



Gastroenterology Rotation

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

Instructor of Record for Gastroenterology:

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Gastroenterology Clinical Rotation Topics

Gastrointestinal System/Nutrition

Biliary disorders: Acute/chronic cholecystitis, Cholangitis, Cholelithiasis

Colorectal disorders: Abscess/fistula, Anal fissure, Constipation, Diverticulitis, Fecal impaction, Hemorrhoids, Inflammatory bowel disease, Irritable bowel syndrome, Ischemic bowel disease, Obstruction, Polyp, Toxic megacolon

Esophageal disorders: Esophagitis, Gastroesophageal reflux disease, Mallory-Weiss tear,

Motility disorders, Strictures, Varices

Food allergies and food sensitivities: Gluten intolerance, Lactose intolerance, Nut allergies

Gastric disorders: Gastritis, Peptic ulcer disease, Pyloric stenosis

Hepatic disorders: Acute/chronic hepatitis, Cirrhosis

Hernias

Infectious diarrhea

Ingestion of toxic substances and foreign bodies

Metabolic disorders: G6PD deficiency, Paget disease, Phenylketonuria, Rickets

Neoplasms: Benign, Malignant

Nutritional and vitamin disorders: Hypervitaminosis/hypovitaminosis, Obesity

Pancreatic disorders: Acute/chronic pancreatitis

Small intestine disorders: Appendicitis, Celiac disease, Intussusception, Obstruction, Polyps

Infectious Diseases

Bacterial diseases: Campylobacter jejuni infection, Cholera, Salmonellosis, Shigellosis

Parasitic diseases: Helminth infestations, Malaria, Pinworms, Toxoplasmosis, Trichomoniasis

Sepsis/systemic inflammatory response syndrome

Viral diseases: Cytomegalovirus infections, Epstein-Barr virus infection, HIV infection

Gastroenterology Clinical and Technical Skills

Gastroenterology Clinical Skills	
Clinical Skills	
	Elicit a detailed and accurate patient history on gastroenterology patient (RLO2)
	Perform an appropriate physical examination gastroenterology patient (RLO2)
	Interpret diagnostic tests common to gastroenterology (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	
	Demonstrate proper surgical scrub technique (Clinical and Technical Skills Checklist)

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

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

	Gastroenterology instructional objective: Describe major age-related changes in body composition and function that affect the pharmacokinetic process. (MK-PLO2)
	Gastroenterology instructional objective: Discuss medications commonly used in the treatment of conditions listed in the Gastroenterology Clinical Rotation Topics (above), including indications, contraindications, possible drug interactions, mechanism of action, most common side effects, need for laboratory monitoring, and appropriate dosage. (MK PLO-3)
	Gastroenterology instructional objective: Interpret and apply healthcare guidelines for relevant conditions listed in the Gastroenterology Clinical Rotation Topics (above). (MK PLO-3)
	Gastroenterology instructional objective: Select appropriate prescription medication(s) and dosing for the treatment of conditions listed in the Gastroenterology Clinical Rotation Topics (above). (MK PLO-3)
	Gastroenterology 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 Gastroenterology Clinical Rotation Topics above) commonly encountered in patients seeking care in a gastroenterology setting.	
	Gastroenterology instructional objective: Demonstrate an age-appropriate problem-focused history and physical exam for patients in a gastroenterology setting. (PC PLO-1, PC-PLO-2)
	Gastroenterology instructional objective: Select and interpret appropriate diagnostic and laboratory studies for conditions listed in the Gastroenterology Clinical Rotation Topics

	(above) for patients in a gastroenterology setting. (PC-PLO3)
	Gastroenterology instructional objective: Formulate an appropriate differential diagnosis based on history, physical examination, diagnostic data, and clinical reasoning for patients in a gastroenterology setting. (PC-PLO4)
	Gastroenterology 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 gastroenterology setting. (PC-PLO4)
	Gastroenterology instructional objective: Actively participate in the management of patients with conditions listed in the Gastroenterology Clinical Rotation Topics (above) in a gastroenterology setting. (PC-PLO4)
Students will perform the following technical skill: proper surgical scrub technique.	
	Gastroenterology instructional objective: Identify the indications and purpose of a surgical scrub in preventing surgical site contamination.(PC-PLO5)
	Gastroenterology instructional objective: Identify the indications and purpose of a surgical scrub in preventing surgical site contamination.(PC-PLO5)
	Gastroenterology instructional objective: Demonstrate proper preparation for a surgical scrub, including removal of jewelry, inspection of hands/forearms, and appropriate PPE selection.(PC-PLO5)
	Gastroenterology instructional objective: Correctly perform the steps of a standardized surgical scrub technique (anatomic or timed), including hand and forearm cleansing, sequence, and contact time.(PC-PLO5)

	Gastroenterology instructional Objective: Maintain aseptic technique throughout the scrub, ensuring hands and arms remain above the elbows and away from non-sterile surfaces.(PC-PLO5)
	Gastroenterology instructional objective: Dry hands and arms using sterile technique and proceed to gowning/gloving without contamination.(PC-PLO5)
	Gastroenterology instructional objective: Recognize and appropriately respond to contamination during the scrub (e.g., restarting the scrub or repeating steps as required by institutional policy).(PC-PLO5)
Students will document information clearly and appropriately in gastroenterology.	
	Gastroenterology instructional objective: Document an acute problem-focused medical note for patients. (ICS-PLO2)
	Gastroenterology instructional objective: Document a chronic problem-focused medical note for patients. (ICS-PLO2)
	Gastroenterology instructional objective: Document information clearly and accurately at an appropriate level for patients, colleagues, and teachers. (ICS-PLO2)
	Gastroenterology instructional objective: Document care plans for patients with multiple conditions, ensuring integration of comorbidities and prioritization of care needs." (ICS-PLO2)
	Gastroenterology instructional objective: Document medical information in a manner that synthesizes large volumes of data and summarizes complex care plans, tailored to a gastroenterology 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 gastroenterology.	

	Gastroenterology 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)
	Gastroenterology 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)
	Gastroenterology 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)
	Gastroenterology 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)
	Gastroenterology 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)
	Gastroenterology 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 gastroenterology. (ICS-PLO5)

	Gastroenterology instructional objective: Provide patient-centered counseling that addresses emotional, psychological, and social concerns (ICS-PLO5)
	Gastroenterology 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 gastroenterology.	
	Gastroenterology 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)
	Gastroenterology 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)
	Gastroenterology 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)
	Gastroenterology 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 gastroenterology.	
	Gastroenterology 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)
	Gastroenterology instructional objective: Respect patient confidentiality and privacy, ensuring that sensitive information is handled appropriately and securely. (P-PLO1)
	Gastroenterology instructional objective: Use inclusive language and cultural sensitivity when interacting with patients and their families to foster trust and respect. (P-PLO1)
	Gastroenterology 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)
	Gastroenterology 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)
	Gastroenterology instructional objective: Demonstrate flexibility, attentiveness, and responsiveness in addressing patient concerns and unexpected changes. (P-PLO2)
	Gastroenterology instructional objective: Take accountability for actions, decisions, and the quality of care provided, ensuring continuous evaluation and improvement. (P-PLO3)
	Gastroenterology instructional objective: Evaluate and integrate community resources to support patient care in gastroenterology. (P PLO-3)
	Gastroenterology instructional objective: Demonstrate motivation and desire to learn. (P PLO-3)
	Gastroenterology instructional objective: Demonstrate knowledge of the legal and regulatory requirements of the role of a physician assistant. (P-PLO4)

	Gastroenterology 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 gastroenterology.	
	Gastroenterology 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)
	Gastroenterology instructional objective: Develop action plans based on feedback including specific goals and timelines for implementation. (PBL PI-PLO1)
	Gastroenterology instructional objective: Recognize personal and professional limitations, and locate assistance from preceptors, colleagues, and reference materials to address areas needing improvement. (PBL PI-PLO1)
	Gastroenterology instructional objective: Monitor progress towards goals over time, adjusting action plans as necessary based on ongoing reflection and feedback. (PBL PI PLO-2)
	Gastroenterology instructional objective: Develop the ability to learn from practice. (PBL PI PLO-2)
	Gastroenterology instructional objective: Demonstrate lifelong learning by interpreting independent readings, assessing medical evidence, and applying decision-making tools to provide evidence-based patient care in gastroenterology. (PBL PI-PLO3)
	Gastroenterology instructional objective: Recognize the importance of lifelong learning in the medical field. (PBL PI PLO-3)

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

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

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

Gastroenterology 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 Gastroenterology Clinical Rotation Topics above) encountered in gastroenterology.	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 Gastroenterology Clinical Rotation Topics above) commonly encountered in patients seeking care in a gastroenterology 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: proper surgical scrub technique.	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 gastroenterology.	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 gastroenterology.	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 gastroenterology.	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 gastroenterology.	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 gastroenterology.	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 gastroenterology 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

Gastroenterology Preceptor Evaluation of the Student

Gastroenterology 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 gastroenterology (MK#2, 3):						
Student demonstrated medical knowledge of patient presentations for common conditions encountered in gastroenterology (MK#2,3):						
Student demonstrated medical knowledge of differential diagnosis for patients seeking medical care for common conditions encountered in gastroenterology (MK#2,3)						
Student demonstrated medical knowledge of the diagnostic work-up for patients seeking medical care for common conditions encountered in gastroenterology (MK#2,3)						
Student demonstrated medical knowledge of patient management strategies for patients seeking medical care for common conditions encountered in gastroenterology (MK#2,3):						
Student demonstrated medical knowledge of health promotion and disease prevention for patients seeking medical care for common conditions encountered in gastroenterology (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 gastroenterology (PC#1).						
Student elicited a detailed and accurate history for patients encountered in gastroenterology (PC#1).						
Student performed an appropriate physical examination for populations encountered in gastroenterology (PC#1).						
Student performed an appropriate physical examination for patients seeking care in gastroenterology (PC#1).						
Student demonstrated knowledge of the appropriate use and interpretation of diagnostic testing for populations encountered in gastroenterology (PC#3).						
Student demonstrated knowledge of the appropriate use and interpretation of diagnostic testing for patients seeking care in gastroenterology (PC#3).						
Student demonstrated knowledge of the appropriate use and interpretation of laboratory studies for populations encountered in gastroenterology (PC#3).						
Student demonstrated knowledge of the appropriate use and interpretation laboratory studies for patients seeking care in gastroenterology (PC#3).						
Student organized information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for populations encountered in gastroenterology (PC#4).						

Student organized information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for patients seeking care in gastroenterology (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 gastroenterology (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 gastroenterology (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 gastroenterology (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 gastroenterology (PC#4).						
Student demonstrated basic clinical and technical skills common to gastroenterology including (PC#5):						
Demonstrating proper surgical scrub technique (PC-PLO5)						
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 gastroenterology (ICS#1)						
Student communicated information clearly in gastroenterology (ICS#3)						
Student utilized shared decision making for patients seeking care in gastroenterology (ICS#5)						
Student provided patient education and counseling for patients seeking care in gastroenterology (ICS#5)						
Student facilitated difficult health care conversations in gastroenterology (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 underserved 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 gastroenterology (P#1)						
Student demonstrated patient responsiveness while providing care to patients in gastroenterology (P#2)						
Student showed accountability while providing care to patients in gastroenterology (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 gastroenterology (PBLPI#2)						
Student located, appraised, and integrated evidence-based studies related to gastroenterology (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 gastroenterology setting (SBP#1)						
Student demonstrated knowledge of quality improvement methodologies and metrics in an gastroenterology setting (SBP#2)						
Student recognized the unique roles of PAs and those of other healthcare professions in an gastroenterology setting (SBP#3)						
Student worked effectively with other health professionals to provide collaborative, patient-centered care in an gastroenterology setting (SBP#4)						
Student worked effectively in an gastroenterology setting (SBP#5)						

Student incorporated considerations of cost awareness and funding sources into patients seeking care in an gastroenterology setting (SBP#6)						
Student described basic health payment systems and practice models for an gastroenterology 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: