

2026 Elective Rotation Syllabus Supplement Part 2

Gynecology Rotation

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

Instructor of Record for Gynecology Rotation:

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Gynecology Clinical Rotation Topics

Dermatologic System

Neoplasms: Benign, Malignant, Premalignant

Other dermatologic disorders: Hidradenitis suppurativa, Lipomas/epidermal inclusion cysts

Genitourinary System

Bladder disorders: Incontinence, Overactive bladder, Prolapse

Congenital and acquired abnormalities: Trauma, Vesicoureteral reflux

Infectious disorders: Cystitis, Urethritis

Urethral disorders: Prolapse, Stricture

Infectious Diseases

Bacterial diseases: Chancroid, Chlamydia, Gonococcal infections, Methicillin-resistant

Staphylococcus aureus infection

Fungal diseases: Candidiasis

Mycobacterial diseases: Atypical mycobacterial disease

Parasitic diseases: Amebiasis, Giardiasis, Toxoplasmosis, Trichomoniasis

Perinatal transmission of disorders: Congenital varicella, Herpes simplex virus, Human papillomavirus, Zika virus, Group B streptococcus

Viral diseases: Cytomegalovirus infections, Herpes simplex virus infections, HIV/AIDS, Human papillomavirus infections

Psychiatry/Behavioral Science

Abuse and neglect: Intimate partner violence, Sexual abuse

Human sexuality and gender dysphoria

Reproductive System

Breast disorders: Abscess, Fibroadenoma, Fibrocystic changes, Galactorrhea, Gynecomastia, Mastitis

Cervical disorders: Cervicitis, Dysplasia

Contraceptive methods

Human sexuality and gender identity

Infertility

Menopause

Menstrual disorders

Neoplasms of the breast and reproductive tract: Benign, Malignant

Ovarian disorders: Cysts, Polycystic ovarian syndrome, Torsion

Pelvic inflammatory disease

Uterine disorders: Endometriosis, Leiomyoma, Prolapse

Vaginal/vulvar disorders: Bartholin gland cysts, Cystocele, Prolapse, Rectocele, Vaginitis

Gynecology Clinical and Technical Skills

Gynecology Skills	
Clinical Skills	
	Elicit a detailed and accurate history on patients seeking gynecologic care (RLO2)
	Perform an appropriate gynecologic physical examination (RLO2)
	Select appropriate medications (RLO3)
	Select appropriate dose for medications (RLO3)
	Prescribe medications for gynecologic conditions (RLO3)
Technical Skills	
	Collect a cervical specimen (Clinical and Technical Skills Checklist)

Gynecology 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 Gynecology Clinical Rotation Topics above) encountered in gynecologic care.	
	Gynecology instructional objective: Explain the pathophysiology of the clinical presentations of conditions listed in the Gynecology Clinical Rotation Topics (above). (MK-PLO3)
	Gynecology instructional objective: Describe the etiology and epidemiology of conditions listed in the Gynecology Clinical Rotation Topics (above). (MK-PLO3)
	Gynecology instructional objective: Identify the patient presentation of conditions listed in the Gynecology Clinical Rotation Topics (above). (MK-PLO3)
	Gynecology instructional objective: Differentiate how disease processes listed in the Gynecology Clinical Rotation Topics (above) present. (MK-PLO3)
	Gynecology instructional objective: Explain the appropriate diagnostic workup of patients receiving prenatal and gynecologic care for the clinical conditions listed in the Gynecology Clinical Rotation Topics (above). (MK-PLO3)
	Gynecology instructional objective: Formulate a differential diagnosis for patient presentations of conditions listed in the Gynecology Clinical Rotation Topics (above). (MK-PLO3)
	Gynecology instructional objective: Compare and contrast the risks and benefits of diagnostic studies and treatment plans for

	conditions listed in the Gynecology Clinical Rotation Topics (above). (MK-PLO3)
	Gynecology instructional objective: Summarize the indications and contraindications of procedures commonly used in the treatment of prenatal and gynecologic conditions listed in the Gynecology Clinical Rotation Topics (above). (MK PLO-2)
	Gynecology instructional objective: Compare and contrast the risks and benefits of procedures indicated for prenatal and gynecologic conditions listed in the Gynecology Clinical Rotation Topics (above). (MK PLO-3)
	Gynecology instructional objective: Outline the appropriate management of prenatal and gynecologic conditions listed in the Gynecology Clinical Rotation Topics (above). (MK-PLO3)
	Gynecology instructional objective: Identify the common medication problems specific to gynecologic care. (MK-PLO3)
	Gynecology instructional objective: Describe health promotion in relation to the management of prenatal and gynecologic conditions listed in the Gynecology Clinical Rotation Topics (above). (MK-PLO3)
	Gynecology instructional objective: Describe disease prevention for prenatal and gynecologic conditions listed in the Gynecology Clinical Rotation Topics (above). (MK-PLO3)
	Gynecology instructional objective: Identify national screening guidelines for the applicable gynecologic conditions listed in the Gynecology Clinical Rotation Topics (above). (MK-PLO2)
	Gynecology instructional objective: Recognize when it is appropriate to obtain informed consent for patients receiving gynecologic care. (MK-PLO3)
	Gynecology instructional objective: Identify signs of abuse and how to report suspected abuse for patients receiving gynecologic care. (MK PLO-3)
	Gynecology instructional objective: Discuss medications commonly used for patients receiving care for conditions listed in the Gynecology 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)

	Gynecology instructional objective: Interpret and apply healthcare guidelines for patients receiving gynecologic care. (MK PLO-3)
	Gynecology instructional objective: Select appropriate prescription medication(s) and dosing for the treatment of conditions listed in the Gynecology Clinical Rotation Topics (above) in patients seeking gynecologic care. (MK PLO-3)
	Gynecology instructional objective: Actively participate in the management of patients receiving gynecologic care. (MK-PLO3)
	Gynecology instructional objective: Explain the normal course of the reproductive cycle and menopause. (MK PLO-2)
	Gynecology instructional objective: Outline the key physiological processes involved in reproductive function. (MK PLO-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, assessments, and management plans for symptoms/conditions (listed in Gynecology Clinical Rotation Topics above) commonly encountered in patients seeking gynecologic care.	
	Gynecology instructional objective: Perform comprehensive gynecological-history and physical exam. (PC PLO-1, PC-PLO-2)
	Gynecology instructional objective: Perform comprehensive gynecological-history and physical exam. (PC PLO-1, PC-PLO-2)
	Gynecology instructional objective: Select and interpret appropriate diagnostic and laboratory studies related to

	conditions listed in the Gynecology Clinical Rotation Topics (above) . (PC-PLO3)
	Gynecology instructional objective: Formulate an appropriate differential diagnosis for gynecologic conditions based on history, physical examination, diagnostic data, and clinical reasoning. (PC-PLO4)
	Gynecology instructional objective: Develop an appropriate assessment, management care plan, and disposition of patients with gynecologic conditions, given all pertinent medical data, including history, physical exam, laboratory, and diagnostic data . (PC-PLO4)
	Gynecology instructional objective: Actively participate in the management of patients with gynecologic conditions listed in the Gynecology Clinical Rotation Topics (above). (PC- PLO4)
Students will perform the following technical skill: collect a cervical specimen	
	Gynecology Instructional Objective: Explain the indications, purpose, and limitations of cervical specimen collection, including screening guidelines and appropriate test selection. (PC-PLO5)
	Gynecology Instructional Objective: Prepare the patient and equipment appropriately, including obtaining informed consent, explaining the procedure, ensuring privacy, and assembling required supplies. (PC-PLO5)
	Gynecology Instructional Objective: Position the patient correctly and perform a speculum exam, selecting the appropriate speculum size, inserting it comfortably, and visualizing the cervix without causing unnecessary discomfort. (PC-PLO5)
	Gynecology Instructional Objective: Identify key cervical landmarks, including the squamocolumnar junction, transformation zone, and areas requiring sampling. (PC-PLO5)
	Gynecology Instructional Objective: Demonstrate correct specimen collection technique, using the appropriate device (cytobrush, spatula, or swab), obtaining an adequate sample, and avoiding contamination. (PC-PLO5)

	Gynecology Instructional Objective: Handle, label, and preserve specimens correctly, ensuring proper placement in transport media or slides and adherence to laboratory requirements. (PC-PLO5)
Students will document information clearly and appropriately in gynecology.	Gynecology Instructional Objective: Recognize and address patient discomfort or complications, such as bleeding, anxiety, or inadequate visualization, and know when to stop or seek additional clinical assistance.(PC-PLO5)
	Gynecology instructional objective: Document a medical note for gynecologic evaluations. (ICS-PLO2)
	Gynecology instructional objective: Document information clearly and accurately at an appropriate level for patients, colleagues, and teachers. (ICS-PLO2)
	Gynecology instructional objective: Document information in a manner that respects sensitivity, confidentiality, and the unique aspects of gynecologic care. (ICS-PLO2)
Students will listen empathetically and effectively, communicate clearly, utilize shared decision-making, and provide patient education and counseling for patients seeking gynecologic care.	
	Gynecology 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 for patients seeking gynecologic care. (ICS-PLO1)
	Gynecology 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 for patients seeking gynecologic care. (ICS-PLO3)

	Gynecology 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)
	Gynecology 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)
	Gynecology 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, for patients seeking gynecologic care. (ICS PLO-5)
	Gynecology instructional objective: Deliver age-appropriate patient-centered education and counseling to patients, including health promotion, disease prevention, and evidence-based written materials tailored to the patient's needs and health literacy, seeking gynecologic care. (ICS-PLO5)
	Gynecology instructional objective: Provide patient-centered counseling that addresses emotional, psychological, and social concerns (ICS-PLO5)
	Gynecology 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 regarding gynecologic care.	
	Gynecology 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)

	Gynecology 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)
	Gynecology instructional objective: Demonstrate sensitivity and cultural competence in addressing sensitive topics, contraception, sexually transmitted infections, or difficult treatment decisions, while respecting diverse perspectives and values. (ICS PLO-4)
	Gynecology 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 gynecologic care.	
	Gynecology 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 while providing gynecologic care. (P-PLO1)
	Gynecology instructional objective: Respect patient confidentiality and privacy, ensuring that sensitive information is handled appropriately and securely while providing gynecologic care. (P-PLO1)
	Gynecology instructional objective: Use inclusive language and cultural sensitivity while providing gynecologic care and interacting with patients and their families to foster trust and respect. (P-PLO1)
	Gynecology 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)
	Gynecology 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)
	Gynecology instructional objective: Demonstrate flexibility, attentiveness, and responsiveness in addressing patient concerns and unexpected changes. (P-PLO2)
	Gynecology instructional objective: Take accountability for actions, decisions, and the quality of care provided, ensuring continuous evaluation and improvement. (P-PLO3)
	Gynecology instructional objective: Evaluate and integrate community resources to support patient care in gynecology. (P PLO-3)
	Women's health instructional objective: Demonstrate motivation and desire to learn. (P PLO-3)
	Gynecology instructional objective: Demonstrate knowledge of the legal and regulatory requirements of the role of a physician assistant. (P-PLO4)
	<i>Gynecology instructional objective: Exhibit integrity by adhering to ethical standards, acting with honesty, and maintaining professional accountability in all interactions and decisions. (P-PLO1)</i>
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 gynecologic care.	
	Gynecology 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)
	Gynecology instructional objective: Develop action plans based on feedback including specific goals and timelines for implementation. (PBL PI-PLO1)

	Gynecology instructional objective: Recognize personal and professional limitations, and locate assistance from preceptors, colleagues, and reference materials to address areas needing improvement. (PBL PI-PLO1)
	Gynecology instructional objective: Monitor progress towards goals over time, adjusting action plans as necessary based on ongoing reflection and feedback. (PBL PI PLO-2)
	Gynecology instructional objective: Develop the ability to learn from practice. (PBL PI PLO-2)
	Gynecology instructional objective: Demonstrate lifelong learning by interpreting independent readings, assessing medical evidence, and applying decision-making tools to provide evidence-based patient care concerning gynecologic care. (PBL PI-PLO3)
	Gynecology instructional objective: Recognize the importance of lifelong learning in the medical field. (PBL PI PLO-3)
	Gynecology 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)
	Gynecology 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 gynecologic 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.	
	Gynecology instructional objective: Operate under the rules of HIPAA to preserve patient confidentiality in a gynecologic care setting. (SBP PLO-1)
	Gynecology instructional objective: Practice according to policy and procedures set forth by the health care facility. (SBP PLO-1)
	Gynecology instructional objective: Identify barriers and challenges to implementing quality improvement initiatives in gynecologic care and propose strategies to overcome them. (SBP PLO-2)
	Gynecology instructional objective: Discuss the appropriate use of controlled substances and statewide tracking systems to ensure ethical and legal patient care in a gynecologic care setting. (SBP PLO-2)
	Gynecology 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 gynecologic care setting. (SBP-PLO3)
	Gynecology 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 gynecologic care setting. (SBP-PLO3)
	Gynecology instructional objective: Employ a professional relationship with the preceptors and other healthcare team members. (SBP-PLO4)
	Gynecology instructional objective: Efficiently manage patient flow and patient encounters to optimize access to care and minimize wait times for patients seeking gynecologic care. (SBP-PLO5)

	Gynecology 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 gynecologic care setting. (SBP-PLO4, SBP-PLO5)
	Gynecology instructional objective: Evaluate cost-effective healthcare <u>resources</u> that do not compromise the quality of care for patients in a gynecologic care setting. (SBP PLO-6)
	Gynecology 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 gynecologic care setting. (SBP PLO-6)
	Gynecology instructional objective: Describe common practice models in a gynecology setting. (SBP PLO-6)
	Gynecology instructional objective: Demonstrate an understanding of the roles and responsibilities of PAs and other healthcare professionals in a gynecology setting. (SBP PLO-6)
	Gynecology instructional objective: Choose appropriate billing codes for payment services under the direct supervision of the preceptor in a gynecologic care setting. (SBP-PLO7)
	Gynecology instructional objective: Identify funding sources and payment systems, including eligible patient populations for Medicaid and Medicare, in a gynecologic care setting. (SBP-PLO7)

Gynecology 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 Gynecology Clinical Rotation Topics above) encountered in gynecologic 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, assessments, and management plans for symptoms/conditions (listed in Gynecology Clinical Rotation Topics above) commonly encountered	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

in patients seeking gynecologic care.			
Students will perform the following technical skill: collect a cervical specimen	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 gynecology.	Preceptor Evaluation (80% average score on Interpersonal and Communication Skills competency section)	Medical Knowledge and Patient Care	ICS#2
Students will listen empathetically and effectively, communicate clearly, utilize shared decision-making, and provide patient education and counseling for patients seeking gynecologic 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 regarding gynecologic 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 gynecologic 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-	Preceptor Evaluation (80% average score on Practice-Based Learning and Proficiency	Lifelong Learning	PBLPI #1

improvement, and (c) locate, appraise, and integrate evidence-based studies related to gynecologic care.	Improvement competency section)		PBLPI #2
			PBLPI #3
In a gynecologic 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 #1
			SBP #6
		Lifelong Learning	SBP #2
		Collaborative Practice	SBP #3
			SBP #4
			SBP #5
			SBP #7

Gynecology Preceptor Evaluation of Student

Gynecology 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 gynecologic care (MK#2, 3):						
Student demonstrated medical knowledge of patient presentations for common conditions encountered in gynecologic care (MK#2,3):						
Student demonstrated medical knowledge of differential diagnosis for patients seeking medical care for common conditions encountered in gynecologic care (MK#2,3)						
Student demonstrated medical knowledge of the diagnostic work-up for patients seeking medical care for common conditions encountered in gynecologic care (MK#2,3)						
Student demonstrated medical knowledge of patient management strategies for patients seeking medical care for common conditions encountered in gynecologic care (MK#2,3):						

Student demonstrated medical knowledge of health promotion and disease prevention for patients seeking medical care for common conditions encountered in gynecologic 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 gynecologic care (PC#1).						
Student elicited a detailed and accurate history for patients encountered in gynecologic care (PC#1).						
Student performed an appropriate physical examination for populations encountered in gynecologic care (PC#1).						
Student performed an appropriate physical examination for patients seeking care in gynecologic care (PC#1).						
Student demonstrated knowledge of the appropriate use and interpretation of diagnostic testing for populations encountered in gynecologic care (PC#3).						
Student demonstrated knowledge of the appropriate use and interpretation of diagnostic testing for patients						

seeking care in gynecologic care (PC#3).						
Student demonstrated knowledge of the appropriate use and interpretation of laboratory studies for populations encountered in gynecologic care (PC#3).						
Student demonstrated knowledge of the appropriate use and interpretation laboratory studies for patients seeking care in gynecologic care (PC#3).						
Student organized information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for populations encountered in gynecologic care (PC#4).						
Student organized information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for patients seeking care in gynecologic 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 gynecologic 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 gynecologic 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 gynecologic 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 gynecologic care (PC#4).						
Student demonstrated basic clinical and technical skills common to gynecologic care including (PC#5):						
Demonstrate proper surgical scrub technique						
Collect a cervical specimen						
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 gynecologic care (ICS#1)						
Student communicated information clearly in gynecologic care (ICS#3)						
Student utilized shared decision making for patients seeking care in gynecologic care (ICS#5)						
Student provided patient education and counseling for patients seeking care in gynecologic care (ICS#5)						
Student facilitated difficult health care conversations in gynecologic 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 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 gynecologic care (P#1)						
Student demonstrated patient responsiveness while providing care to patients in gynecologic care (P#2)						
Student showed accountability while providing care to patients in gynecologic 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 gynecologic care (PBLPI#2)						
Student located, appraised, and integrated evidence-based studies related to gynecologic 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 gynecologic care setting (SBP#1)						
Student demonstrated knowledge of quality improvement methodologies and metrics in an gynecologic care setting (SBP#2)						
Student recognized the unique roles of PAs and those of other healthcare professions in an gynecologic care setting (SBP#3)						

Student worked effectively with other health professionals to provide collaborative, patient-centered care in an gynecologic care setting (SBP#4)						
Student worked effectively in an gynecologic care setting (SBP#5)						
Student incorporated considerations of cost awareness and funding sources into patients seeking care in an gynecologic care setting (SBP#6)						
Student described basic health payment systems and practice models for an gynecologic 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: