



## **International Medicine Rotation**

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

#### **Instructor of Record for International Medicine Rotation:**

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#### **International Medicine Clinical Rotation Topics**

*Note: The topics below focus on **infectious diseases, malnutrition, maternal and child health, chronic diseases prevalent in low-resource settings, and emergency/trauma care**, reflecting the key medical challenges encountered in international clinical rotations.*

#### **Cardiovascular System**

Congenital heart disease: Tetralogy of Fallot, Ventricular septal defect  
Coronary artery disease: Acute myocardial infarction, Angina pectoris  
Hypertension  
Shock  
Traumatic, infectious, and inflammatory heart conditions: Bacterial endocarditis, Acute pericarditis, Cardiac tamponade  
Vascular disease: Peripheral artery disease, Venous thrombosis

#### **Dermatologic System**

Envenomations and arthropod bite reactions

#### **Endocrine System**

Diabetes mellitus: Type 1, Type 2  
Thyroid disorders

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

Biliary disorders: Cholecystitis, Cholangitis

Esophageal disorders: Gastroesophageal reflux disease (GERD), Esophageal varices  
Food allergies and food sensitivities: Lactose intolerance, Nut allergies  
Hepatic disorders: Acute/chronic hepatitis, Cirrhosis  
Infectious diarrhea  
Nutritional and vitamin disorders: Hypovitaminosis  
Ingestion of toxic substances

### **Hematologic System**

Cytopenias: Anemia  
Hemoglobinopathies: Thalassemia, Sickle cell disease,

### **Infectious Diseases**

Bacterial diseases: Cholera, Chlamydia, Gonorrhea, Rheumatic Fever  
Fungal diseases: Candidiasis, Cryptococcosis, Histoplasmosis  
Parasitic diseases: Helminth infections, Malaria, Toxoplasmosis, Trichomoniasis  
Mycobacterial diseases: Tuberculosis  
Prenatal transmission of infections: Congenital varicella, Human papillomavirus, Zika virus  
Sepsis/systemic inflammatory response syndrome (SIRS)  
Spirochetal diseases: Syphilis  
Viral diseases: HIV infection, Influenza, Measles, Rabies

### **Musculoskeletal System**

Lower extremity disorders: Fractures/dislocations, Soft-tissue injuries  
Upper extremity disorders: Fractures/dislocations, Soft-tissue injuries  
Spinal disorders: Kyphosis, Scoliosis

### **Neurologic System**

Neurocognitive disorders: Delirium  
Infectious disorders: Meningitis, Encephalitis  
Seizure disorders: Focal seizure, Generalized seizures  
Vascular disorders: Stroke

### **Psychiatry/Behavioral Science**

Anxiety disorders  
Depressive disorders, including suicidal/homicidal behaviors:  
Substance-related and addictive disorders  
Trauma- and stressor-related disorders: Post-traumatic stress disorder

### **Pulmonary System**

Chronic obstructive pulmonary disease (COPD)

Infectious disorders:

Bronchiolitis

Pertussis

Tuberculosis,

Pneumonias: Bacterial, Fungal, HIV-related, Viral

Pulmonary circulation: Pulmonary embolism

Other pulmonary disorders: Acute respiratory distress syndrome, Asthma

### **Reproductive System (Female)**

Complicated pregnancy: Gestational diabetes, Postpartum hemorrhage

Sexually transmitted infections (STIs)/Pelvic Inflammatory Disease

Contraceptive methods

### **International Medicine Clinical and Technical Skills**

<b>International Medicine Skills</b>	
<b>Clinical Skills</b>	
	Elicit a detailed and accurate patient history (RLO2)
	Perform an appropriate physical examination (RLO2)
	Interpret diagnostic tests common to international medicine
	Select appropriate medications (RLO3)
	Select appropriate dose for medications (RLO3)
<b>Technical Skills</b>	
	Demonstrate donning sterile gloving technique

### **International Medicine Rotation Learning Outcomes and Instructional Objectives**

<b>Rotation Learning Outcomes</b>	<b>Instructional Objectives</b>
<b>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 International Medicine Clinical Rotation Topics above) encountered in international medicine.</b>	
	International medicine instructional objective: Explain the pathophysiology of the clinical presentations of conditions listed in the International Medicine Clinical Rotation Topics (above). (MK-PLO3)
	International medicine instructional objective: Describe the etiology and epidemiology of the clinical conditions listed in the

	International Medicine Clinical Rotation Topics (above). (MK-PLO3)
	International medicine instructional objective: Identify the patient presentation of conditions listed in the International Medicine Clinical Rotation Topics (above). (MK-PLO3)
	International medicine instructional objective: Differentiate how disease processes of conditions listed in the International Medicine Clinical Rotation Topics (above) may present. (MK-PLO3)
	International medicine instructional objective: Explain the appropriate diagnostic workup of the clinical conditions listed in the International Medicine Clinical Rotation Topics (above). (MK-PLO3)
	International medicine instructional objective: Formulate a differential diagnosis for patient presentations of conditions listed in the International Medicine Clinical Rotation Topics (above). (MK-PLO3)
	International medicine instructional objective: Compare and contrast the risks and benefits of diagnostic studies and treatment plans for conditions listed in the International Medicine Clinical Rotation Topics (above). (MK-PLO3)
	International medicine instructional objective: Summarize the indications and contraindications of procedures commonly used in the treatment of conditions listed in the International Medicine Clinical Rotation Topics (above). (MK PLO-2)
	International medicine instructional objective: Compare and contrast the risks and benefits of procedures indicated for conditions listed in the International medicine Clinical Rotation Topics (above). (MK PLO-3)
	International medicine instructional objective: Outline the appropriate management of the clinical conditions listed in the International Medicine Clinical Rotation Topics (above). (MK-PLO3)
	International medicine instructional objective: Identify the common medication problems specific to international medicine, including polypharmacy, potential toxic interactions of drugs, compliance issues, and the complexity of new medication prescribing. (MK-PLO3)

	International medicine instructional objective: Describe health promotion in relation to the management of the clinical conditions listed in the International Medicine Clinical Rotation Topics (above). (MK-PLO3)
	International medicine instructional objective: Describe disease prevention for clinical conditions listed in the International Medicine Clinical Rotation Topics (above). (MK-PLO3)
	International medicine instructional objective: Identify national screening guidelines for the applicable clinical conditions listed in the International Medicine Clinical Rotation Topics (above). (MK-PLO2)
	International medicine instructional objective: Recognize when it is appropriate to obtain informed consent.
	International medicine instructional objective: Describe major age-related changes in body composition and function that affect the pharmacokinetic process. (MK-PLO2)
	International medicine instructional objective: Discuss medications commonly used in the treatment of conditions listed in the International medicine 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)
	International medicine instructional objective: Interpret and apply healthcare guidelines for relevant conditions listed in the International medicine Clinical Rotation Topics (above). (MK PLO-3)
	Gastroenterology instructional objective: Select appropriate prescription medication(s) and dosing for the treatment of conditions listed in the Gastroenterology Clinical Rotation Topics (above). (MK PLO-3)
	International medicine instructional objective: Actively participate in the management of patients. (MK- PLO3)
<b>Students will elicit a detailed and accurate patient history, perform an appropriate physical examination, appropriately use and interpret diagnostic testing and</b>	

<b>laboratory studies, and formulate differential diagnoses and assessment plans for symptoms/conditions (listed in International Clinical Rotation Topics above) commonly encountered in an international setting.</b>	
	International medicine instructional objective: Demonstrate an age-appropriate problem-focused history and physical exam for patients in an international medicine setting. (PC PLO-1, PC-PLO-2)
	International medicine instructional objective: Select and interpret appropriate diagnostic and laboratory studies for conditions listed in the International Medicine Clinical Rotation Topics (above) for patients in an international medicine setting. (PC-PLO3)
	International medicine instructional objective: Formulate an appropriate differential diagnosis based on history, physical examination, diagnostic data, and clinical reasoning for patients in an international medicine setting. (PC-PLO4)
	International medicine instructional objective: Develop an appropriate assessment, management care plan, and disposition of patients, given all pertinent medical data, including history, physical exam, laboratory, and diagnostic data in an international medicine setting. (PC-PLO4)
	International medicine instructional objective: Actively participate in the management of patients with conditions listed in the International Medicine Clinical Rotation Topics (above) in an international medicine setting. (PC- PLO4)
<b>Students will listen empathetically and effectively, communicate clearly, utilize shared decision-making, and provide patient education and patient counseling for</b>	

patients seeking care in international medicine.	
	International medicine instructional objective: Utilize open-ended questions, active listening, and empathetic communication to elicit patient preferences, values, goals, and concerns while providing space for patients to fully articulate their thoughts without interruption. (ICS-PLO1)
	International medicine instructional objective: Communicate complex medical information clearly and comprehensively, using plain language and avoiding medical jargon, while tailoring the content and delivery to the patient's level of understanding and health literacy. (ICS-PLO3)
	International medicine 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)
	International medicine 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)
	International medicine instructional objective: Collaborate with the patient and family to identify realistic goals, develop a shared understanding of diagnoses and treatment options, and explain the risks and benefits of diagnostic studies and treatments, while demonstrating empathetic listening to clarify misconceptions and address concerns or fears. (ICS PLO-5)
	International medicine instructional objective: Deliver age-appropriate patient-centered education and counseling, including health promotion, disease prevention, and evidence-based written materials tailored to the patient's needs and health literacy, to patients seeking care in gastroenterology. (ICS-PLO5)
	International medicine instructional objective: Provide patient-centered counseling that addresses emotional, psychological, and social concerns (ICS-PLO5)



	International medicine instructional objective: Assess patient understanding of medical information and treatment plans and address any gaps in comprehension (ICS-PLO3)
<b>Students will perform the following technical skill: demonstrate donning sterile gloving technique</b>	
	International medicine instructional objective: Identify indications for sterile gloving in clinical settings using correct infection control rationale.
	International medicine instructional objective: Prepare a sterile field and glove packaging without contaminating sterile surfaces.
	International medicine instructional objective: Perform donning of sterile gloves using the open method, maintaining sterility throughout the procedure.
	International medicine instructional objective: Inspect gloves for defects and contamination and appropriately replace gloves if sterility is compromised.
	International medicine instructional objective: Maintain sterile technique during patient interaction
<b>Students will facilitate difficult health care conversations in international medicine.</b>	
	International medicine 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)
	International medicine 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)
	International medicine instructional objective: Demonstrate sensitivity and cultural competence in addressing sensitive topics, such as end-of-life care, advance directives, or difficult treatment decisions, while respecting diverse perspectives and values. (ICS PLO-4)

	International medicine 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)
<b>Students will demonstrate compassion, integrity, respect, patient responsiveness, and accountability while providing care to patients in international medicine.</b>	
	International medicine instructional objective: Demonstrate empathy, understanding, compassion, and sensitivity to the emotional, social, developmental, cultural, and diverse backgrounds of patients and their families, including age, gender, and disabilities. (P-PLO1)
	International medicine instructional objective: Respect patient confidentiality and privacy, ensuring that sensitive information is handled appropriately and securely. (P-PLO1)
	International medicine instructional objective: Use inclusive language and cultural sensitivity when interacting with patients and their families to foster trust and respect. (P-PLO1)
	International medicine 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)
	International medicine 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)
	International medicine instructional objective: Demonstrate flexibility, attentiveness, and responsiveness in addressing patient concerns and unexpected changes. (P-PLO2)
	International medicine instructional objective: Take accountability for actions, decisions, and the quality of care provided, ensuring continuous evaluation and improvement. (P-PLO3)

	International medicine instructional objective: Evaluate and integrate community resources to support patient care in international medicine. (P PLO-3)
	International medicine instructional objective: Demonstrate motivation and desire to learn. (P PLO-3)
	International medicine instructional objective: Demonstrate knowledge of the legal and regulatory requirements of the role of a physician assistant. (P-PLO4)
	International medicine instructional objective: Exhibit integrity by adhering to ethical standards, acting with honesty, and maintaining professional accountability in all interactions and decisions." (P-PLO1)
<b>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 international medicine.</b>	
	International medicine 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)
	International medicine instructional objective: Develop action plans based on feedback including specific goals and timelines for implementation. (PBL PI-PLO1)
	International medicine instructional objective: Recognize personal and professional limitations, and locate assistance from preceptors, colleagues, and reference materials to address areas needing improvement. (PBL PI-PLO1)
	International medicine instructional objective: Monitor progress towards goals over time, adjusting action plans as necessary based on ongoing reflection and feedback. (PBL PI PLO-2)
	International medicine instructional objective: Develop the ability to learn from practice. (PBL PI PLO-2)

	International medicine instructional objective: Demonstrate lifelong learning by interpreting independent readings, assessing medical evidence, and applying decision-making tools to provide evidence-based patient care in international medicine. (PBL PI-PLO3)
	International medicine instructional objective: Recognize the importance of lifelong learning in the medical field. (PBL PI PLO-3)
	International medicine 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)
	International medicine 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)
<b>In an international 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.</b>	
	International medicine instructional objective: Operate under the rules of HIPAA to preserve patient confidentiality in an international medicine setting. (SBP PLO-1)

	International medicine instructional objective: Practice according to policy and procedures set forth by the health care facility. (SBP PLO-1)
	International medicine instructional objective: Identify barriers and challenges to implementing quality improvement initiatives in an international medicine setting and propose strategies to overcome them. (SBP PLO-2)
	International medicine 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 an international medicine setting. (SBP-PLO3)
	International medicine 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 an international medicine setting. (SBP-PLO3)
	International medicine instructional objective: Employ a professional relationship with the preceptors and other healthcare team members in an international medicine setting. (SBP-PLO4)
	Gastroenterology instructional objective: Efficiently manage patient flow and clinic scheduling to optimize access to care and minimize wait times for patients seeking care in an international medicine setting. (SBP-PLO5)
	International medicine 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 an international medicine setting. (SBP-PLO4, SBP-PLO5)
	International medicine instructional objective: Evaluate cost-effective healthcare resources that do not compromise the quality of care for patients in an international medicine setting. (SBP PLO-6)
	International medicine 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 an international medicine setting. (SBP PLO-6)
	International medicine instructional objective: Describe common practice models in an international medicine setting. (SBP PLO-6)

	International medicine instructional objective: Demonstrate an understanding of the roles and responsibilities of PAs and other healthcare professionals in an international medicine setting, including their contributions to population health, care coordination, and cost reduction through preventive services and chronic disease management. (SBP PLO-6)
	Gastroenterology instructional objective: Efficiently manage patient flow and clinic scheduling to optimize access to care and minimize wait times for patients seeking care in an international medicine setting. (SBP-PLO5)
	International medicine 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 an international medicine setting. (SBP-PLO4, SBP-PLO5)
	International medicine instructional objective: Evaluate cost-effective healthcare resources that do not compromise the quality of care for patients in an international medicine setting. (SBP PLO-6)
	International medicine 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 an international medicine setting. (SBP PLO-6)
	International medicine instructional objective: Describe common practice models in an international medicine setting. (SBP PLO-6)
	International medicine instructional objective: Demonstrate an understanding of the roles and responsibilities of PAs and other healthcare professionals in an international medicine setting. (SBP PLO-6)

**International Medicine Rotation Curriculum Integration Table**

<b>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>
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 International Medicine Clinical Rotation Topics above) encountered in international medicine.	Preceptor Evaluation (80% average score on Medical Knowledge competency section)	Medical Knowledge and Competence in Patient Care	MK #2
			MK#3
Students will elicit a detailed and accurate patient history, perform an appropriate physical examination, appropriately use and interpret diagnostic testing and laboratory studies, and formulate differential diagnoses and assessment plans for symptoms/conditions (listed in International Clinical Rotation Topics above)	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

commonly encountered in an international setting.			
Students will perform the following technical skill: demonstrate donning sterile gloving technique	Preceptor Evaluation (80% average score on Patient Care competency section)	Medical Knowledge and Competence in Patient Care	PC #5
Students will listen empathetically and effectively, communicate clearly, utilize shared decision-making, and provide patient education and patient counseling for patients seeking care in international medicine.	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 international medicine.	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 international medicine.	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)	Preceptor Evaluation (80% average score on Practice-Based Learning and Proficiency	Lifelong Learning	PBLPI #1
			PBLPI #2



locate, appraise, and integrate evidence-based studies related to international medicine.	Improvement competency section)		PBLPI #3
In an international 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

## International Medicine Preceptor Evaluation of Student

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

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

for patients seeking care in international medicine (PC#3).						
Student demonstrated knowledge of the appropriate use and interpretation of laboratory studies for populations encountered in international medicine (PC#3).						
Student demonstrated knowledge of the appropriate use and interpretation laboratory studies for patients seeking care in international medicine (PC#3).						
Student organized information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for populations encountered in international medicine (PC#4).						
Student organized information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for patients seeking care in international medicine (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 international medicine (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 international medicine (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 international medicine (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 international medicine (PC#4).						
Student demonstrated basic clinical and technical skills common to international medicine including (PC#5):						
Demonstrating donning sterile gloving technique						
Selecting appropriate medications						
Selecting appropriate medication dosages						
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 facilitated difficult health care conversations in international medicine (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 international medicine (P#1)						
Student demonstrated patient responsiveness while providing care to patients in international medicine (P#2)						
Student showed accountability while providing care to patients in international medicine (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 underserved 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 international medicine (PBLPI#2)						

Student located, appraised, and integrated evidence-based studies related to international medicine (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 international medicine setting (SBP#1)						
Student demonstrated knowledge of quality improvement methodologies and metrics in an international medicine setting (SBP#2)						
Student recognized the unique roles of PAs and those of other healthcare professions in an international medicine setting (SBP#3)						
Student worked effectively with other health professionals to provide collaborative, patient-centered care in an international medicine setting (SBP#4)						
Student worked effectively in an international medicine setting (SBP#5)						
Student incorporated considerations of cost awareness and funding sources into patients seeking care in an international medicine setting (SBP#6)						

Student described basic health payment systems and practice models for an international medicine setting (SBP#7)						
Additional Comments:						
<p>Did the student have any absences during the rotation?</p> <p style="text-align: center;">Yes</p> <p style="text-align: center;">No</p> <p>If yes, please indicate dates and reason for absence:</p> <p>Please write a short note commenting on this student's particular strengths.</p> <p>Please write a short note commenting on this student's particular areas for improvement.</p> <p>Was this evaluation discussed with the student?</p> <p style="text-align: center;">Yes</p> <p style="text-align: center;">No</p> <p>Additional comments</p> <p>Preceptor Signature:</p>						