

Elective Gastroenterology Rotation Information and Instructional Objectives

Instructor of Record for Elective Gastroenterology Rotation:

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Elective 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

Elective Gastroenterology Rotation Learning Outcomes

Upon completion of the elective gastroenterology clinical rotation,

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

Elective Gastroenterology Instructional Objectives

Upon completion of the elective gastroenterology clinical rotation,

1. **Elective Gastroenterology Rotation Learning Outcome #1:** Students will demonstrate medical knowledge of the pathophysiology, etiology, epidemiology, patient presentation, differential diagnosis, diagnostic work-up, patient management, health promotion, and disease prevention for common conditions (listed in **Gastroenterology** Clinical Rotation Topics above) encountered in **gastroenterology** for patients seeking medical care for the following age populations: infants, children, adolescents, adults and/or elderly.

- **Gastroenterology instructional objective:** Evaluate the common disease process found in gastroenterology using suggested readings and course study guide. (MK-PLO2)
 - **Gastroenterology instructional objective:** Identify the etiology, pathophysiology, and clinical presentation of conditions listed in the clinical topics for this rotation. (MK-PLO3)
 - **Gastroenterology Rotation instructional objective:** Select appropriate treatment plans for patients using all pertinent medical data, including history, physical examination, and diagnostic data, under the preceptor's supervision. (MK-PLO3)
 - **Gastroenterology Rotation instructional objective:** Identify medications commonly used in gastroenterology, including the indication, contraindication, mechanism of action, most common side effects, and appropriate dosage for age. (MK-PLO2)
 - **Gastroenterology instructional objective:** Contrast possible risks and benefits of diagnostic studies and treatment plans. (MK-PLO3)
 - **Gastroenterology instructional objective:** Recommend appropriate screening tests and immunizations based on current standards. (MK-PLO3)
 - **Gastroenterology instructional objective:** Contrast the risks and benefits of procedures that must be performed on your patient. (MK PLO-3)
 - **Gastroenterology instructional objective:** Interpret and apply setting appropriate healthcare guidelines. (MK PLO-3)
2. **Elective Gastroenterology Rotation Learning Outcome #2:** Students will elicit a detailed and accurate patient history, perform an appropriate physical examination, appropriately use and interpret diagnostic testing and laboratory studies, and formulate differential diagnoses and assessment plans for symptoms/conditions (listed in Gastroenterology Clinical Rotation Topics above) commonly encountered in patients seeking preventive, acute gastroenterology, chronic gastroenterology, gynecologic, preoperative, intraoperative, and/or postoperative.
- **Gastroenterology instructional objective:** Demonstrate an age and setting appropriate history and physical exam for a patient less than 1 year of age. (PC-PLO1, PC-PLO2)
 - **Gastroenterology instructional objective:** Demonstrate an age and setting appropriate history and physical exam for a patient 1-10 years of age. (PC-PLO1, PC-PLO2)
 - **Gastroenterology instructional objective:** Demonstrate an age and setting appropriate history and physical exam for a patient 11-17 years of age. (PC-PLO1, PC-PLO2)
 - **Gastroenterology instructional objective:** Demonstrate an age and setting appropriate history and physical exam for a patient 18-64 years of age. (PC-PLO2)
 - **Gastroenterology instructional objective:** Demonstrate an appropriate history and physical exam on a patient greater than 65 years of age. (PC-PLO2)
 - **Gastroenterology instructional objective:** Demonstrate an age and setting appropriate expanded history and physical exam on a patient greater than 65 years of age. (PC-PLO2)

- **Gastroenterology instructional objective:** Choose appropriate diagnostic tests to identify an abnormality. (PC-PLO3)
 - **Gastroenterology instructional objective:** Interpret diagnostic studies related to the patient's medical condition. (PC-PLO3)
 - **Gastroenterology instructional objective:** Formulate an appropriate differential diagnosis based on history, physical examination, and diagnostic study data. (PC-PLO4)
 - **Gastroenterology instructional objective:** Construct an appropriate treatment plan based on history, physical exam, and diagnostic data. (PC-PLO4)
 - **Gastroenterology instructional objective:** Select appropriate preventative exams and screening tests for all infants, children, adolescents, adults, and the elderly. (PC-PLO4)
 - **Gastroenterology instructional objective:** Actively participate in the management of acute and chronic patient conditions. (PC- PLO4)
3. **Elective Gastroenterology Rotation Learning Outcome #3:** Students will demonstrate technical skills common to gastroenterology.
 4. **Elective Gastroenterology Rotation Learning Outcome #4:** Students will obtain and document information clearly and appropriately for the following types of patient encounters: (a) acute problem-focused encounters, (b) chronic disease follow-up encounters, (c) preoperative encounters, (d) intraoperative encounters, and (e) post-operative encounters.
 5. **Elective Gastroenterology Rotation Learning Outcome #5:** Students will listen empathetically and effectively, communicate clearly, and utilize shared decision-making for patients seeking care in gastroenterology.
 - **Gastroenterology instructional objective:** Describe health promotion and disease prevention to your patients. (ICS-PLO3)
 - **Gastroenterology instructional objective:** Adapt communication style and information context to the individual patient interaction. (ICS-PLO3)
 - **Gastroenterology instructional objective:** Identify communication barriers with different patient populations. (ICS PLO-3)
 - **Gastroenterology instructional objective:** Compose an oral case presentation and present it to the preceptor. (ICS-PLO3)
 - **Gastroenterology instructional objective:** Explain possible risks and benefits of diagnostic studies and treatment plans to your patient as approved by the supervising provider. (ICS-PLO3)
 - **Gastroenterology instructional objective:** Select written patient education handouts to address a health promotion issue using the most up-to-date, evidence-based medical data. (ICS PLO-3)
 6. **Elective Gastroenterology Rotation Learning Outcome #6:** Students will facilitate difficult health care conversations in Gastroenterology.

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

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

Elective Gastroenterology Rotation Curriculum Integration Table

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

intraoperative, and/or postoperative care			
Students will demonstrate technical skills common to gastroenterology.	Preceptor Evaluation (80% average score on Patient competency section)	Medical Knowledge and Competence in Patient Care	PC #5
	Clinical Skills Checklist (Pass/Fail)		
Students will obtain and document information clearly and appropriately for the following types of patient encounters: (a) acute problem-focused encounters, (b) chronic disease follow-up encounters, (c) preoperative encounters, (d) intraoperative encounters, and (e) post-operative encounters.	Preceptor Evaluation (80% average score on Interpersonal and Communication Skills competency section)	Medical Knowledge and Patient Care	ICS#2
Students will listen empathetically and effectively, communicate clearly, and utilize shared decision-making for patients seeking care in 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 a gastroenterology setting.	Preceptor Evaluation (80% average score on Professionalism competency section)	Professionalism	P #1 P #2 P #3
Students will (a) seek, implement, and accept feedback, (b) reflect on performance and develop plans for	Preceptor Evaluation (80% average score on	Lifelong Learning	PBLPI #1 PBLP #2 PBLP #3

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

Gastroenterology Preceptor Evaluation of the Student

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

	60% (Failing)	70% (D+/ C-)	80% (C+ / B)	90% (B+/ A-)	100% (A)	N/A
Student demonstrates medical knowledge in pathophysiology, etiology, and epidemiology for patients seeking medical care for common conditions encountered in gastroenterology in the following age populations (MK#2, 3):						
Infants						
Children						
Adolescents						
Adults						
Elderly						
Student demonstrates medical knowledge of patient presentations for common conditions encountered in gastroenterology for the following age populations (MK#2,3):						
Infants						
Children						
Adolescents						
Adults						
Elderly						
Student demonstrates medical knowledge of differential diagnosis and diagnostic work-up for patients seeking medical care for common conditions encountered in gastroenterology in the following age populations (MK#2,3)						
Infants						
Children						
Adolescents						
Adults						
Elderly						
Student demonstrates medical knowledge of patient management strategies for patients seeking medical care for common conditions encountered in gastroenterology in the following age populations (MK#2,3):						
Infants						
Children						
Adolescents						
Adults						
Elderly						
Student demonstrates medical knowledge of health promotion and disease prevention for patients seeking medical care for common conditions encountered in gastroenterology in the following age populations (MK#2, 3)						
Infants						

