

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

**Instructor of Record for Elective Preventive Care Rotation:**

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**Preventive Care Clinical Rotation Topics**

Cardiovascular System

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

Hypertension: Primary hypertension

Lipid disorder

Vascular disease: Peripheral artery disease, Varicose veins, Venous insufficiency

Dermatologic System

Exanthems: Erythema infectiosum (fifth disease), Hand-foot-and-mouth disease, Measles  
Infectious diseases

Viral: Condyloma acuminatum, Exanthems, Hand-foot-and-mouth disease, Herpes simplex,  
Molluscum contagiosum, Varicella-zoster virus infections, Verrucae

Keratotic disorders: Actinic keratosis, Seborrheic keratosis

Neoplasms: Benign, Malignant, Premalignant

Papulosquamous disorders: Atopic dermatitis, Contact dermatitis, Drug eruptions, Eczema,  
Lichen planus, Pityriasis rosea, Psoriasis, Seborrheic dermatitis

Pigment disorders: Melasma, Vitiligo

Other dermatologic disorders: Photosensitivity reactions, Urticaria

Endocrine System

Diabetes mellitus: Type 1, Type 2

Eyes, Ears, Nose, and Throat

Hearing impairment: Conductive

Oropharyngeal disorders

Infectious/inflammatory disorders: Dental caries

Other oropharyngeal disorders: Leukoplakia

Gastrointestinal System/Nutrition

Colorectal disorders: Constipation, Diverticular disease, Fecal impaction/incontinence,  
Hemorrhoids

Esophageal disorders: Esophagitis

Hepatic disorders: Acute hepatitis, Chronic hepatitis, Cirrhosis, Fatty liver

Neoplasms: Benign, Malignant

Nutritional and vitamin disorders: Food allergies and food sensitivities,

Hypervitaminosis/hypovitaminosis

Obesity

### Genitourinary System

Bladder disorders: Incontinence, Overactive bladder

Neoplasms: Bladder, Penile, Prostate, Testicular

### Hematologic System

Cytopenias: Anemia

Neoplasms, premalignancies, and malignancies: Acute/chronic myelogenous leukemia,

Lymphoma, Myelodysplasia

### 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

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

### Musculoskeletal System

Degenerative diseases: Osteoarthritis

Neoplasms: Benign, Malignant

Rheumatologic disorders: Osteoporosis

Spinal disorders: Herniated nucleus pulposus, Kyphosis, Spinal stenosis, Spondylolistheses,

Spondylolysis, Sprain/strain, Trauma

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

### Neurologic System

Cerebrovascular: Stroke, Transient ischemic attack

Tension headache

Neoplasms: Benign, Malignant

### Pulmonary System

Neoplasms: Benign, Malignant, Carcinoid tumors  
Obesity hypoventilation syndrome  
Obstructive pulmonary diseases: Chronic obstructive pulmonary disease  
Sleep apnea

### Renal System

Chronic kidney disease/end-stage renal disease  
Electrolyte disorders  
Fluid imbalances

### Reproductive System

Contraceptive methods  
Human sexuality and gender identity  
Menstrual disorders  
Neoplasms of the breast and reproductive tract: Benign, Malignant  
Ovarian disorders: Cysts, Polycystic ovarian syndrome,  
Pelvic inflammatory disease

## Preventive Care Rotation Learning Outcomes and Instructional Objectives

Upon completion of the Preventive Care clinical rotation,

Rotation Learning Outcomes	Instructional Objectives
<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 Preventive Care Clinical Rotation Topics above) encountered in preventive care.</b>	
	Preventive Care instructional objective: Explain the pathophysiology of the clinical presentations of conditions listed in the Preventive Care Clinical Rotation Topics (above). (MK-PLO3)
	Preventive Care instructional objective: Describe the etiology and epidemiology of the clinical conditions listed in the Preventive Care Clinical Rotation Topics (above). (MK-PLO3)
	Preventive Care instructional objective: Identify the patient presentation of conditions listed in the Preventive Care Clinical Rotation Topics (above). (MK-PLO3)
	Preventive Care instructional objective: Differentiate how disease processes of conditions listed in the Preventive Care Clinical Rotation Topics (above) may present. (MK-PLO3)
	Preventive Care instructional objective: Explain the appropriate diagnostic workup of the clinical conditions listed in the Preventive Care Clinical Rotation Topics (above). (MK-PLO3)
	Preventive Care instructional objective: Formulate a differential diagnosis for patient presentations of conditions listed in the Preventive Care Clinical Rotation Topics (above). (MK-PLO3)

	Preventive Care instructional objective: Compare and contrast the risks and benefits of diagnostic studies and treatment plans for conditions listed in the Preventive Care Clinical Rotation Topics (above). (MK-PLO3)
	Preventive Care instructional objective: Summarize the indications and contraindications of procedures commonly used in the treatment of conditions listed in the Preventive Care Clinical Rotation Topics (above). (MK PLO-2)
	Preventive Care instructional objective: Compare and contrast the risks and benefits of procedures indicated for conditions listed in the Preventive Care Clinical Rotation Topics (above). (MK PLO-3)
	Preventive Care instructional objective: Outline the appropriate management of the clinical conditions listed in the Preventive Care Clinical Rotation Topics (above). (MK-PLO3)
	Preventive Care instructional objective: Identify the common medication problems specific to preventive care, including polypharmacy, potential toxic interactions of drugs, compliance issues, and the complexity of new medication prescribing. (MK-PLO3)
	Preventive Care instructional objective: Describe health promotion in relation to the management of the clinical conditions listed in the Preventive Care Clinical Rotation Topics (above). (MK-PLO3)
	Preventive Care instructional objective: Describe disease prevention for clinical conditions listed in the Preventive Care Clinical Rotation Topics (above). (MK-PLO3)
	Preventive Care instructional objective: Identify national screening guidelines for the applicable clinical conditions listed in the Preventive Care Clinical Rotation Topics (above). (MK-PLO2)

	Preventive Care instructional objective: Recognize when it is appropriate to obtain informed consent.
	Preventive Care instructional objective: Describe major age-related changes in body composition and function that affect the pharmacokinetic process. (MK-PLO2)
	Preventive Care instructional objective: Discuss medications commonly used in the treatment of conditions listed in the Preventive Care Clinical Rotation Topics (above), including indications, contraindications, possible drug interactions, mechanism of action, most common side effects, need for laboratory monitoring, and appropriate dosages. (MK PLO-3)
	Preventive Care instructional objective: Interpret and apply healthcare guidelines for preventive care. (MK PLO-3)
	Preventive Care instructional objective: Select appropriate prescription medication(s) and dosing for the treatment of conditions listed in the Preventive Care Clinical Rotation Topics (above). (MK PLO-3)
	Preventive Care 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 laboratory studies, and formulate differential diagnoses and assessment plans for symptoms/conditions (listed in Preventive Care Clinical Rotation Topics above) commonly encountered in patients seeking care in a preventive care setting.</b>	
	Preventive Care instructional objective: Demonstrate an age-appropriate problem-focused history and physical exam for patients in a preventive care setting. (PC PLO-1, PC-PLO-2)

	Preventive Care instructional objective: Select and interpret appropriate diagnostic and laboratory studies for conditions listed in the Preventive Care Clinical Rotation Topics (above) for patients in a preventive care setting. (PC-PLO3)
	Preventive Care instructional objective: Formulate an appropriate differential diagnosis based on history, physical examination, diagnostic data, and clinical reasoning for patients in a preventive care setting. (PC-PLO4)
	Preventive Care 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 a preventive care setting. (PC-PLO4)
	Preventive Care instructional objective: Actively participate in the management of patients with conditions listed in the Preventive Care Clinical Rotation Topics (above) in a preventive care setting. (PC-PLO4)
<b>Students will document information clearly and appropriately in preventive care medicine.</b>	
	Preventive Care instructional objective: Document an acute problem-focused medical note for patients. (ICS-PLO2)
	Preventive Care instructional objective: Document a chronic problem-focused medical note for patients. (ICS-PLO2)
	Preventive Care instructional objective: Document information clearly and accurately at an appropriate level for patients, colleagues, and teachers. (ICS-PLO2)
	Preventive Care instructional objective: Document care plans for patients with multiple conditions, ensuring integration of comorbidities and prioritization of care needs." (ICS-PLO2)

	Preventive Care instructional objective: Document medical information in a manner that synthesizes large volumes of data and summarizes complex care plans, tailored to a preventive care setting. (ICS-PLO2)
<b>Students will listen empathetically and effectively, communicate clearly, utilize shared decision-making, and provide patient education and patient counseling for patients seeking care in preventive care.</b>	
	Preventive Care 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)
	Preventive Care 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)
	Preventive Care 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)
	Preventive Care 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)



	Preventive Care 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)
	Preventive Care 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 preventive care. (ICS-PLO5)
	Preventive Care instructional objective: Provide patient-centered counseling that addresses emotional, psychological, and social concerns (ICS-PLO5)
	Preventive Care instructional objective: Assess patient understanding of medical information and treatment plans and address any gaps in comprehension (ICS-PLO3)
<b>Students will facilitate difficult health care conversations in preventive care.</b>	
	Preventive Care 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)
	Preventive Care 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)

	Preventive Care 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)
	Preventive Care 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 preventive care.</b>	
	Preventive Care 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)
	Preventive Care instructional objective: Respect patient confidentiality and privacy, ensuring that sensitive information is handled appropriately and securely. (P-PLO1)
	Preventive Care instructional objective: Use inclusive language and cultural sensitivity when interacting with patients and their families to foster trust and respect. (P-PLO1)
	Preventive Care 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)

	Preventive Care 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)
	Preventive Care instructional objective: Demonstrate flexibility, attentiveness, and responsiveness in addressing patient concerns and unexpected changes. (P-PLO2)
	Preventive Care instructional objective: Take accountability for actions, decisions, and the quality of care provided, ensuring continuous evaluation and improvement. (P-PLO3)
	Preventive Care instructional objective: Evaluate and integrate community resources to support patient care in preventive care. (P PLO-3)
	Preventive Care instructional objective: Demonstrate motivation and desire to learn. (P PLO-3)
	Preventive Care instructional objective: Demonstrate knowledge of the legal and regulatory requirements of the role of a physician assistant. (P-PLO4)
	Preventive Care 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 preventive care.</b>	
	Preventive Care 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)

	Preventive Care instructional objective: Develop action plans based on feedback including specific goals and timelines for implementation. (PBL PI-PLO1)
	Preventive Care instructional objective: Recognize personal and professional limitations, and locate assistance from preceptors, colleagues, and reference materials to address areas needing improvement. (PBL PI-PLO1)
	Preventive Care instructional objective: Monitor progress towards goals over time, adjusting action plans as necessary based on ongoing reflection and feedback. (PBL PI PLO-2)
	Preventive Care instructional objective: Develop the ability to learn from practice. (PBL PI PLO-2)
	Preventive Care instructional objective: Demonstrate lifelong learning by interpreting independent readings, assessing medical evidence, and applying decision-making tools to provide evidence-based patient care in preventive care. (PBL PI-PLO3)
	Preventive Care instructional objective: Recognize the importance of lifelong learning in the medical field. (PBL PI PLO-3)
	Preventive Care 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)
	Preventive Care 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)

<p><b>In a preventive medicine 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></p>	
	<p>Preventive Care instructional objective: Operate under the rules of HIPAA to preserve patient confidentiality in a preventive care setting. (SBP PLO-1)</p>
	<p>Preventive Care instructional objective: Practice according to policy and procedures set forth by the health care facility. (SBP PLO-1)</p>
	<p>Preventive Care instructional objective: Identify barriers and challenges to implementing quality improvement initiatives in a preventive care setting and propose strategies to overcome them. (SBP PLO-2)</p>
	<p>Preventive Care instructional objective: Discuss the appropriate use of controlled substances and statewide tracking systems to ensure ethical and legal patient care in a preventive care setting. (SBP PLO-2)</p>
	<p>Preventive Care instructional objective: Encourage a culture of safety and collaboration within the healthcare team by promoting open communication, error reporting, mutual respect, and teamwork while providing patient-centered care in a preventive care setting. (SBP-PLO3)</p>
	<p>Preventive Care instructional objective: Identify the steps of the referral process for patients and the roles of other healthcare professionals in the participation of your patient's care in a preventive care setting. (SBP-PLO3)</p>

	Preventive Care instructional objective: Employ a professional relationship with the preceptors and other healthcare team members in a preventive care setting. (SBP-PLO4)
	Preventive Care instructional objective: Efficiently manage patient flow and clinic scheduling to optimize access to care and minimize wait times for patients seeking care in a preventive care setting. (SBP-PLO5)
	Preventive Care instructional objective: Communicate effectively with administrative staff, medical assistants, and other members of the healthcare team to coordinate patient care activities and ensure smooth health care operations in a preventive care setting. (SBP-PLO4, SBP-PLO5)
	Preventive Care instructional objective: Evaluate cost-effective healthcare resources that do not compromise the quality of care for patients in a preventive care setting. (SBP PLO-6)
	Preventive Care instructional objective: Discuss treatment options for patient care in an unbiased manner, considering both clinical effectiveness and cost implications and involving patients in shared decision-making in a preventive care setting. (SBP PLO-6)
	Preventive Care instructional objective: Describe common practice models in a preventive care setting. (SBP PLO-6)
	Preventive Care instructional objective: Demonstrate an understanding of the roles and responsibilities of PAs and other healthcare professionals in a preventive care setting, including their contributions to population health, care coordination, and cost reduction through preventive services and chronic disease management. (SBP PLO-6)

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

**Preventive Care 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 Preventive Care Clinical Rotation Topics above) encountered in preventive 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 Preventive Care Clinical Rotation Topics above) commonly encountered in patients seeking care in a preventive care setting.	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
Students will document information clearly and appropriately in preventive care medicine.	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 care in preventive 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 listen empathetically and effectively, communicate clearly, utilize shared decision-making, and provide patient education and patient counseling for patients seeking care in preventive care.	Preceptor Evaluation (80% average score on Interpersonal and Communication Skills competency section)	Collaborative Practice	ICS #4
Students will listen empathetically and effectively, communicate clearly, utilize shared decision-making, and provide patient education and patient counseling for patients seeking care in preventive care.	Preceptor Evaluation (80% average score on Professionalism competency section)	Professionalism	P #1
			P #2
			P #3
Students will listen empathetically and effectively, communicate clearly, utilize shared decision-making, and provide patient education and patient counseling for patients seeking care in preventive care.	Preceptor Evaluation (80% average score on Practice-Based Learning and Proficiency Improvement competency section)	Lifelong Learning	PBLPI #1
			PBLPI #2
			PBLPI #3
In a preventive medicine 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	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

basic health payment systems and practice models.			
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## Preventive Care 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% (Failing)	70%	80%	90%	100%
		(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 preventive medicine (MK#2, 3)					
Student demonstrated medical knowledge of patient presentations for common conditions encountered in preventive care (MK#2,3):					
Student demonstrated medical knowledge of differential diagnosis for patients seeking medical care for common conditions encountered in preventive care (MK#2,3):					
Student demonstrated medical knowledge of the diagnostic work-up for patients seeking medical care for common conditions encountered in preventive care (MK#2,3)					
Student demonstrated medical knowledge of patient management strategies for patients seeking medical care for common conditions encountered in preventive care (MK#2,3)					
Student demonstrated medical knowledge of health promotion and disease prevention for patients seeking medical care for common conditions encountered in preventive 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% (Failing)	70%	80%	90%	100%
		(D+/ C-)	(C+/ B)	(B+/ A-)	(A)

Student elicited a detailed and accurate history for encountered in preventive care (PC#1)					
Student performed an appropriate physical examination for patients encountered in preventive care (PC#1)					
Student demonstrated knowledge of the appropriate use and interpretation of diagnostic testing for patients encountered in preventive care (PC#3)					
Student demonstrated knowledge of the appropriate use and interpretation of laboratory studies for patients encountered in preventive care (PC#3)					
Student organized information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for patients encountered in preventive care (PC#4)					
Student organized information from the interview, diagnostic testing, and physical examination to formulate assessments for symptoms/conditions commonly encountered for patients encountered in preventive 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 encountered in preventive care (PC#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)
Student documented information clearly and appropriately for encounters in preventive care (ICS#2)					
Student listened empathetically and effectively to patients seeking care in preventive care (ICS#1)					
Student communicated information clearly in preventive care (ICS#3)					
Student utilized shared decision-making for patients seeking care in preventive care (ICS#5)					

Student provided patient education and counseling for patients seeking care in preventive care (ICS#5)					
Student facilitated difficult health care conversations in preventive 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 preventive care.					
Student demonstrated compassion, integrity, and respect to patients seeking care in preventive care (P#1)					
Student demonstrated patient responsiveness while providing care to patients in preventive care (P#2)					
Student showed accountability while providing care to patients in preventive 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% (Failing)	70%	80%	90%	100%
		(D+/ C-)	(C+/ B)	(B+/ A-)	(A)
Student sought, implemented, and accepted feedback related to preventive care (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 preventive care (PBLPI#2)					
Student located, appraised, and integrated evidence-based studies related to preventive 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% (Failing)	70%	80%	90%	100%
		(D+/ C-)	(C+/ B)	(B+/ A-)	(A)

Student promoted a safe environment for patients seeking care in a preventive care setting (SBP#1)					
Student demonstrated knowledge of quality improvement methodologies and metrics in a preventive care setting (SBP#2)					
Student recognized the unique roles of PAs and those of other healthcare professions in a preventive care setting (SBP#3)					
Student worked effectively with other health professionals to provide collaborative, patient-centered care in a preventive care setting (SBP#4)					
Student worked effectively in a preventive care setting (SBP#5)					
Student incorporated considerations of cost awareness and funding sources into patients seeking care in a preventive care setting (SBP#6)					
Student described basic health payment systems and practice models for a preventive 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: