

## **Elective Intensive Care Rotation Information and Instructional Objectives**

### **Instructor of Record for Elective Intensive Care Rotation:**

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### **Elective Intensive Care Clinical Rotation Topics**

#### **Cardiovascular System**

Cardiomyopathy: Dilated, Hypertrophic, Restrictive, Stress

Conduction disorders/dysrhythmias: Atrial fibrillation, Atrial flutter, Atrial tachycardia, Atrioventricular block, Bradycardia, Bundle branch block, Idioventricular rhythm, Junctional, Premature contractions, QT prolongation, Sick sinus syndrome, Sinus arrhythmia, Torsades de pointes, Ventricular fibrillation, Ventricular tachycardia

Congenital heart disease: Atrial septal defect, Coarctation of aorta, Patent ductus arteriosus, Tetralogy of Fallot, Transposition of the great vessels, Ventricular septal defect

Coronary artery disease: Acute myocardial infarction, Angina pectoris, Non-ST-segment elevation myocardial infarction, ST-segment elevation myocardial infarction, Unstable angina, Atherosclerosis

Heart failure

Hypertension: Primary hypertension, Secondary hypertension, Hypertensive emergencies,

Hypotension: Orthostatic hypotension, Vasovagal hypotension

Lipid disorder

Shock: Cardiogenic, Distributive, Hypovolemic, Obstructive

Traumatic, infectious, and inflammatory heart conditions: Cardiac tamponade, Infective endocarditis, Myocarditis, Pericardial effusion, Pericarditis

Valvular disorders: Aortic, Mitral, Pulmonary, Tricuspid

Vascular disease: Aortic aneurysm/dissection, Arterial embolism/thrombosis, Arteriovenous malformation, Deep vein thrombosis, Giant cell arteritis, Peripheral artery disease,

Phlebitis/thrombophlebitis, Varicose veins, Venous insufficiency

#### **Endocrine System**

Diabetes mellitus: Type 1, Type 2

Hypogonadism

Thyroid disorders: Thyroiditis

#### **Gastrointestinal System/Nutrition**

Biliary disorders: Acute cholecystitis, Cholangitis

Colorectal disorders: Abscess/fistula, Inflammatory bowel disease, Ischemic bowel disease, Obstruction, Toxic megacolon

Diarrhea

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

Motility disorders, Strictures, Varices, Zenker diverticulum

Gastric disorders: Gastritis, Gastroparesis, Peptic ulcer disease, Pyloric stenosis

Gastrointestinal bleeding  
Hepatic disorders: Acute hepatitis, Chronic hepatitis, Cirrhosis, Fatty liver, Portal hypertension  
Hernias  
Hyperemesis  
Ingestion of toxic substances and foreign bodies  
Metabolic disorders: Phenylketonuria, Rickets  
Neoplasms: Benign, Malignant  
Nutritional and vitamin disorders: Food allergies and food sensitivities, Hypervitaminosis/hypovitaminosis, Malabsorption, Refeeding syndrome  
Pancreatic disorders: Acute pancreatitis, Chronic pancreatitis  
Small intestine disorders: Appendicitis, Intussusception, Obstruction

### **Genitourinary System**

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

### **Hematologic System**

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

### **Infectious Diseases**

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

### **Neurologic System**

Cerebrovascular disorders: Arteriovenous malformation, Cerebral aneurysm, Coma, Hydrocephalus, Intracranial hemorrhage, Stroke, Syncope, Transient ischemic attack  
Closed head injuries: Concussion, Post-concussion syndrome, Traumatic brain injury

Cranial nerve palsies  
Encephalopathic disorders  
Infectious disorders: Encephalitis, Meningitis  
Neurocognitive disorders: Delirium  
Seizure disorders: Generalized seizures, Status epilepticus  
Spinal cord syndromes: Cauda equina syndrome, Epidural abscess, Spinal cord injuries

### **Pulmonary System**

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

### **Renal System**

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

### **Pediatrics**

ENOT/Ophthalmology: Epiglottitis, Mastoiditis, Oral candidiasis, Orbital cellulitis, Peritonsillar abscess

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

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

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

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

Neurology/Developmental: Meningitis

Endocrinology: Diabetes mellitus, Hypercalcemia, Hyperthyroidism, Hypothyroidism

Hematology: Anemia, Bleeding disorders, Brain tumors, Hemophilia, Lead poisoning, Leukemia, Lymphoma, Neutropenia

Urology/Renal: Cystitis, Glomerulonephritis, Paraphimosis, Phimosis, Testicular torsion, Vesicourethral reflux

### **Elective Intensive Care Rotation Learning Outcomes**

Upon completion of the elective Intensive Care 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 Intensive Care Clinical Rotation Topics above) encountered in Intensive Care 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 Intensive Care Clinical Rotation Topics above) commonly encountered in patients seeking acute Intensive Care.
3. Students will demonstrate technical skills common to Intensive Care.
4. Students will obtain and document information clearly and appropriately for the following types of patient encounters: acute problem-focused encounters.
5. Students will listen empathetically and effectively, communicate clearly, and utilize shared decision-making for patients seeking care in Intensive Care.
6. Students will facilitate difficult health care conversations in Intensive Care.
7. Students will demonstrate compassion, integrity, respect, patient responsiveness, and accountability while providing care to patients in an Intensive Care 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 Intensive Care.
9. Students will (a) promote a safe environment for patients seeking care in an Intensive Care setting, (b) demonstrate knowledge of quality improvement methodologies and metrics, (c) recognize the unique role of PAs and other health professions in intensive care, (d) work effectively with other health professionals to provide collaborative, patient centered intensive care, (e) work effectively in an inpatient health delivery settings, (f) incorporate considerations of cost awareness and funding into patients seeking care in an intensive care setting, and (g) describe basic health payment systems and practice models for intensive care.

### **Elective Intensive Care Instructional Objectives**

Upon completion of the elective Intensive Care clinical rotation,

1. **Elective Intensive Care 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 Intensive Care Clinical Rotation Topics above) encountered in Intensive Care for patients seeking medical care for the following age populations: infants, children, adolescents, adults and/or elderly.
  - **Intensive Care instructional objective:** Evaluate the common disease process found in **Intensive Care** using suggested readings and course study guide. (MK-PLO2)

- **Intensive Care instructional objective:** Identify the etiology, pathophysiology, and clinical presentation of conditions listed in the clinical topics for this rotation. (MK-PLO3)
- **Intensive Care 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)
- **Intensive Care Rotation instructional objective:** Identify medications commonly used in Intensive Care, including the indication, contraindication, mechanism of action, most common side effects, and appropriate dosage for age. (MK-PLO2)
- **Intensive Care instructional objective:** Contrast possible risks and benefits of diagnostic studies and treatment plans. (MK-PLO3)
- **Intensive Care instructional objective:** Contrast the risks and benefits of procedures that must be performed on your patient. (MK PLO-3)
- **Intensive Care instructional objective:** Interpret and apply setting appropriate healthcare guidelines. (MK PLO-3)

2. **Elective Intensive Care 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 Intensive Care Clinical Rotation Topics above) commonly encountered in patients seeking acute Intensive Care.

- **Intensive Care 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)
- **Intensive Care instructional objective:** Demonstrate an age and setting appropriate history and physical exam for a patient 1-10 years of age. (PC-PLO1, PC-PLO2)
- **Intensive Care instructional objective:** Demonstrate an age and setting appropriate history and physical exam for a patient 11-17 years of age. (PC-PLO1, PC-PLO2)
- **Intensive Care instructional objective:** Demonstrate an age and setting appropriate history and physical exam for a patient 18-64 years of age. (PC-PLO2)
- **Intensive Care instructional objective:** Demonstrate an appropriate history and physical exam on a patient greater than 65 years of age. (PC-PLO2)
- **Intensive Care instructional objective:** Demonstrate an age and setting appropriate expanded history and physical exam on a patient greater than 65 years of age. (PC-PLO2)
- **Intensive Care instructional objective:** Choose appropriate diagnostic tests to identify an abnormality. (PC-PLO3)
- **Intensive Care instructional objective:** Interpret diagnostic studies related to the patient's medical condition. (PC-PLO3)

- **Intensive Care instructional objective:** Formulate an appropriate differential diagnosis based on history, physical examination, and diagnostic study data. (PC-PLO4)
  - **Intensive Care instructional objective:** Construct an appropriate treatment plan based on history, physical exam, and diagnostic data. (PC-PLO4)
  - **Intensive Care instructional objective:** Actively participate in the management of acute patient conditions. (PC- PLO4)
3. **Elective Intensive Care Rotation Learning Outcome #3:** Students will demonstrate technical skills common to Intensive Care.
  4. **Elective Intensive Care Rotation Learning Outcome #4:** Students will obtain and document information clearly and appropriately for the following types of patient encounters: acute problem-focused encounters.
  5. **Elective Intensive Care Rotation Learning Outcome #5:** Students will listen empathetically and effectively, communicate clearly, and utilize shared decision-making for patients seeking care in Intensive Care.
    - **Intensive Care instructional objective:** Describe health promotion and disease prevention to your patients. (ICS-PLO3)
    - **Intensive Care instructional objective:** Adapt communication style and information context to the individual patient interaction. (ICS-PLO3)
    - **Intensive Care instructional objective:** Identify communication barriers with different patient populations. (ICS PLO-3)
    - **Intensive Care instructional objective:** Compose an oral case presentation and present it to the preceptor. (ICS-PLO3)
    - **Intensive Care instructional objective:** Explain possible risks and benefits of diagnostic studies and treatment plans to your patient as approved by the supervising provider. (ICS-PLO3)
    - **Intensive Care 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 Intensive Care Rotation Learning Outcome #6:** Students will facilitate difficult health care conversations in Intensive Care.
  7. **Elective Intensive Care Rotation Learning Outcome #7:** Students will demonstrate compassion, integrity, respect, patient responsiveness, and accountability while providing care to patients in an Intensive Care setting.
    - **Intensive Care instructional objective:** Practice professionally in a working situation with other healthcare team members, including appropriate dress, punctual attendance, and professional attitude. (P-PLO1)
    - **Intensive Care instructional objective:** Show sensitivity to the emotional, social, developmental, and ethnic background of patients and their families on their service. (P-PLO1)
    - **Intensive Care instructional objective:** Apply professional attitude in such areas as attendance, dress code, and performance in the medical setting. (P-PLO1)

- **Intensive Care instructional objective:** Demonstrate sensitivity and responsiveness to patients' culture, gender, age, and disabilities. (P-PLO1)
  - **Intensive Care instructional objective:** Demonstrate motivation and desire to learn. (P-PLO3)
  - **Intensive Care instructional objective:** Demonstrate knowledge of the legal and regulatory requirements of the role of a physician assistant. (P-PLO4)
8. **Elective Intensive Care 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 Intensive Care.
- **Intensive Care instructional objective:** Demonstrate an openness to receive constructive criticism. (PBLPI-PLO1)
  - **Intensive Care instructional objective:** Recognize limitations and locate assistance from supervising preceptors and appropriate reference material. (PBLPI-PLO1)
  - **Intensive Care instructional objective:** Develop the ability to learn from practice. (PBLPI-PLO2)
  - **Intensive Care instructional objective:** Recognize personal limitations and where to access help personally and professionally. (PBLPI-PL2)
  - **Intensive Care instructional objective:** Interpret independent outside readings concerning medical problems encountered. (PBL PI-PLO3)
  - **Intensive Care instructional objective:** Show ability to understand and apply decision-making tools. (PBL PI PLO-3)
  - **Intensive Care instructional objective:** Recognize the importance of lifelong learning in the medical field. (PBLPI-PLO3)
  - **Intensive Care instructional objective:** Assess medical evidence and communicate it to patients and colleagues. (PBLPI-PL3)
  - **Intensive Care instructional objective:** Apply information technology to access online medical information and continue personal education. (PBLPI-PL3))
  - **Intensive Care instructional objective:** Use medical information technology in decision-making, patient care, and patient education. (PBLPI-PL3)
9. **Elective Intensive Care Rotation Learning Outcome #9:** Students will (a) promote a safe environment for patients seeking care in an intensive care setting, (b) demonstrate knowledge of quality improvement methodologies and metrics, (c) recognize the unique role of PAs and other health professions in intensive care, (d) work effectively with other health professionals to provide collaborative, patient(d) work effectively with other health professionals to provide collaborative, patient centered intensive care, (e) work effectively in an inpatient health delivery settings, (f) incorporate considerations of cost awareness and funding into patients seeking care in an intensive care setting, and (g) describe basic health payment systems and practice models for intensive care.
- **Intensive Care instructional objective:** Operate under the rules of HIPAA to preserve patient confidentiality. (SBP-PLO1)



- **Intensive Care instructional objective:** Practice according to policy and procedures set forth by the health care facility. (SBP-PLO1)
- **Intensive Care instructional objective:** Employ a professional relationship with the supervising providers and other health care team members. (SBP-PLO4)
- **Intensive Care instructional objective:** Identify the obstacles to obtaining medical care for those with financial difficulties. (SBP-PLO6)
- **Intensive Care instructional objective:** Evaluate cost-effective health care and resources that do not compromise the quality of patient care. (SBP-PLO6)
- **Intensive Care instructional objective:** Identify the funding sources and payment systems that provide coverage for the patient. (SBP-PLO7)
- **Intensive Care instructional objective:** Choose the appropriate code for billing the responsible payment service under the direct supervision of the preceptor. (SBP-PLO7)

**Elective Intensive Care Rotation Curriculum Integration Table**

<b>Elective Intensive Care Rotation Learning Outcome</b>	<b>Assessment Method (Benchmark Requirements)</b>	<b>PAS Program Goal</b>	<b>PAS Program Learning Outcome (ARC-PA)/Student Learning Outcomes (GVSU)</b>
<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 Intensive Care Clinical Rotation Topics above) encountered in Intensive Care 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 Intensive Care Clinical Rotation Topics above) commonly encountered in patients seeking acute Intensive Care</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>

Students will demonstrate technical skills common to Intensive Care.	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: acute problem-focused 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 Intensive Care.	Preceptor Evaluation (80% average score on Interpersonal and Communication Skills competency section)	Medical Knowledge and Patient Care	ICS #1
		Collaborative Practice	ICS #3 ICS #5
Students will facilitate difficult health care conversations in Intensive Care.	Preceptor Evaluation (80% average score on Interpersonal and Communication Skills competency section)	Collaborative Practice	ICS #4
Students will demonstrate compassion, integrity, respect, patient responsiveness, and accountability while providing care to patients in an Intensive Care 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 self-improvement, and (c) locate, appraise, and integrate evidence-based studies related to Intensive Care.	Preceptor Evaluation (80% average score on Practice-Based Learning and Proficiency Improvement competency section)	Lifelong Learning	PBLPI #1 PBLP #2 PBLP #3

<p>Students will (a) promote a safe environment for patients seeking care in an Intensive Care setting, (b) demonstrate knowledge of quality improvement methodologies and metrics, (c) recognize the unique role of PAs and other health professions in intensive care, (d) work effectively with other health professionals to provide collaborative, patient centered intensive care, (e) work effectively in an inpatient health delivery settings, (f) incorporate considerations of cost awareness and funding into patients seeking care in an intensive care setting, and (g) describe basic health payment systems and practice models for intensive care.</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>

## Intensive Care Preceptor Evaluation of the Student

1. What is your group and/or site name (i.e., Corwell Health MICU- Butterworth)
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 intensive care 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 intensive care 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 intensive care 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 intensive care 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 intensive care 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 intensive care (PC#1):						
Infant						
Children						
Adolescents						
Adult						
Elderly						
Elicit a detailed and accurate history and perform an appropriate physical examination for patients encountered in intensive care seeking (PC#2):						
Acute 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):						
Acute 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):						
Acute 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):						
Acute care						
Preoperative care						
Intraoperative care						
Postoperative care						
Demonstrate basic technical skills common to Intensive Care. (PC#5):						

Additional Comments:
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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 intensive care (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						
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 intensive care (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 an intensive care setting (P#1)					

Demonstrate responsiveness to patient needs that supersede self-interest while providing care in an intensive care setting (P#2)					
Show accountability to patients, society, and the profession while providing care in an intensive care 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 intensive care (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 an intensive care setting (SBP#1)					
Demonstrate knowledge of quality improvement methodologies and metrics in intensive care (SBP#2)					
Recognize the unique roles of PAs and those of other healthcare professions in intensive care (SBP#3)					



Work effectively with other health professionals to provide collaborative, patient centered intensive care (SBP#4)					
Work effectively in an inpatient health delivery setting (SBP#5)					
Incorporate considerations of cost awareness and funding sources into patients seeking care in an intensive care setting (SBP#6)					
Describe basic health payment systems and practice models for intensive care (SBP#7)					
Additional Comments:					

8. Did the student have any absences during the rotation?
  - a. Yes
  - b. No
  - c. 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?
  - a. Yes
  - b. No
  - c. Additional comments:
12. Preceptor Signature: