicine.	

	Adolescent medicine instructional objective: Demonstrate empathy, understanding, compassion, and sensitivity to the emotional, social, developmental, cultural, and diverse backgrounds of patients and their families, including age, gender, and disabilities. (P-PLO1)
	Adolescent medicine instructional objective: Respect patient confidentiality and privacy, ensuring that sensitive information is handled appropriately and securely. (P-PLO1)
	Adolescent medicine instructional objective: Use inclusive language and cultural sensitivity when interacting with patients and their families to foster trust and respect. (P-PLO1)
	Adolescent medicine instructional objective: Exhibit professionalism in interactions with patients, families, and healthcare team members, including maintaining appropriate dress, punctual attendance, and a professional attitude in all clinical settings. -(P-PLO1)
	Adolescent medicine 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)
	Adolescent medicine instructional objective: Demonstrate flexibility, attentiveness, and responsiveness in addressing patient concerns and unexpected changes. (P-PLO2)
	Adolescent medicine instructional objective: Take accountability for actions, decisions, and the quality of care provided, ensuring continuous evaluation and improvement. (P-PLO3)
	Adolescent medicine instructional objective: Evaluate and integrate community resources to support patient care in adolescent medicine. (P PLO-3)
	Adolescent medicine instructional objective: Demonstrate motivation and desire to learn. (P PLO-3)

	Adolescent medicine instructional objective: Demonstrate knowledge of the legal and regulatory requirements of the role of a physician assistant. (P-PLO4)
	Adolescent medicine instructional objective: Exhibit integrity by adhering to ethical standards, acting with honesty, and maintaining professional accountability in all interactions and decisions." (P-PLO1)
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 adolescent medicine.	
	Adolescent medicine instructional objective: Proactively seek feedback from their preceptor on clinical performance, communication skills, and professional behavior, demonstrating openness to constructive criticism and willingness to apply it to improve. (PBL PI-PLO1)
	Adolescent medicine instructional objective: Develop action plans based on feedback including specific goals and timelines for implementation. (PBL PI-PLO1)
	Adolescent medicine instructional objective: Recognize personal and professional limitations, and locate assistance from preceptors, colleagues, and reference materials to address areas needing improvement. (PBL PI-PLO1)
	Adolescent medicine instructional objective: Monitor progress towards goals over time, adjusting action plans as necessary based on ongoing reflection and feedback. (PBL-PI PLO-2)
	Adolescent instructional objective: Develop the ability to learn from practice. (PBL PI PLO-2)
	Adolescent medicine instructional objective: Demonstrate lifelong learning by interpreting independent readings, assessing medical evidence, and applying decision-making tools

	to provide evidence-based patient care in adolescent medicine. (PBL PI-PLO3)
	Adolescent medicine instructional objective: Recognize the importance of lifelong learning in the medical field. (PBL PI PLO-3)
	Adolescent medicine instructional objective: Assess and effectively communicate medical evidence to patients, colleagues, and healthcare teams to support shared decision-making and patient care. (PBL PI PLO-3)
	Adolescent medicine instructional objective: Utilize medical information technology to access and appraise online medical resources, enhance personal education, support clinical decision-making, and educate patients. (PBL PI PLO-3)
In an adolescent medicine setting, students will (a) promote a safe environment, (b) demonstrate knowledge of quality improvement methodologies and metrics, (c) recognize the unique role of PAs and other health professions, (d) work effectively with other health professionals to provide collaborative, patient-centered care, (e) incorporate considerations of cost awareness and funding, and (g) describe basic health payment systems and practice models.	
	Adolescent Medicine instructional objective: Operate under the rules of HIPAA to preserve patient confidentiality in an adolescent medicine setting. (SBP PLO-1)
	Adolescent medicine instructional objective: Practice according to policy and procedures set forth by the health care facility. (SBP PLO-1)
	Adolescent medicine instructional objective: Identify barriers and challenges to implementing quality improvement initiatives in an adolescent medicine setting and propose strategies to overcome them. (SBP PLO-2)

	Adolescent medicine instructional objective: Discuss the appropriate use of controlled substances and statewide tracking systems to ensure ethical and legal patient care in an adolescent medicine setting. (SBP PLO-2)
	Adolescent medicine instructional objective: Encourage a culture of safety and collaboration within the healthcare team by promoting open communication, error reporting, mutual respect, and teamwork while providing patient-centered care in an adolescent medicine setting. (SBP-PLO3)
	Adolescent medicine instructional objective: Identify the steps of the referral process for patients and the roles of other healthcare professionals in the participation of your patient's care in an adolescent medicine setting. (SBP-PLO3)
	Adolescent medicine instructional objective: Employ a professional relationship with the preceptors and other healthcare team members in an adolescent medicine setting. (SBP-PLO4)
	Adolescent medicine instructional objective: Efficiently manage patient flow and clinic scheduling to optimize access to care and minimize wait times for patients seeking care in an adolescent medicine setting. (SBP-PLO5)
	Adolescent medicine instructional objective: Communicate effectively with administrative staff, medical assistants, and other members of the healthcare team to coordinate patient care activities and ensure smooth clinic operations in an adolescent medicine setting. (SBP-PLO4, SBP-PLO5)
	Adolescent medicine instructional objective: Evaluate cost-effective healthcare resources that do not compromise the quality of care for patients in an adolescent medicine setting. (SBP PLO-6)

	Adolescent medicine instructional objective: Discuss treatment options for patient care in an unbiased manner, considering both clinical effectiveness and cost implications and involving patients in shared decision-making in an adolescent medicine setting. (SBP PLO-6)
	Adolescent medicine instructional objective: Describe common practice models in an adolescent medicine setting. (SBP PLO-6)
	Adolescent medicine instructional objective: Demonstrate an understanding of the roles and responsibilities of PAs and other healthcare professionals in an adolescent medicine setting, including their contributions to population health, care coordination, and cost reduction through preventive services and chronic disease management. (SBP PLO-6)
	Adolescent medicine instructional objective: Choose appropriate billing codes for payment services under the direct supervision of the preceptor in an adolescent medicine setting. (SBP-PLO7)
	Adolescent medicine instructional objective: Identify funding sources and payment systems, including eligible patient populations for Medicaid and Medicare, in an adolescent medicine setting. (SBP-PLO7)

Adolescent Medicine Rotation Curriculum Integration Table

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 conditions (listed in Adolescent Medicine Clinical Rotation Topics above) encountered in adolescent medicine.	Preceptor Evaluation (80% average score on Medical Knowledge competency section)	Medical Knowledge and Competence in Patient Care	MK #2
			MK#3
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 Adolescent Medicine Clinical Rotation Topics above) commonly encountered in adolescent patients.	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 perform the following technical skill: perform a finger stick.	Preceptor Evaluation (80% average score on Patient Care competency section)	Medical Knowledge and Competence in Patient Care	PC #5

Students will document information clearly and appropriately in adolescent medicine, including (a) wellness and preventive care encounters, (b) acute problem-focused encounters, and (c) 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, utilize shared decision-making, and provide patient education and counseling for patients seeking care in adolescent 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 adolescent 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 providing care to patients in adolescent medicine.	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 adolescent medicine.	Preceptor Evaluation (80% average score on Practice-Based Learning and Proficiency Improvement competency section)	Lifelong Learning	PBLPI #1
			PBLPI #2
			PBLPI #3
In an adolescent medicine setting, students will (a) promote a safe environment, (b) demonstrate knowledge of quality improvement methodologies and metrics, (c) recognize the unique role of PAs	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

and other health professions, (d) work effectively with other health professionals to provide collaborative, patient-centered care, (e) incorporate considerations of cost awareness and funding, and (g) describe basic health payment systems and practice models.			SBP #5
			SBP #7

Adolescent Medicine Preceptor Evaluation of the Student

Adolescent Medicine Preceptor Evaluation of the Student						
What is your group and/or site name (i.e., Corewell Health Greenville Hospital Multispecialty Center - Oak St, Family Medicine)						
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%	70%	80%	90%	100%	N/A
	(Failing)	(D+/ C-)	(C+/ B)	(B+/ A-)	(A)	
Student demonstrated medical knowledge in pathophysiology, etiology, and epidemiology for patients seeking medical care for common conditions encountered in adolescent medicine (MK#2, 3):						
Student demonstrated medical knowledge of patient presentations for common conditions encountered in adolescent medicine (MK#2,3):						
Student demonstrated medical knowledge of differential diagnosis for patients seeking medical care for common conditions encountered in adolescent medicine (MK#2,3)						
Student demonstrated medical knowledge of the diagnostic work-up for patients seeking medical care for common conditions encountered in adolescent medicine (MK#2,3)						
Student demonstrated medical knowledge of patient management strategies for patients seeking medical care for common conditions encountered in adolescent medicine (MK#2,3):						
Student demonstrated medical knowledge of health promotion and disease prevention for patients seeking medical care for common conditions encountered in adolescent medicine (MK#2, 3)						
Additional Comments:						

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%	70%	80%	90%	100%	N/A
	(Failing)	(D+/ C-)	(C+/ B)	(B+/ A-)	(A)	
Student elicited a detailed and accurate history for populations encountered in adolescent medicine (PC#1).						
Student elicited a detailed and accurate history for patients encountered in adolescent medicine (PC#1).						
Student performed an appropriate physical examination for populations encountered in adolescent medicine (PC#1).						
Student performed an appropriate physical examination for patients seeking care in adolescent medicine (PC#1).						
Student demonstrated knowledge of the appropriate use and interpretation of diagnostic testing for populations encountered in adolescent medicine (PC#3).						
Student demonstrated knowledge of the appropriate use and interpretation of diagnostic testing for patients seeking care in adolescent medicine (PC#3).						
Student demonstrated knowledge of the appropriate use and interpretation of laboratory studies for populations encountered in adolescent medicine (PC#3).						
Student demonstrated knowledge of the appropriate use and interpretation laboratory studies for patients seeking care in adolescent medicine (PC#3).						
Student organized information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for populations encountered in adolescent medicine (PC#4).						

Student organized information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for patients seeking care in adolescent medicine (PC#4).						
Student organized information from the interview, diagnostic testing, and physical examination to formulate assessments for symptoms/conditions commonly encountered for populations encountered in adolescent medicine (PC#4):						
Student organized information from the interview, diagnostic testing, and physical examination to formulate assessments for symptoms/conditions commonly encountered for patients seeking care in adolescent medicine (PC#4).						
Student organized information from the interview, diagnostic testing, and physical examination to formulate management plans for symptoms/conditions commonly encountered for populations encountered in adolescent medicine (PC#4).						
Student organized information from the interview, diagnostic testing, and physical examination to formulate management plans for symptoms/conditions commonly encountered for patients seeking care in adolescent medicine (PC#4).						
Student demonstrated basic clinical and technical skills common to adolescent medicine including (PC#5):						
Performing a finger stick procedure						
Selecting appropriate medications						
Selecting appropriate medication dosages						
Prescribe medications.						
Additional Comments:						
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%	70%	80%	90%	100%	N/A

	(Failing)	(D+/ C-)	(C+/ B)	(B+/ A-)	(A)	
Student documented information clearly and appropriately for patient encounters (ICS#2).						
Student listened empathetically and effectively to patients seeking care in adolescent medicine (ICS#1)						
Student communicated information clearly in adolescent medicine (ICS#3)						
Student utilized shared decision making for patients seeking care in adolescent medicine (ICS#5)						
Student provided patient education and counseling for patients seeking care in adolescent medicine (ICS#5)						
Student facilitated difficult health care conversations in adolescent medicine (ICS#4):						
Additional Comments:						
Professionalism: This section evaluates the student’s ability to demonstrate commitment to carrying out professional responsibilities and adhering to ethical principles and practices in adolescent medicine.						
	60%	70%	80%	90%	100%	N/A
	(Failing)	(D+/ C-)	(C+/ B)	(B+/ A-)	(A)	
Student demonstrated compassion, integrity, and respect to patients seeking care in adolescent medicine (P#1)						
Student demonstrated patient responsiveness while providing care to patients in adolescent medicine (P#2)						
Student showed accountability while providing care to patients in adolescent medicine (P#3)						
Additional Comments:						
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%	70%	80%	90%	100%	N/A

	(Failing)	(D+/ C-)	(C+/ B)	(B+/ A-)	(A)	
Student sought, implemented, and accepted feedback related to undeserved medicine (PBLPI#1)						
Student reflected on their performance to identify strengths and deficiencies in their knowledge and expertise and develop a plan for self-improvement related to adolescent medicine (PBLPI#2)						
Student located, appraised, and integrated evidence-based studies related to adolescent medicine (PBLPI#3)						
Additional Comments:						
Systems-Based Practice: This section evaluates the student’s ability to engage with other healthcare professionals in a manner that optimizes care within the context of the larger healthcare system.						
	60%	70%	80%	90%	100%	N/A
	(Failing)	(D+/ C-)	(C+/ B)	(B+/ A-)	(A)	
Student promoted a safe environment for patients seeking care in an adolescent medicine setting (SBP#1)						
Student demonstrated knowledge of quality improvement methodologies and metrics in an adolescent medicine setting (SBP#2)						
Student recognized the unique roles of PAs and those of other healthcare professions in an adolescent medicine setting (SBP#3)						
Student worked effectively with other health professionals to provide collaborative, patient-centered care in an adolescent medicine setting (SBP#4)						
Student worked effectively in an adolescent medicine setting (SBP#5)						
Student incorporated considerations of cost awareness and funding sources into patients seeking care in an adolescent medicine setting (SBP#6)						

Student described basic health payment systems and practice models for an adolescent medicine setting (SBP#7)						
Additional Comments:						

Did the student have any absences during the rotation?

Yes

No

If yes, please indicate dates and reason for absence:

Please write a short note commenting on this student's particular strengths.

Please write a short note commenting on this student's particular areas for improvement.

Was this evaluation discussed with the student?

Yes

No

Additional comments

Preceptor Signature: