Critical Care Rotation

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

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Critical Care Clinical Rotation Topics

Cardiovascular System
Cardiomyopathy: Dilated, Hypertrophic, Restrictive, Stress
Conduction disorders/dysrhythmias: Atrial fibrillation, Atrial flutter, Atrial tachycardia, Atrioventricular block, Bradycardia, Bundle branch block, Idioventricular rhythm, Junctional, Premature contractions, QT prolongation, Sick sinus syndrome, Sinus arrhythmia, Torsades de pointes, Ventricular fibrillation, Ventricular tachycardia
Coronary artery disease: Acute myocardial infarction, Angina pectoris, Non–ST-segment elevation myocardial infarction, ST-segment elevation myocardial infarction, Unstable angina, Atherosclerosis
Heart failure
Hypertension: Primary hypertension, Secondary hypertension, Hypertensive emergencies, Hypotension: Orthostatic hypotension, Vasovagal hypotension
Lipid disorder
Shock: Cardiogenic, Distributive, Hypovolemic, Obstructive
Traumatic, infectious, and inflammatory heart conditions: Cardiac tamponade, Infective endocarditis, Myocarditis, Pericardial effusion, Pericarditis
Valvular disorders: Aortic, Mitral, Pulmonary, Tricuspid
Vascular disease: Aortic aneurysm/dissection, Arterial embolism/thrombosis, Arteriovenous malformation, Deep vein thrombosis, Peripheral artery disease,

Endocrine System
Diabetes mellitus: Type 1, Type 2
Thyroid disorders: Thyroiditis

Gastrointestinal System/Nutrition

Biliary disorders: Acute cholecystitis, Cholangitis
Colorectal disorders: Abscess/fistula, Inflammatory bowel disease, Ischemic bowel disease, Obstruction, Toxic megacolon
Diarrhea
Esophageal disorders: Esophagitis, Gastroesophageal reflux disease, Mallory-Weiss tear, Motility disorders, Strictures, Varices, Zenker diverticulum
Gastric disorders: Gastritis, Gastroparesis, Peptic ulcer disease, Pyloric stenosis
Gastrointestinal bleeding
Hepatic disorders: Acute hepatitis, Chronic hepatitis, Cirrhosis, Fatty liver, Portal hypertension
Hernias
Hyperemesis
Ingestion of toxic substances and foreign bodies
Metabolic disorders: Phenylketonuria, Rickets
Neoplasms: Benign, Malignant
Nutritional and vitamin disorders: Food allergies and food sensitivities, Hypervitaminosis/hypovitaminosis, Malabsorption, Refeeding syndrome
Pancreatic disorders: Acute pancreatitis, Chronic pancreatitis
Small intestine disorders: Appendicitis, Intussusception, Obstruction

Genitourinary System
Infectious disorders: Cystitis, Epididymitis, Fournier gangrene, Orchitis, Prostatitis, Pyelonephritis, Urethritis
Nephrolithiasis/urolithiasis

Hematologic System
Coagulation disorder: Clotting factor disorders, Thrombocytopenias
Cytopenias: Anemia, Leukopenia
Cytoses: Polycythemia, Thrombocytosis

Infectious Diseases
Bacterial diseases: Bartonella, Botulism, Campylobacter jejuni infection, Chancroid, Chlamydia, Cholera, Clostridioides difficile infection, Diphtheria, Gonococcal infections, Methicillin-resistant Staphylococcus aureus infection, Rheumatic fever, Rocky Mountain spotted fever, Salmonellosis, Shigellosis, Tetanus
Fungal diseases: Blastomycosis, Candidiasis, Coccidiomycosis, Cryptococcosis, Histoplasmosis, Pneumocystis
Mycobacterial diseases: Atypical mycobacterial disease, Tuberculosis
Parasitic diseases: Amebiasis, Giardiasis, Helminth infestations, Malaria, Pinworms, Toxoplasmosis, Trichomoniasis
Perinatal transmission of disorders: Congenital varicella, Herpes simplex virus, Human papillomavirus, Zika virus, Group B streptococcus
Prion diseases
Sepsis/systemic inflammatory response syndrome
Spirochetal diseases: Lyme disease, Syphilis
Viral diseases: Coronavirus infections, Cytomegalovirus infections, Epstein-Barr virus infection, Erythema infectiosum, Herpes simplex virus infections, HIV/AIDS, Human papillomavirus

infections, Influenza, Measles, Mumps, Polio, Rabies, Roseola, Rubella, Varicella-zoster virus infections

Neurologic System
Cerebrovascular disorders: Arteriovenous malformation, Cerebral aneurysm, Coma, Hydrocephalus, Intracranial hemorrhage, Stroke, Syncope, Transient ischemic attach
Closed head injuries: Concussion, Post-concussion syndrome, Traumatic brain injury
Encephalopathic disorders
Infectious disorders: Encephalitis, Meningitis
Neurocognitive disorders: Delirium
Seizure disorders: Generalized seizures, Status epilepticus
Spinal cord syndromes: Cauda equina syndrome, Epidural abscess, Spinal cord injuries

Pulmonary System
Acute respiratory distress syndrome
Foreign body aspiration
Hyaline membrane disease
Infectious disorders:
        Acute bronchiolitis
        Acute bronchitis
        Acute epiglottitis
        Croup
        Empyema
        Influenza
        Pertussis
        Pneumonias: Bacterial, Fungal, HIV-related, Viral
        Respiratory syncytial virus infection
        Tuberculosis
Obesity hypoventilation syndrome
Obstructive pulmonary diseases: Asthma, Chronic obstructive pulmonary disease, Cystic fibrosis
Pleural diseases
Pulmonary circulation: Cor pulmonale, Pulmonary edema, Pulmonary embolism, Pulmonary hypertension
Restrictive pulmonary diseases: Idiopathic pulmonary fibrosis, Pneumoconiosis, Sarcoidosis
Sleep apnea

Renal System
Acid base disorders
Acute kidney injury and acute renal failure: Intrinsic, Prerenal, Postrenal
Chronic kidney disease/end-stage renal disease
Congenital or structural renal disorders: Horseshoe kidney, Hydronephrosis, Polycystic kidney disease
Electrolyte disorders
Fluid imbalances
Renal vascular disease
Rhabdomyolysis

Critical Care Clinical and Technical Skills

Critical Care Clinical and Technical Skills	
Clinical Skills	
	Elicit a detailed and accurate patient history on patients in critical care (RLO2)
	Perform an appropriate physical examination on critical care patients (RLO2)
	Interpret diagnostic tests common to critical care medicine, including chest x-ray and electrocardiogram (RLO3, Clinical and Technical Skills Checklist)
	Select appropriate medications (RLO3)
	Select appropriate dose for medications (RLO3)
	Prescribe medications for acute and chronic conditions (RLO3)
Technical Skills	
	Perform a venipuncture

Critical Care 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 Critical Care Clinical Rotation Topics above) encountered in critical care.	
	Critical Care instructional objective: Explain the pathophysiology of the clinical presentations of conditions listed in the Critical Care Clinical Rotation Topics (above). (MK-PLO3)
	Critical Care instructional objective: Describe the etiology and epidemiology of the clinical conditions listed in the Critical Care Clinical Rotation Topics (above). (MK-PLO3)
	Critical Care instructional objective: Distinguish normal aging from pathologic process. (MK-PLO3)
	Critical Care instructional objective: Identify the patient presentation of conditions listed in the critical Care Clinical Rotation Topics (above). (MK-PLO3)
	Critical Care instructional objective: Differentiate how disease processes of conditions listed in the Critical Care Clinical Rotation Topics (above) may present. (MK-PLO3)
	Critical Care instructional objective: Explain the appropriate diagnostic workup of the clinical conditions listed in the Critical Care Clinical Rotation Topics (above). (MK-PLO3)
	Critical Care instructional objective: Formulate a differential diagnosis for patient presentations of conditions listed in the Critical Care Clinical Rotation Topics (above). (MK-PLO3)

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

	Critical Care instructional objective: Recognize when it is appropriate to obtain informed consent.
	Critical Care instructional objective: Discuss medications commonly used in the treatment of conditions listed in the Critical Care Clinical Rotation Topics (above), including indications, contraindications, possible drug interactions, mechanism of action, most common side effects, need for laboratory monitoring, and appropriate dosages. (MK PLO-3)
	Critical Care instructional objective: Interpret and apply healthcare guidelines for relevant conditions in the Critical Care Clinical Rotation topics (above). (MK PLO-3)
	Critical Care instructional objective: Select appropriate prescription medication(s) and dosing for the treatment of conditions listed in the Critical Care Clinical Rotation Topics (above). (MK PLO-3)
	Critical Care instructional objective: Actively participate in the management of 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 Critical Care Clinical Rotation Topics above) commonly encountered in patients seeking care in an critical care setting.	
	Critical Care instructional objective: Demonstrate an age-appropriate problem-focused history and physical exam for patients in a critical care setting. (PC PLO-1, PC-PLO-2)
	Critical Care instructional objective: Select and interpret appropriate diagnostic and laboratory studies for conditions listed in the Critical Care Clinical Rotation Topics (above) for patients in a critical care setting. (PC-PLO3)

	Critical Care instructional objective: Formulate an appropriate differential diagnosis based on history, physical examination, diagnostic data, and clinical reasoning for patients in a critical care setting. (PC-PLO4)
	Critical Care 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 a critical care setting. (PC-PLO4)
	Critical Care instructional objective: Actively participate in the management of patients with conditions listed in the Critical Care Clinical Rotation Topics (above) in a critical care setting. (PC-PLO4)
Students will perform the following technical skill: perform a venipuncture.	
	Critical care instructional ojective: Explain the indications and contraindications for venipuncture and identify appropriate sites for blood collection based on patient factors. (PC-PLO5)
	Critical care instructional ojective:Prepare the patient and equipment, including verifying identity, explaining the procedure, selecting appropriate supplies, and using proper infection-control techniques. (PC-PLO5)
	Critical care instructional ojective:: Demonstrate correct venipuncture technique, including vein palpation, tourniquet application, site cleansing, needle insertion, blood collection, and needle removal. (PC-PLO5)
	Critical care instructional ojective:: Collect an adequate sample while maintaining specimen integrity, using appropriate tube order, mixing requirements, and preventing hemolysis or contamination. (PC-PLO5)

	Critical care instructional ojective: Ensure patient comfort and safety, including minimizing discomfort, applying post-procedure pressure or dressing, and monitoring for immediate complications. (PC-PLO5)
	Critical care instructional ojective: Recognize and manage complications, such as hematoma formation, vasovagal reactions, failed attempts, or accidental needle sticks, following institutional safety protocols. (PC-PLO5)
Students will document information clearly and appropriately in critical care.	
	Critical Care instructional objective: Document an acute problem-focused medical note for patients. (ICS-PLO2)
	Critical Care instructional objective: Document a chronic problem-focused medical note. (ICS-PLO2)
	Critical Care instructional objective: Document information clearly and accurately at an appropriate level for patients, colleagues, and teachers. (ICS-PLO2)
	Critical Care instructional objective: Document care plans for patients with multiple conditions, ensuring integration of comorbidities and prioritization of care needs." (ICS-PLO2)
	Critical Care instructional objective: Document medical information in a manner that synthesizes large volumes of data and summarizes complex care plans, tailored to a critical care setting. (ICS-PLO2)
Students will listen empathetically and effectively, communicate clearly, utilize shared decision-making, and provide patient education and patient counseling for patients seeking care in critical care.	
	Critical Care 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)
	Critical Care 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)
	Critical Care 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)
	Critical Care 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)
	Critical Care 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)
	Critical Care 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 critical care. (ICS-PLO5)

	Critical Care instructional objective: Provide patient-centered counseling that addresses emotional, psychological, and social concerns (ICS-PLO5)
	Critical Care 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 critical care.	
	Critical Care 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)
	Critical Care 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)
	Critical Care 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)
	Critical Care 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 while providing care to patients in critical care.	
	Critical Care 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)
	Critical Care instructional objective: Respect patient confidentiality and privacy, ensuring that sensitive information is handled appropriately and securely. (P-PLO1)
	Critical Care instructional objective: Use inclusive language and cultural sensitivity when interacting with patients and their families to foster trust and respect. (P-PLO1)
	Critical Care 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)
	Critical Care 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)
	Critical Care instructional objective: Demonstrate flexibility, attentiveness, and responsiveness in addressing patient concerns and unexpected changes. (P-PLO2)
	Critical Care instructional objective: Take accountability for actions, decisions, and the quality of care provided, ensuring continuous evaluation and improvement. (P-PLO3)
	Critical Care instructional objective: Evaluate and integrate community resources to support patient care in critical care. (P PLO-3)
	Critical Care instructional objective: Demonstrate motivation and desire to learn. (P PLO-3)

	Critical Care instructional objective: Demonstrate knowledge of the legal and regulatory requirements of the role of a physician assistant. (P-PLO4)
	Critical Care 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 critical care.	
	Critical Care 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)
	Critical Care instructional objective: Develop action plans based on feedback including specific goals and timelines for implementation. (PBL PI-PLO1)
	Critical Care instructional objective: Recognize personal and professional limitations, and locate assistance from preceptors, colleagues, and reference materials to address areas needing improvement. (PBL PI-PLO1)
	Critical Care instructional objective: Monitor progress towards goals over time, adjusting action plans as necessary based on ongoing reflection and feedback. (PBL PI PLO-2)
	Critical Care instructional objective: Develop the ability to learn from practice. (PBL PI PLO-2)
	Critical Care instructional objective: Demonstrate lifelong learning by interpreting independent readings, assessing medical evidence, and applying decision-making tools to provide evidence-based patient care in critical care. (PBL PI-PLO3)

	Critical Care instructional objective: Recognize the importance of lifelong learning in the medical field. (PBL PI PLO-3)
	Critical Care 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)
	Critical Care 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 a critical care 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.	
	Critical Care instructional objective: Operate under the rules of HIPAA to preserve patient confidentiality in a critical care setting. (SBP PLO-1)
	Critical Care instructional objective: Practice according to policy and procedures set forth by the health care facility. (SBP PLO-1)
	Critical Care instructional objective: Identify barriers and challenges to implementing quality improvement initiatives in a critical care setting and propose strategies to overcome them. (SBP PLO-2)
	Critical Care instructional objective: Discuss the appropriate use of controlled substances and statewide tracking systems to ensure ethical and legal patient care in a critical care setting. (SBP PLO-2)

	Critical Care 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 a critical care setting. (SBP-PLO3)
	Critical Care 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 a critical care setting. -(SBP-PLO3)
	Critical Care instructional objective: Employ a professional relationship with the preceptors and other healthcare team members in a critical care setting. (SBP-PLO4)
	Critical Care instructional objective: Efficiently manage patient flow and clinic scheduling to optimize access to care and minimize wait times for patients seeking care in a critical care setting. (SBP-PLO5)
	Critical Care 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 in a critical care setting. (SBP-PLO4, SBP-PLO5)
	Critical Care instructional objective: Evaluate cost-effective healthcare resources that do not compromise the quality of care for patients in a critical care setting. (SBP PLO-6)
	Critical Care 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 a critical care setting. (SBP PLO-6)
	Critical Care instructional objective: Describe common practice models in a critical care setting. (SBP PLO-6)

	Critical Care instructional objective: Demonstrate an understanding of the roles and responsibilities of PAs and other healthcare professionals in a critical care settings. (SBP PLO-6)
	Critical Care instructional objective: Choose appropriate billing codes for payment services under the direct supervision of the preceptor in a critical care setting. (SBP-PLO7)
	Critical Care instructional objective: Io Identify funding sources and payment systems, including eligible patient populations for Medicaid and Medicare, in a critical care setting (SBP-PLO7)

Critical Care 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 Critical Care Clinical Rotation Topics above) encountered in critical care.	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 Critical Care Clinical Rotation Topics above) commonly encountered in patients seeking care in an critical care setting.	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 venipuncture.	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 critical care.	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 patient counseling for patients seeking care in critical care.	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 critical care.	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 critical care.	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 critical care.	Preceptor Evaluation (80% average score on Practice-Based Learning and Proficiency Improvement competency section)	Lifelong Learning	PBLPI #1
			PBLPI #2
			PBLPI #3
			SBP #1

In a critical care 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.	Preceptor Evaluation (80% average score on Systems-Based Practice competency section)	Medical Knowledge and Patient Care	SBP #6
		Lifelong Learning	SBP #2
		Collaborative Practice	SBP #3
			SBP #4
			SBP #5
			SBP #7

Critical Care Preceptor Evaluation of Student

Critical Care 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% (Failing)	70% (D+/C-)	80% (C+/B)	90% (B+/A-)	100% (A)	N/A
Student demonstrated medical knowledge in pathophysiology, etiology, and epidemiology for patients seeking medical care for common conditions encountered in critical care (MK#2, 3):						
Student demonstrated medical knowledge of patient presentations for common conditions encountered in critical care (MK#2,3):						
Student demonstrated medical knowledge of differential diagnosis for patients seeking medical care for common conditions encountered in critical care (MK#2,3)						
Student demonstrated medical knowledge of the diagnostic work-up for patients seeking medical care for common conditions encountered in critical care (MK#2,3)						
Student demonstrated medical knowledge of patient management strategies for patients seeking medical care for common conditions encountered in critical care (MK#2,3):						
Student demonstrated medical knowledge of health promotion and disease prevention for patients seeking medical care for common conditions encountered in critical care (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 critical care (PC#1).						
Student elicited a detailed and accurate history for patients encountered in critical care (PC#1).						
Student performed an appropriate physical examination for populations encountered in critical care (PC#1).						
Student performed an appropriate physical examination for patients seeking care in critical care (PC#1).						
Student demonstrated knowledge of the appropriate use and interpretation of diagnostic testing for populations encountered in critical care (PC#3).						
Student demonstrated knowledge of the appropriate use and interpretation of diagnostic testing for patients seeking care in critical care (PC#3).						
Student demonstrated knowledge of the appropriate use and interpretation of laboratory studies for populations encountered in critical care (PC#3).						
Student demonstrated knowledge of the appropriate use and interpretation laboratory studies for patients seeking care in critical care (PC#3).						
Student organized information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for populations encountered in critical care (PC#4).						

Student organized information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for patients seeking care in critical care (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 critical care (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 critical care (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 critical care (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 critical care (PC#4).						
Student demonstrated basic clinical and technical skills common to critical care including (PC#5):						
Perform a venipuncture						
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 critical care (ICS#1)					
Student communicated information clearly in critical care (ICS#3)					
Student utilized shared decision making for patients seeking care in critical care (ICS#5)					
Student provided patient education and counseling for patients seeking care in critical care (ICS#5)					
Student facilitated difficult health care conversations in critical care (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 critical care.

	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 critical care (P#1)						
Student demonstrated patient responsiveness while providing care to patients in critical care (P#2)						
Student showed accountability while providing care to patients in critical care (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 critical care (PBLPI#2)						
Student located, appraised, and integrated evidence-based studies related to critical care (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 critical care setting (SBP#1)						
Student demonstrated knowledge of quality improvement methodologies and metrics in an critical care setting (SBP#2)						
Student recognized the unique roles of PAs and those of other healthcare professions in an critical care setting (SBP#3)						
Student worked effectively with other health professionals to provide collaborative, patient-centered care in an critical care setting (SBP#4)						
Student worked effectively in an critical care setting (SBP#5)						
Student incorporated considerations of cost awareness and funding sources into patients seeking care in an critical care setting (SBP#6)						
Student described basic health payment systems and practice models for an critical care 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: