



Orthopedics Rotation (Non-Surgical and Pediatric)

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

Instructor of Record for Orthopedics Rotation:

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Orthopedics Clinical Rotation Topics

Dermatologic System

Infectious diseases
 Bacterial: Cellulitis

Infectious Diseases

Bacterial diseases: Gonococcal infections, Methicillin-resistant Staphylococcus aureus infection, Sepsis/systemic inflammatory response syndrome

Musculoskeletal System

Chest/rib disorders: Deformities, Fractures
Compartment syndrome
Degenerative diseases: Osteoarthritis
Infectious diseases: Osteomyelitis, Septic arthritis
Lower extremity disorders: Avascular necrosis, Developmental dysplasia, Extensor mechanism injuries, Fractures/dislocations, Osgood-Schlatter disease, Slipped capital femoral epiphysis, Soft-tissue injuries
Neoplasms: Benign, Malignant, Paget disease of bone
Rheumatologic disorders: Connective tissue diseases, Fibromyalgia, Gout/pseudogout, Juvenile rheumatoid arthritis, Osteoporosis, Polyarteritis nodosa, Polymyalgia rheumatic, Polymyositis, Reactive arthritis, Rheumatoid arthritis, Sjögren syndrome, Systemic lupus erythematosus, Systemic sclerosis (Scleroderma)
Spinal disorders: Ankylosing spondylitis, Herniated nucleus pulposus, Kyphosis, Scoliosis, Spinal stenosis, Spondylolistheses, Spondylolysis, Sprain/strain, Torticollis, Trauma

Thoracic outlet syndrome

Upper extremity disorders: Fractures/dislocations, Soft-tissue injuries

Neurologic System

Nerve disorders: Complex regional pain syndrome, mononeuropathies, peripheral neuropathies

Neuromuscular disorders: Cerebral palsy

Spinal cord syndromes: Cauda equina syndrome, Epidural abscess, Spinal cord injuries

Orthopedics Clinical and Technical Skills

Orthopedic Skills	
Clinical Skills	
	Elicit a detailed and accurate patient history on orthopedic patient (RLO2)
	Perform an appropriate physical examination on orthopedic patient (RLO2)
	Interpret diagnostic tests common to orthopedics (RLO3)
Technical Skills	
	Demonstrate safe and effective suture removal (Clinical Technical Skills Checklist)

Orthopedics Rotation Learning Outcomes and Instructional Objectives

Rotation Learning Outcomes	Instructional Objectives
<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 Pediatric Orthopedic Surgery Clinical Rotation Topics above) for patients seeking orthopedic care.</p>	
	<p>Orthopedics instructional objective: Explain the pathophysiology of the clinical presentations of conditions listed in the Orthopedics Clinical Rotation Topics (above). (MK-PLO3)</p>
	<p>Orthopedics instructional objective: Describe the etiology and epidemiology of the clinical conditions listed in the Orthopedics Clinical Rotation Topics (above). (MK-PLO3)</p>
	<p>Orthopedics instructional objective: Identify the patient presentation of conditions listed in the Orthopedics Clinical Rotation Topics (above). (MK-PLO3)</p>
	<p>Orthopedics instructional objective: Differentiate how disease processes of conditions listed in the Orthopedics Clinical Rotation Topics (above) may present. (MK-PLO3)</p>
	<p>Orthopedics instructional objective: Explain the appropriate diagnostic workup of the clinical conditions listed in the Orthopedics Clinical Rotation Topics (above). (MK-PLO3)</p>
	<p>Orthopedics instructional objective: Formulate a differential diagnosis for patient presentations of conditions listed in the Orthopedics Clinical Rotation Topics (above). (MK-PLO3)</p>
	<p>Orthopedics instructional objective: Describe the presentation, diagnosis, and management (medical and surgical) of conditions listed in the Orthopedics Clinical Rotation Topics (above). (MK-PLO2)</p>

	Orthopedics instructional objective: Describe health promotion in relation to the management of clinical conditions listed in the Orthopedics Clinical Rotation Topics (above). (MK-PLO3)
	Orthopedics instructional objective: Compare and contrast the risks and benefits of diagnostic studies and treatment plans for conditions listed in the Orthopedics Clinical Rotation Topics (above). (MK-PLO3)
	Orthopedics instructional objective: Summarize the indications and contraindications of procedures commonly used in pre-operative, intra-operative, and post-operative treatment of conditions listed in the Pediatric Orthopedic Surgery Clinical Rotation Topics (above). (MK PLO-2)
	Orthopedics instructional objective: Compare and contrast the risks and benefits of procedures indicated for conditions listed in the Orthopedics Clinical Rotation Topics (above). (MK PLO-3)
	Orthopedics instructional objective: Describe disease prevention for clinical conditions listed in the Orthopedics Clinical Rotation Topics (above). (MK-PLO3)
	Orthopedics instructional objective: Outline the appropriate management of the clinical conditions listed in the Orthopedics Clinical Rotation Topics (above). (MK-PLO3)
	Orthopedics instructional objective: Identify the common medication problems specific to orthopedic patients, including dosing, potential toxic effects of drugs, compliance issues, and the complexity of new medication prescribing. (MK-PLO3)
	Orthopedics instructional objective: Recognize when it is appropriate to obtain informed consent for patients seeking orthopedic care.
	Orthopedics instructional objective: Discuss medications commonly used in the treatment of conditions listed in the Orthopedics 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)
	Orthopedics instructional objective: Interpret and apply healthcare guidelines for orthopedic patients. (MK PLO-3)
	Orthopedics instructional objective: Select appropriate prescription medication(s) and dosing for the treatment of patients with orthopedic conditions. (MK PLO-3)

	Orthopedics instructional objective: Actively participate in the management of orthopedic patients. (MK- PLO3)
	Orthopedics instructional objective: Differentiate between the types of shock and discuss approaches for their management. (MK-PLO2)
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 Orthopedics Clinical Rotation Topics above) commonly encountered in patients seeking care in a neurology setting.	
	Orthopedics instructional objective: Demonstrate an age-appropriate problem-focused history and physical exam-for patients in an orthopedic setting. (PC PLO-1, PC-PLO-2)
	Orthopedics instructional objective: Select and interpret appropriate diagnostic and laboratory studies for conditions listed in the Orthopedics Clinical Rotation Topics (above). (PC-PLO3)
	Orthopedics instructional objective: Formulate an appropriate differential diagnosis based on history, physical examination, diagnostic data, and clinical reasoning for patients in an orthopedic setting. (PC-PLO4)
	Orthopedics 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 orthopedics setting. (PC-PLO4)
	Orthopedics instructional objective: Actively participate in the management of patients with conditions listed in the Orthopedics Clinical Rotation Topics (above). (PC- PLO4)

Students will perform the following technical skill: perform suture removal.	
	Orthopedics instructional objective: Explain indications, timing, and contraindications for suture removal based on wound type, anatomical location, and healing progress. (PC-PLO5)
	Orthopedics instructional objective: Prepare the patient and equipment appropriately, including verifying identity, reviewing wound history, gathering supplies, and using proper infection-control measures. (PC-PLO5)
	Orthopedics instructional objective: Assess the wound for readiness, evaluating healing, signs of infection, tension, or dehiscence prior to suture removal. (PC-PLO5)
	Orthopedics instructional objective: Demonstrate correct suture removal technique, including proper stabilization of the wound, cutting sutures at the appropriate location, and removing them smoothly to minimize tissue trauma. (PC-PLO5)
	Orthopedics instructional objective: Provide appropriate post-removal care, such as cleansing the wound, applying steri-strips or dressings, and providing patient education on wound care and activity restrictions. (PC-PLO5)
	Orthopedics instructional objective: Recognize and respond to complications, including wound separation, bleeding, pain, or signs of infection, and enlist additional medical evaluation when needed. (PC-PLO5)
Students will document information clearly and appropriately in orthopedics.	
	Orthopedics instructional objective: Document a problem-focused medical note. (ICS-PLO2)
	Orthopedics instructional objective: Document information clearly and accurately at an appropriate level for patients, colleagues, and teachers. (ICS-PLO2)
	Orthopedics instructional objective: Document care plans for patients with multiple conditions, ensuring integration of comorbidities and prioritization of care needs." (ICS-PLO2)
	Orthopedics instructional objective: Document medical information in a manner that synthesizes large volumes of data

	and summarizes complex care plans, tailored to an orthopedics setting. (ICS-PLO2)
Students will listen empathetically and effectively, communicate clearly, utilize shared decision-making, and provide patient education and patient counseling for patients seeking orthopedic care.	
	Orthopedics 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)
	Orthopedics 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)
	Orthopedics 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)
	Orthopedics 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)
	Orthopedics 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)

	Orthopedics 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 orthopedic care. (ICS-PLO5)
	Orthopedics instructional objective: Provide patient-centered counseling that addresses emotional, psychological, and social concerns (ICS-PLO5)
	Orthopedics instructional objective: Assess patient understanding of medical information and treatment plans and address any gaps in comprehension (ICS-PLO3)
Students will facilitate difficult health care conversations in orthopedic care.	
	Orthopedics 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)
	Orthopedics 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)
	Orthopedics instructional objective: Demonstrate sensitivity and cultural competence in addressing sensitive topics, such as end-of-life care, post-operative complications, or difficult treatment decisions, while respecting diverse perspectives and values. (ICS PLO-4)
	Orthopedics instructional objective: Provide emotional support and connect patients and their families with appropriate resources to help them cope with difficult emotions and navigate the healthcare system effectively. (ICS PLO-4)
Students will demonstrate compassion, integrity, respect, patient responsiveness, and accountability while	

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

	Orthopedics instructional objective: Exhibit integrity by adhering to ethical standards, acting with honesty, and maintaining professional accountability in all interactions and decisions. (P-PLO1)
Students will (a) seek, implement, and accept feedback, (b) reflect on performance and develop plans for self-improvement, and (c) locate, appraise, and integrate evidence-based studies in Orthopedics.	
	Orthopedics 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)
	Orthopedics instructional objective: Develop action plans based on feedback including specific goals and timelines for implementation. (PBL PI-PLO1)
	Orthopedics instructional objective: Recognize personal and professional limitations, and locate assistance from preceptors, colleagues, and reference materials to address areas needing improvement. (PBL PI-PLO1)
	Orthopedics instructional objective: Monitor progress towards goals over time, adjusting action plans as necessary based on ongoing reflection and feedback. (PBL PI PLO-2)
	Orthopedics instructional objective: Develop the ability to learn from practice. (PBL PI PLO-2)
	Orthopedics instructional objective: Demonstrate lifelong learning by interpreting independent readings, assessing medical evidence, and applying decision-making tools to provide evidence-based patient care in orthopedics. (PBL PI-PLO3)
	Pediatric Orthopedic Surgery instructional objective: Recognize the importance of lifelong learning in the medical field. (PBL PI PLO-3)
	Orthopedics 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)
	Orthopedics 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 an orthopedic 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.	
	Orthopedics instructional objective: Operate under the rules of HIPAA to preserve patient confidentiality in an orthopedic setting. (SBP PLO-1)
	Orthopedics instructional objective: Practice according to policy and procedures set forth by the health care facility. (SBP PLO-1)
	Orthopedics instructional objective: Identify barriers and challenges to implementing quality improvement initiatives in a orthopedic setting and propose strategies to overcome them. (SBP PLO-2)
	Orthopedics instructional objective: Discuss the appropriate use of controlled substances and statewide tracking systems to ensure ethical and legal patient care in a orthopedic setting. (SBP PLO-2)

	Orthopedics 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 orthopedics setting. (SBP-PLO3)
	Orthopedics 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 orthopedic setting. (SBP-PLO3)
	Orthopedics instructional objective: Employ a professional relationship with the preceptors and other healthcare team members in an orthopedic setting. (SBP-PLO4)
	Orthopedics instructional objective: Efficiently manage patient flow and clinic scheduling to optimize access to care and minimize wait times for patients seeking care in an orthopedic setting. (SBP-PLO5)
	Orthopedics 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 orthopedic setting. (SBP-PLO4, SBP-PLO5)
	Orthopedics instructional objective: Evaluate cost-effective healthcare resources that do not compromise the quality of care for patients in an orthopedic setting. (SBP PLO-6)
	Orthopedics 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 orthopedic setting. (SBP PLO-6)
	Pediatric Orthopedic Surgery instructional objective: Educate patients about potential out-of-pocket expenses, insurance coverage limitations, and available resources for financial assistance or cost savings programs. (SBP PLO-6)
	Orthopedics instructional objective: Describe common practice models in an orthopedic setting. (SBP PLO-6)
	Orthopedics instructional objective: Demonstrate an understanding of the roles and responsibilities of PAs and other healthcare professionals in an orthopedic setting. (SBP PLO-6)

	Orthopedics instructional objective: Choose appropriate billing codes for payment services under the direct supervision of the preceptor in an orthopedic setting. (SBP-PLO7)
	Orthopedics instructional objective: Identify funding sources and payment systems, including eligible patient populations for Medicaid and Medicare, in an orthopedic setting (SBP-PLO7)

Orthopedics 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 Pediatric Orthopedic Surgery Clinical Rotation Topics above) for patients seeking orthopedic 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 and assessment plans for symptoms/conditions (listed in Orthopedics 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 patients seeking care in a neurology setting.			
Students will perform the following technical skill: perform suture removal.	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 orthopedics.	Preceptor Evaluation (80% average score on Interpersonal and Communication Skills competency section)	Medical Knowledge and Patient Care	ICS#2
Students will listen empathetically and effectively, communicate clearly, utilize shared decision-making, and provide patient education and patient counseling for patients seeking orthopedic 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 orthopedic 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 orthopedics.	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 in Orthopedics.	Preceptor Evaluation (80% average score on Practice-Based Learning and Proficiency Improvement competency section)	Lifelong Learning	PBLPI #1
			PBLPI #2
			PBLPI #3
In an orthopedic 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

Orthopedics Preceptor Evaluation of Student

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

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

for patients seeking care in orthopedic care (PC#3).						
Student demonstrated knowledge of the appropriate use and interpretation of laboratory studies for populations encountered in orthopedic care (PC#3).						
Student demonstrated knowledge of the appropriate use and interpretation laboratory studies for patients seeking care in orthopedic care (PC#3).						
Student organized information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for populations encountered in orthopedic care (PC#4).						
Student organized information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for patients seeking care in orthopedic 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 orthopedic 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 orthopedic 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 orthopedic 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 orthopedic care (PC#4).						
Student demonstrated basic clinical and technical skills common to orthopedic care including (PC#5):						
Perform suture removal						
Selecting appropriate medications						
Selecting appropriate medication dosages						
Prescribe medications.						
Additional Comments:						
Interpersonal and Communication Skills: This section evaluates the student's ability to demonstrate verbal and non-verbal communication skills needed to have respectful, compassionate, and effective conversations with patients, patients' families, and health professionals to exchange information and make medical decisions.						
	60%	70%	80%	90%	100%	N/A
	(Failing)	(D+/ C-)	(C+/ B)	(B+/ A-)	(A)	

Student documented information clearly and appropriately for patient encounters (ICS#2).						
Student listened empathetically and effectively to patients seeking care in orthopedic care (ICS#1)						
Student communicated information clearly in orthopedic care (ICS#3)						
Student utilized shared decision making for patients seeking care in orthopedic care (ICS#5)						
Student provided patient education and counseling for patients seeking care in orthopedic care (ICS#5)						
Student facilitated difficult health care conversations in orthopedic 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 orthopedic care.						
	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 orthopedic care (P#1)						
Student demonstrated patient responsiveness while providing care to patients in orthopedic care (P#2)						
Student showed accountability while providing care to patients in orthopedic 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 orthopedic care (PBLPI#2)						
Student located, appraised, and integrated evidence-based studies related to orthopedic 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 orthopedic care setting (SBP#1)						
Student demonstrated knowledge of quality improvement methodologies and metrics in an orthopedic care setting (SBP#2)						
Student recognized the unique roles of PAs and those of other healthcare professions in an orthopedic care setting (SBP#3)						

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