Children						
Adolescents						
Adults						
Elderly						
Additional Comments:						

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

	60% (Failing)	70% (D+/ C-)	80% (C+/ B)	90% (B+/ A-)	100% (A)	N/A
Elicit a detailed and accurate history and perform an appropriate physical examination for the following populations encountered in gastroenterology (PC#1):						
Infants						
Children						
Adolescents						
Adults						
Elderly						
Elicit a detailed and accurate patient history for patients encountered in gastroenterology seeking (PC#1):						
Preventive care						
Acute care						
Chronic care						
Preoperative care						
Intraoperative care						
Postoperative care						
Perform appropriate physical examination for patients encountered in gastroenterology seeking (PC#2):						
Preventive care						
Acute care						
Chronic care						
Preoperative care						
Intraoperative care						
Postoperative care						
Student demonstrates knowledge of the appropriate use and interpretation of diagnostic testing and laboratory studies commonly used for patients seeking (PC#3):						
Preventive care						
Acute care						
Chronic care						
Preoperative care						
Intraoperative care						
Postoperative care						
Student organizes information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for patients seeking (PC#4):						

Preventive care						
Acute care						
Chronic care						
Preoperative care						
Intraoperative care						
Postoperative care						
Student organizes information from the interview, diagnostic testing, and physical examination to formulate assessment plans for symptoms/conditions commonly encountered in patients seeking (PC#4):						
Preventive care						
Acute care						
Chronic care						
Preoperative care						
Intraoperative care						
Postoperative care						
Demonstrate basic technical skills common to gastroenterology. (PC#5):						
Additional Comments:						

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

	60% (Failing)	70% (D+/ C-)	80% (C+/ B)	90% (B+/ A-)	100% (A)	N/A
Listen empathetically and effectively to patients seeking care in gastroenterology (ICS#1)						
Obtain and document information clearly and accurately at an appropriate level the following types of patient encounters (ICS#2):						
Acute problem-focused encounters						
Chronic disease follow-up encounters						
Preoperative encounters						
Intraoperative encounters						
Post-operative encounters						
Communicate information clearly to patients, families, colleagues, and teams as appropriate across a broad range of socioeconomic and cultural backgrounds. (ICS#3)						

Facilitate difficult health care conversations in gastroenterology (ICS#4):						
Utilize shared-decision making to promote patient-centered communication by eliciting and incorporating patient preferences (ICS#5)						
Additional Comments:						

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

	60% (Failing)	70% (D+/ C-)	80% (C+/ B)	90% (B+/ A-)	100% (A)
Demonstrate compassion, integrity, and respect for patients seeking care in a gastroenterology setting (P#1)					
Demonstrate responsiveness to patient needs that supersede self-interest while providing care in a gastroenterology setting (P#2)					
Show accountability to patients, society, and the profession while providing care in a gastroenterology setting (P#3)					
Demonstrate leadership and advocacy for the PA profession (P#4)					
Additional Comments:					

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

	60% (Failing)	70% (D+/ C-)	80% (C+/ B)	90% (B+/ A-)	100% (A)
Seek, implement, and accept feedback (PBLPI#1)					
Reflect on performance to identify strengths and deficiencies in one’s knowledge and expertise and develop a plan for self-improvement (PBLPI#2)					

Locate, appraise, and integrate evidence-based studies related to gastroenterology (PBLPI#3)					
Additional Comments:					

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

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

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

c. Additional comments:
12. Preceptor Signature: