

## **Elective Sexual Health Rotation Information and Instructional Objectives**

### **Instructor of Record for Elective Sexual Health Rotation:**

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### **Elective Sexual Health Clinical Rotation Topics**

#### **Dermatologic System**

Neoplasms: Benign, Malignant, Premalignant

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

#### **Genitourinary System**

Bladder disorders: Incontinence, Overactive bladder, Prolapse

Congenital and acquired abnormalities: Trauma, Vesicoureteral reflux

Infectious disorders: Cystitis, Urethritis

Neoplasms: Bladder

Urethral disorders: Prolapse, Stricture

#### **Infectious Diseases**

Bacterial diseases: Chancroid, Chlamydia, Gonococcal infections, Methicillin-resistant Staphylococcus aureus infection

Fungal diseases: Candidiasis

Mycobacterial diseases: Atypical mycobacterial disease

Parasitic diseases: Amebiasis, Giardiasis, Toxoplasmosis, Trichomoniasis

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

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

#### **Psychiatry/Behavioral Science**

Abuse and neglect: Child abuse, Elder abuse, Intimate partner violence, Physical abuse,

Psychological abuse, Sexual abuse

Anxiety disorders: Phobias

Premenstrual dysphoric disorder

Human sexuality and gender dysphoria

#### **Reproductive System**

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

Cervical disorders: Cervicitis, Dysplasia

Contraceptive methods

Human sexuality and gender identity

Infertility

Menopause

Menstrual disorders

Neoplasms of the breast and reproductive tract: Benign, Malignant

Ovarian disorders: Cysts, Polycystic ovarian syndrome, Torsion

Pelvic inflammatory disease

Pregnancy: Abruptio placentae, Breech presentation, Cervical insufficiency, Cesarean and operative delivery, Classifications of abortion, Ectopic pregnancy, Gestational diabetes, Gestational trophoblastic disease, Hypertensive disorders of pregnancy, Labor/delivery, Multiple gestation, Placenta previa, Postnatal/postpartum care, Postpartum hemorrhage, Postpartum pituitary disorders, Postpartum psychiatry disorders, Preconception/prenatal care, Prelabor rupture of membranes, Rh incompatibility, Shoulder dystocia, Umbilical cord prolapse

Trauma in pregnancy: Physical, Psychological, Sexual

Uterine disorders: Endometriosis, Leiomyoma, Prolapse

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

## **Elective Sexual Health Rotation Learning Outcomes**

Upon completion of the elective Sexual Health clinical rotation,

1. Students will demonstrate medical knowledge of the pathophysiology, etiology, epidemiology, patient presentation, differential diagnosis, diagnostic work-up, patient management, health promotion, and disease prevention for common conditions (listed in Sexual Health Clinical Rotation Topics above) encountered in Sexual Health for patients seeking medical care for the following age populations: adolescents, adults and/or elderly.
2. Students will elicit a detailed and accurate patient history, perform an appropriate physical examination, appropriately use and interpret diagnostic testing and laboratory studies, and formulate differential diagnoses and assessment plans for symptoms/conditions (listed in Sexual Health Clinical Rotation Topics above) commonly encountered in patients seeking preventive, acute sexual health, chronic Sexual Health, and/or gynecologic care.
3. Students will demonstrate technical skills common to Sexual Health.
4. Students will obtain and document information clearly and appropriately for the following types of patient encounters: (a) gynecologic evaluations, (b) acute problem-focused encounters, and/or (c) chronic disease follow-up encounters.
5. Students will listen empathetically and effectively, communicate clearly, and utilize shared decision-making for patients seeking care in Sexual Health.
6. Students will facilitate difficult health care conversations in Sexual Health.
7. Students will demonstrate compassion, integrity, respect, patient responsiveness, and accountability while providing care to patients in a Sexual Health setting.
8. Students will (a) seek, implement, and accept feedback, (b) reflect on performance and develop plans for self-improvement, and (c) locate, appraise, and integrate evidence-based studies related to Sexual Health.
9. Students will (a) promote a safe environment for patients seeking care in a Sexual Health setting, (b) demonstrate knowledge of quality improvement methodologies and metrics, (c) recognize the unique role of PAs and other health professions in Sexual Health, (d) work effectively with other health professionals in Sexual Health, (e) work effectively in an outpatient health delivery setting, (f) incorporate considerations of cost awareness and funding into patients seeking care in an Sexual Health setting, and (g) describe basic health payment systems and practice models for Sexual Health.

## **Elective Sexual Health Instructional Objectives**

Upon completion of the elective Sexual Health clinical rotation,

1. **Elective Sexual Health Rotation Learning Outcome #1:** Students will demonstrate medical knowledge of the pathophysiology, etiology, epidemiology, patient presentation, differential diagnosis, diagnostic work-up, patient management, health promotion, and disease prevention for common conditions (listed in Sexual Health Clinical Rotation Topics above) encountered in Sexual Health for patients seeking medical care for the following age populations: adolescents, adults and/or elderly.
  - **Sexual Health instructional objective:** Evaluate the common disease process found in Sexual Health using suggested readings and course study guide. (MK-PLO2)

- **Sexual Health instructional objective:** Identify the etiology, pathophysiology, and clinical presentation of conditions listed in the clinical topics for this rotation. (MK-PLO3)
- **Sexual Health Rotation instructional objective:** Select appropriate treatment plans for patients using all pertinent medical data, including history, physical examination, and diagnostic data, under the preceptor's supervision. (MK-PLO3)
- **Sexual Health Rotation instructional objective:** Identify medications commonly used in Sexual Health, including the indication, contraindication, mechanism of action, most common side effects, and appropriate dosage for age. (MK-PLO2)
- **Sexual Health instructional objective:** Contrast possible risks and benefits of diagnostic studies and treatment plans. (MK-PLO3)
- **Sexual Health instructional objective:** Recommend appropriate screening tests and immunizations based on current standards. (MK-PLO3)
- **Sexual Health instructional objective:** Contrast the risks and benefits of procedures that must be performed on your patient. (MK PLO-3)
- **Sexual Health instructional objective:** Interpret and apply setting appropriate healthcare guidelines. (MK PLO-3)

2. **Elective Sexual Health Rotation Learning Outcome #2:** Students will elicit a detailed and accurate patient history, perform an appropriate physical examination, appropriately use and interpret diagnostic testing and laboratory studies, and formulate differential diagnoses and assessment plans for symptoms/conditions (listed in Sexual Health Clinical Rotation Topics above) commonly encountered in patients seeking preventive, acute Sexual Health, chronic Sexual Health, and/or gynecologic, care.

- **Sexual Health instructional objective:** Demonstrate an age-appropriate wellness history and physical exam for a patient 18-64 years of age. (PC-PLO1, PC-PLO2)
- **Sexual Health instructional objective:** Demonstrate an age and setting appropriate history and physical exam for a patient 18-64 years of age. (PC-PLO2)
- **Sexual Health instructional objective:** Demonstrate an appropriate history and physical exam on a patient greater than 65 years of age. (PC-PLO2)
- **Sexual Health instructional objective:** Demonstrate an age and setting appropriate expanded history and physical exam on a patient greater than 65 years of age. (PC-PLO2)
- **Sexual Health instructional objective:** Choose appropriate diagnostic tests to identify an abnormality. (PC-PLO3)
- **Sexual Health instructional objective:** Interpret diagnostic studies related to the patient's medical condition. (PC-PLO3)
- **Sexual Health instructional objective:** Formulate an appropriate differential diagnosis based on history, physical examination, and diagnostic study data. (PC-PLO4)
- **Sexual Health instructional objective:** Construct an appropriate treatment plan based on history, physical exam, and diagnostic data. (PC-PLO4)

- **Sexual Health instructional objective:** Select appropriate preventative exams and screening tests for all infants, children, adolescents, adults, and the elderly. (PC-PLO4)
  - **Sexual Health instructional objective:** Actively participate in the management of acute and chronic patient conditions. (PC- PLO4)
3. **Elective Sexual Health Rotation Learning Outcome #3:** Students will demonstrate technical skills **common to Sexual Health.**
  4. **Elective Sexual Health Rotation Learning Outcome #4:** Students will obtain and document information clearly and appropriately for the following types of patient encounters: (a) gynecologic evaluations (b) acute problem-focused encounters, and/or (c) chronic disease follow-up encounters.
  5. **Elective Sexual Health Rotation Learning Outcome #5:** Students will listen empathetically and effectively, communicate clearly, and utilize shared decision-making for patients seeking care in Sexual Health.
    - **Sexual Health instructional objective:** Describe health promotion and disease prevention to your patients. (ICS-PLO3)
    - **Sexual Health instructional objective:** Adapt communication style and information context to the individual patient interaction. (ICS-PLO3)
    - **Sexual Health instructional objective:** Identify communication barriers with different patient populations. (ICS PLO-3)
    - **Sexual Health instructional objective:** Compose an oral case presentation and present it to the preceptor. (ICS-PLO3)
    - **Sexual Health instructional objective:** Explain possible risks and benefits of diagnostic studies and treatment plans to your patient as approved by the supervising provider. (ICS-PLO3)
    - **Sexual Health instructional objective:** Select written patient education handouts to address a health promotion issue using the most up-to-date, evidence-based medical data. (ICS PLO-3)
  6. **Elective Sexual Health Rotation Learning Outcome #6:** Students will facilitate difficult health care conversations in Sexual Health.
  7. **Elective Sexual Health Rotation Learning Outcome #7:** Students will demonstrate compassion, integrity, respect, patient responsiveness, and accountability while providing care to patients in a Sexual Health setting.
    - **Sexual Health instructional objective:** Practice professionally in a working situation with other healthcare team members, including appropriate dress, punctual attendance, and professional attitude. (P-PLO1)
    - **Sexual Health instructional objective:** Show sensitivity to the emotional, social, developmental, and ethnic background of patients and their families on their service. (P-PLO1)
    - **Sexual Health instructional objective:** Apply professional attitude in such areas as attendance, dress code, and performance in the medical setting. (P-PLO1)

- **Sexual Health instructional objective:** Demonstrate sensitivity and responsiveness to patients' culture, gender, age, and disabilities. (P-PLO1)
  - **Sexual Health instructional objective:** Demonstrate motivation and desire to learn. (P-PLO3)
  - **Sexual Health instructional objective:** Demonstrate knowledge of the legal and regulatory requirements of the role of a physician assistant. (P-PLO4)
8. **Elective Sexual Health Rotation Learning Outcome #8:** Students will (a) seek, implement, and accept feedback, (b) reflect on performance and develop plans for self-**improvement, and (c) locate, appraise, and integrate evidence-based studies related to Sexual Health.**
- **Sexual Health instructional objective:** Demonstrate an openness to receive constructive criticism. (PBLPI-PLO1)
  - **Sexual Health instructional objective:** Recognize limitations and locate assistance from supervising preceptors and appropriate reference material. (PBLPI-PLO1)
  - **Sexual Health instructional objective:** Develop the ability to learn from practice. (PBLPI-PLO2)
  - **Sexual Health instructional objective:** Recognize personal limitations and where to access help personally and professionally. (PBLPI-PL2)
  - **Sexual Health instructional objective:** Interpret independent outside readings concerning medical problems encountered. (PBL PI-PLO3)
  - **Sexual Health instructional objective:** Show ability to understand and apply decision-making tools. (PBL PI PLO-3)
  - **Sexual Health instructional objective:** Recognize the importance of lifelong learning in the medical field. (PBLPI-PLO3)
  - **Sexual Health instructional objective:** Assess medical evidence and communicate it to patients and colleagues. (PBLPI-PL3)
  - **Sexual Health instructional objective:** Apply information technology to access online medical information and continue personal education. (PBLPI-PL3))
  - **Sexual Health instructional objective:** Use medical information technology in decision-making, patient care, and patient education. (PBLPI-PL3)
9. **Elective Sexual Health Rotation Learning Outcome #9:** Students will (a) promote a safe environment for patients seeking care in a Sexual Health setting, (b) demonstrate knowledge of quality improvement methodologies and metrics, (c) recognize the unique role of PAs and other health professions in Sexual Health, (d) work effectively with other health professionals in Sexual Health, (e) work effectively in an outpatient health delivery setting, (f) incorporate considerations of cost awareness and funding into patients seeking care in an Sexual Health setting, and (g) describe basic health payment systems and practice models for Sexual Health.
- **Sexual Health instructional objective:** Operate under the rules of HIPAA to preserve patient confidentiality. (SBP-PLO1)
  - **Sexual Health instructional objective:** Practice according to policy and procedures set forth by the health care facility. (SBP-PLO1)
  - **Sexual Health instructional objective:** Employ a professional relationship with the supervising providers and other health care team members. (SBP-PLO4)

- **Sexual Health instructional objective:** Identify the obstacles to obtaining medical care for those with financial difficulties. (SBP-PLO6)
- **Sexual Health instructional objective:** Evaluate cost-effective health care and resources that do not compromise the quality of patient care. (SBP-PLO6)
- **Sexual Health instructional objective:** Identify the funding sources and payment systems that provide coverage for the patient. (SBP-PLO7)
- **Sexual Health instructional objective:** Choose the appropriate code for billing the responsible payment service under the direct supervision of the preceptor. (SBP-PLO7)

**Elective Sexual Health Rotation Curriculum Integration Table**

| <b>Elective Sexual Health Rotation Learning Outcome</b>  | <b>Assessment Method (Benchmark Requirements)</b>                                       | <b>PAS Program Goal</b>                                 | <b>PAS Program Learning Outcome (ARC-PA)/Student Learning Outcomes (GVSU)</b> |
|--|---|---|---|
| <p>Students will demonstrate medical knowledge of the pathophysiology, etiology, epidemiology, patient presentation, differential diagnosis, diagnostic work-up, patient management, health promotion, and disease prevention for common conditions (listed in Sexual Health Clinical Rotation Topics above) encountered in Sexual Health for patients seeking medical care for the following age populations: adolescents, adults and/or elderly.</p>         | <p>Preceptor Evaluation (80% average score on Medical Knowledge competency section)</p> | <p>Medical Knowledge and Competence in Patient Care</p> | <p>MK #2<br/>MK #3</p>  |
| <p>Students will elicit a detailed and accurate patient history, perform an appropriate physical examination, appropriately use and interpret diagnostic testing and laboratory studies, and formulate differential diagnoses and assessment plans for symptoms/conditions (listed in Sexual Health Clinical Rotation Topics above) commonly encountered in patients seeking preventive, acute Sexual Health, chronic Sexual Health, and gynecologic care.</p> | <p>Preceptor Evaluation (80% average score on Patient competency section)</p>           | <p>Medical Knowledge and Competence in Patient Care</p> | <p>PC #1<br/>PC #2<br/>PC #3<br/>PC #4</p>                                    |



|  |  |  |                                |
|--|--|--|--------------------------------|
| Students will demonstrate technical skills common to Sexual Health.  | Preceptor Evaluation (80% average score on Patient competency section)   | Medical Knowledge and Competence in Patient Care | PC #5                          |
|  | Clinical Skills Checklist (Pass/Fail)  |  |                                |
| Students will obtain and document information clearly and appropriately for the following types of patient encounters: (a) gynecologic evaluations, (b) acute problem-focused encounters, and/or (c) chronic disease follow-up encounters. | Preceptor Evaluation (80% average score on Interpersonal and Communication Skills competency section)              | Medical Knowledge and Patient Care               | ICS#2                          |
| Students will listen empathetically and effectively, communicate clearly, and utilize shared decision-making for patients seeking care in Sexual Health.   | Preceptor Evaluation (80% average score on Interpersonal and Communication Skills competency section)              | Medical Knowledge and Patient Care               | ICS #1                         |
|  |  | Collaborative Practice                           | ICS #3<br>ICS #5               |
| Students will facilitate difficult health care conversations in Sexual Health.   | 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 a Sexual Health setting.  | Preceptor Evaluation (80% average score on Professionalism competency section)                                     | Professionalism                                  | P #1<br>P #2<br>P #3           |
| Students will (a) seek, implement, and accept feedback, (b) reflect on performance and develop plans for self-improvement, and (c) locate, appraise, and integrate evidence-based studies related to Sexual Health.                        | Preceptor Evaluation (80% average score on Practice-Based Learning and Proficiency Improvement competency section) | Lifelong Learning                                | PBLPI #1<br>PBLP #2<br>PBLP #3 |

|   |  |   |  |
|---|--|---|--|
| <p>Students will (a) promote a safe environment for patients seeking care in a Sexual Health setting, (b) demonstrate knowledge of quality improvement methodologies and metrics, (c) recognize the unique role of PAs and other health professions in Sexual Health, (d) work effectively with other health professionals in Sexual Health, (e) work effectively in an outpatient health delivery setting, (f) incorporate considerations of cost awareness and funding into patients seeking care in an Sexual Health setting, and (g) describe basic health payment systems and practice models for Sexual Health.</p> | <p>Preceptor Evaluation (80% average score on Systems-Based Practice competency section)</p> | <p>Medical Knowledge and Patient Care</p> | <p>SBP #1<br/>SBP #6</p>                       |
|   |  | <p>Lifelong Learning</p>                  | <p>SBP #2</p>                                  |
|   |  | <p>Collaborative Practice</p>             | <p>SBP #3<br/>SBP #4<br/>SBP #5<br/>SBP #7</p> |

## Sexual Health Preceptor Evaluation of the Student

1. What is your group and/or site name (i.e., Women’s Health Collective)
2. Medical Knowledge: This section evaluates the student’s ability to demonstrate medical knowledge, clinical reasoning, and problem-solving ability of sufficient breadth and depth to practice medicine as an entry-level physician assistant

|  | 60%<br>(Failing) | 70%<br>(D+/<br>C-) | 80%<br>(C+/<br>B) | 90%<br>(B+/<br>A-) | 100%<br>(A) | N/A |
|--|------------------|--------------------|-------------------|--------------------|-------------|-----|
| Student demonstrates medical knowledge in pathophysiology, etiology, and epidemiology for patients seeking medical care for common conditions encountered in Sexual Health in the following age populations (MK#2, 3): |                  |                    |                   |                    |             |     |
| Adolescents  |                  |                    |                   |                    |             |     |
| Adults   |                  |                    |                   |                    |             |     |
| Elderly  |                  |                    |                   |                    |             |     |
| Student demonstrates medical knowledge of patient presentations for common conditions encountered in Sexual Health for the following age populations (MK#2,3):   |                  |                    |                   |                    |             |     |
| Adolescents  |                  |                    |                   |                    |             |     |
| Adults   |                  |                    |                   |                    |             |     |
| Elderly  |                  |                    |                   |                    |             |     |
| Student demonstrates medical knowledge of differential diagnosis and diagnostic work-up for patients seeking medical care for common conditions encountered in Sexual Health in the following age populations (MK#2,3) |                  |                    |                   |                    |             |     |
| Adolescents  |                  |                    |                   |                    |             |     |
| Adults   |                  |                    |                   |                    |             |     |
| Elderly  |                  |                    |                   |                    |             |     |
| Student demonstrates medical knowledge of patient management strategies for patients seeking medical care for common conditions encountered in Sexual Health in the following age populations (MK#2,3):                |                  |                    |                   |                    |             |     |
| Adolescents  |                  |                    |                   |                    |             |     |
| Adults   |                  |                    |                   |                    |             |     |
| Elderly  |                  |                    |                   |                    |             |     |
| Student demonstrates medical knowledge of health promotion and disease prevention for patients seeking medical care for common conditions encountered in Sexual Health in the following age populations (MK#2, 3)      |                  |                    |                   |                    |             |     |
| Adolescents  |                  |                    |                   |                    |             |     |
| Adults   |                  |                    |                   |                    |             |     |
| Elderly  |                  |                    |                   |                    |             |     |
| Additional Comments:   |                  |                    |                   |                    |             |     |

3. Patient Care: This section evaluates the student’s ability to provide person-centered care that includes patient- and setting-specific assessment, evaluation, management, and health promotion.

|  | 60%<br>(Failing) | 70%<br>(D+/<br>C-) | 80%<br>(C+/<br>B) | 90%<br>(B+/<br>A-) | 100%<br>(A) | N/A |
|--|------------------|--------------------|-------------------|--------------------|-------------|-----|
|  |                  |                    |                   |                    |             |     |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| Elicit a detailed and accurate history and perform an appropriate physical examination for the following populations encountered in Sexual Health (PC#1):   |  |  |  |  |  |  |
| Adolescents   |  |  |  |  |  |  |
| Adult   |  |  |  |  |  |  |
| Elderly   |  |  |  |  |  |  |
| Elicit a detailed and accurate history and perform an appropriate physical examination for patients encountered in Sexual Health seeking (PC#2):  |  |  |  |  |  |  |
| Preventive care   |  |  |  |  |  |  |
| Acute care  |  |  |  |  |  |  |
| Chronic care  |  |  |  |  |  |  |
| Gynecologic care  |  |  |  |  |  |  |
| Student demonstrates knowledge of the appropriate use and interpretation of diagnostic testing and laboratory studies commonly used for patients seeking (PC#3):                                      |  |  |  |  |  |  |
| Preventive care   |  |  |  |  |  |  |
| Acute care  |  |  |  |  |  |  |
| Chronic care  |  |  |  |  |  |  |
| Gynecologic care  |  |  |  |  |  |  |
| Student organizes information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for patients seeking (PC#4):                                       |  |  |  |  |  |  |
| Preventive care   |  |  |  |  |  |  |
| Acute care  |  |  |  |  |  |  |
| Chronic care  |  |  |  |  |  |  |
| Gynecologic care  |  |  |  |  |  |  |
| Student organizes information from the interview, diagnostic testing, and physical examination to formulate assessment plans for patients seeking (PC#4):   |  |  |  |  |  |  |
| Preventive care   |  |  |  |  |  |  |
| Acute care  |  |  |  |  |  |  |
| Chronic care  |  |  |  |  |  |  |
| Gynecologic care  |  |  |  |  |  |  |
| Student organizes information from the interview, diagnostic testing, and physical examination to formulate assessment plans for symptoms/conditions commonly encountered in patients seeking (PC#4): |  |  |  |  |  |  |
| Preventive care   |  |  |  |  |  |  |
| Acute care  |  |  |  |  |  |  |
| Chronic care  |  |  |  |  |  |  |
| Gynecologic care  |  |  |  |  |  |  |
| Demonstrate basic technical skills common to Sexual Health. (PC#5):   |  |  |  |  |  |  |
| Additional Comments:  |  |  |  |  |  |  |

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%<br>(Failing) | 70%<br>(D+/<br>C-) | 80%<br>(C+/<br>B) | 90%<br>(B+/<br>A-) | 100%<br>(A) | N/A |
|--|------------------|--------------------|-------------------|--------------------|-------------|-----|
| Listen empathetically and effectively to patients seeking care in Sexual Health (ICS#1)  |                  |                    |                   |                    |             |     |
| Obtain and document information clearly and accurately at an appropriate level the following types of patient encounters (ICS#2):                                  |                  |                    |                   |                    |             |     |
| Prenatal evaluations   |                  |                    |                   |                    |             |     |
| Gynecologic evaluations  |                  |                    |                   |                    |             |     |
| Wellness and preventive encounters   |                  |                    |                   |                    |             |     |
| Acute problem-focused encounters   |                  |                    |                   |                    |             |     |
| Chronic disease follow-up encounters   |                  |                    |                   |                    |             |     |
| Communicate information clearly to patients, families, colleagues, and teams as appropriate across a broad range of socioeconomic and cultural backgrounds (ICS#3) |                  |                    |                   |                    |             |     |
| Facilitate difficult health care conversations in Sexual Health (ICS#4):   |                  |                    |                   |                    |             |     |
| Utilize shared-decision making to promote patient-centered communication by eliciting and incorporating patient preferences (ICS#5)                                |                  |                    |                   |                    |             |     |
| Additional Comments:   |                  |                    |                   |                    |             |     |

5. Professionalism: This section evaluates the student's ability to demonstrate commitment to carrying out professional responsibilities and adhering to ethical principles and practices.

|  | 60%<br>(Failing) | 70%<br>(D+/<br>C-) | 80%<br>(C+/<br>B) | 90%<br>(B+/<br>A-) | 100%<br>(A) |
|--|------------------|--------------------|-------------------|--------------------|-------------|
| Demonstrate compassion, integrity, and respect for patients seeking care in a Sexual Health setting (P#1)                      |                  |                    |                   |                    |             |
| Demonstrate responsiveness to patient needs that supersede self-interest while providing care in a Sexual Health setting (P#2) |                  |                    |                   |                    |             |

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| Show accountability to patients, society, and the profession while providing care in a Sexual Health setting (P#3) |  |  |  |  |  |
| Demonstrate leadership and advocacy for the PA profession (P#4)  |  |  |  |  |  |
| Additional Comments:   |  |  |  |  |  |

6. **Practice-Based Learning and Proficiency Improvement:** This section evaluates the student's ability to acquire, appraise, and apply evidence-based medicine to patient care, and accurately assess and improve clinical performance based on constant self-evaluation and lifelong learning.

|  | 60%<br>(Failing) | 70%<br>(D+/<br>C-) | 80%<br>(C+/<br>B) | 90%<br>(B+/<br>A-) | 100%<br>(A) |
|--|------------------|--------------------|-------------------|--------------------|-------------|
| Seek, implement, and accept feedback (PBLPI#1)   |                  |                    |                   |                    |             |
| Reflect on performance to identify strengths and deficiencies in one's knowledge and expertise and develop a plan for self-improvement (PBLPI#2) |                  |                    |                   |                    |             |
| Locate, appraise, and integrate evidence-based studies related to Sexual Health (PBLPI#3)  |                  |                    |                   |                    |             |
| Additional Comments:   |                  |                    |                   |                    |             |

7. **Systems-Based Practice:** This section evaluates the student's ability to engage with other healthcare professionals in a manner that optimizes patient care within the context of the larger healthcare system.

|  | 60%<br>(Failing) | 70%<br>(D+/<br>C-) | 80%<br>(C+/<br>B) | 90%<br>(B+/<br>A-) | 100%<br>(A) |
|--|------------------|--------------------|-------------------|--------------------|-------------|
| Promote a safe environment for patients seeking care in a Sexual Health setting (SBP#1)                              |                  |                    |                   |                    |             |
| Demonstrate knowledge of quality improvement methodologies and metrics in Sexual Health (SBP#2)                      |                  |                    |                   |                    |             |
| Recognize the unique roles of PAs and those of other healthcare professions in Sexual Health (SBP#3)                 |                  |                    |                   |                    |             |
| Work effectively with other health professionals to provide collaborative, patient-centered in Sexual Health (SBP#4) |                  |                    |                   |                    |             |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Work effectively in an outpatient health delivery setting (SBP#5)  |  |  |  |  |  |
| Incorporate considerations of cost awareness and funding sources into patients seeking care in a Sexual Health setting (SBP#6) |  |  |  |  |  |
| Describe basic health payment systems and practice models for Sexual Health (SBP#7)  |  |  |  |  |  |
| Additional Comments:   |  |  |  |  |  |

8. Did the student have any absences during the rotation?
  - a. Yes
  - b. No
  - c. If yes, please indicate dates and reason for absence:
9. Please write a short note commenting on this student's particular strengths.
10. Please write a short note commenting on this student's particular areas for improvement.
11. Was this evaluation discussed with the student?
  - a. Yes
  - b. No
  - c. Additional comments:
12. Preceptor Signature: