

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

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Elective Transplant Medicine Clinical Rotation Topics

Cardiovascular System

Cardiomyopathy: Dilated, Hypertrophic, Restrictive, Stress

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

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

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

Heart failure

Hypertension: Primary hypertension, Secondary hypertension, Hypertensive emergencies,

Shock: Cardiogenic, Distributive, Hypovolemic, Obstructive

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

Valvular disorders: Aortic, Mitral, Pulmonary, Tricuspid

Vascular disease: Aortic aneurysm/dissection, Arterial embolism/thrombosis, Arteriovenous malformation, Deep vein thrombosis, Peripheral artery disease, Phlebitis/thrombophlebitis,

Endocrine System

Diabetes mellitus: Type 1, Type 2

Gastrointestinal System/Nutrition

Biliary disorders: Cholangitis

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

Diarrhea

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

Motility disorders, Strictures, Varices, Zenker diverticulum

Gastric disorders: Gastritis, Gastroparesis, Peptic ulcer disease

Gastrointestinal bleeding

Hepatic disorders: Acute hepatitis, Chronic hepatitis, Cirrhosis, Fatty liver, Portal hypertension
Hyperemesis

Neoplasms: Benign, Malignant

Hypervitaminosis/hypovitaminosis, Malabsorption, Refeeding syndrome

Pancreatic disorders: Acute pancreatitis, Chronic pancreatitis

Small intestine disorders: Intussusception, Obstruction

Genitourinary System

Infectious disorders: Cystitis, Pyelonephritis, Urethritis

Hematologic System

Coagulation disorder: Clotting factor disorders, Thrombocytopenias

Cytopenias: Anemia, Leukopenia

Cytoses: Polycythemia, Thrombocytosis

Infectious Diseases

Bacterial diseases: Bartonella, Botulism, Campylobacter jejuni infection, Chancroid, Chlamydia, Cholera, Clostridioides difficile infection, Diphtheria, Gonococcal infections, Methicillin-resistant Staphylococcus aureus infection, Rheumatic fever, Rocky Mountain spotted fever, Salmonellosis, Shigellosis, Tetanus

Fungal diseases: Blastomycosis, Candidiasis, Coccidiomycosis, Cryptococcosis, Histoplasmosis, Pneumocystis

Mycobacterial diseases: Atypical mycobacterial disease, Tuberculosis

Parasitic diseases: Amebiasis, Giardiasis, Helminth infestations, Malaria, Pinworms, Toxoplasmosis, Trichomoniasis

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

Prion diseases

Sepsis/systemic inflammatory response syndrome

Spirochetal diseases: Lyme disease, Syphilis

Viral diseases: Coronavirus infections, Cytomegalovirus infections, Epstein-Barr virus infection, Erythema infectiosum, Herpes simplex virus infections, HIV/AIDS, Human papillomavirus infections, Influenza, Measles, Mumps, Polio, Rabies, Roseola, Rubella, Varicella-zoster virus infections

Neurologic System

Cerebrovascular disorders: Coma, Stroke, Syncope, Transient ischemic attack

Encephalopathic disorders

Infectious disorders: Encephalitis, Meningitis

Neurocognitive disorders: Delirium

Seizure disorders: Generalized seizures, Status epilepticus

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

Pulmonary System

Acute respiratory distress syndrome

Hyaline membrane disease

Infectious disorders:

Acute bronchiolitis

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

Renal System

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

Transplant Medicine Rotation Learning Outcomes and Instructional Objectives

Upon completion of the Transplant Medicine clinical rotation,

| Rotation Learning Outcomes | Instructional Objectives |
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| 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 Transplant Medicine Clinical Rotation Topics above) for patients seeking pre-operative, intra-operative, and post-operative care. | |
| | Transplant medicine instructional objective: Explain the pathophysiology of the clinical presentations of conditions requiring pre-operative, intra-operative, and post-operative management listed in the Transplant Medicine Clinical Rotation Topics (above). (MK-PLO3) |
| | Transplant medicine instructional objective: Describe the etiology and epidemiology of the clinical conditions requiring pre-operative, intra-operative, and post-operative management listed in the Transplant Medicine Clinical Rotation Topics (above). (MK-PLO3) |
| | Transplant medicine instructional objective: Identify the acute and chronic patient presentation of conditions requiring pre-operative, intra-operative, and post-operative management listed in the Transplant Medicine Clinical Rotation Topics (above)- (MK-PLO3) |
| | Transplant medicine instructional objective: Differentiate how disease processes of conditions requiring pre-operative, intra-operative, and post-operative management listed in the Transplant Medicine Clinical Rotation Topics (above) present. (MK-PLO3) |

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| | Transplant medicine instructional objective: Explain the appropriate diagnostic workup of patients receiving pre-operative, intra-operative, and post-operative care for the clinical conditions listed in the Transplant Medicine Clinical Rotation Topics (above). (MK-PLO3) |
| | Transplant medicine instructional objective: Formulate a differential diagnosis for the patient presentation of conditions requiring pre-operative, intra-operative, and post-operative management listed in the Transplant Medicine Clinical Rotation Topics (above). (MK-PLO3) |
| | Transplant medicine instructional objective: Describe the presentation, diagnosis, and management (medical and surgical) of conditions listed in the Transplant Medicine Clinical Rotation Topics (above) that require pre-operative, intra-operative, and postoperative care. (MK-PLO2) |
| | Transplant medicine instructional objective: Describe the presentation, diagnosis, and management of conditions listed in the Transplant Medicine Clinical Rotation Topics (above) that require inpatient management. (MK-PLO2) |
| | Transplant medicine instructional objective: Compare and contrast the risks and benefits of diagnostic studies and treatment plans for conditions listed in the Transplant Medicine Clinical Rotation Topics (above) requiring pre-operative, intra-operative, postoperative care. (MK-PLO3) |
| | Transplant medicine 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 Transplant Medicine Clinical Rotation Topics (above). (MK PLO-2) |
| | Transplant medicine instructional objective: Compare and contrast the risks and benefits of procedures indicated for the pre-operative, intra-operative, and post-operative |

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| | management of conditions listed in the Transplant Medicine Clinical Rotation Topics (above). (MK PLO-3) |
| | Transplant medicine instructional objective: Outline the appropriate patient management of the clinical conditions requiring pre-operative, intra-operative, and post-operative care listed in the Transplant Medicine Clinical Rotation Topics (above). (MK-PLO3) |
| | Transplant medicine instructional objective: Identify the common medication problems specific to pre-operative, intra-operative, and post-operative care, including polypharmacy, potential toxic interactions of drugs, compliance issues, and the complexity of new medication prescribing. (MK-PLO3) |
| | Transplant medicine instructional objective: Recognize when it is appropriate to obtain informed consent for patients seeking pre-operative, intra-operative, and post-operative care. |
| | Transplant medicine instructional objective: Discuss medications commonly used in the treatment of patients receiving pre-operative, intra-operative, and post-operative care for conditions listed in the Transplant Medicine Clinical Rotation Topics (above), including indications, contraindications, possible drug interactions, mechanism of action, most common side effects, need for laboratory monitoring, and appropriate dosage. (MK PLO-3) |
| | Transplant medicine instructional objective: Interpret and apply healthcare guidelines for patients receiving pre-operative, intra-operative, and post-operative care (MK PLO-3) |
| | Transplant medicine instructional objective: Select appropriate prescription medication(s) and dosing for the treatment of patients seeking care for pre-operative, intra-operative, and post-operative conditions as |

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| | listed in the Transplant Medicine Clinical Rotation Topics (above). (MK PLO-3) |
| | Transplant medicine instructional objective: Actively participate in the management of patients receiving pre-operative, intra-operative, and post-operative care. (MK-PLO3) |
| | Transplant medicine instructional objective: Differentiate between the types of shock and discuss approaches for their management. (MK-PLO2) |
| | Transplant medicine instructional objective: Describe the surgical procedure used to treat the clinical conditions listed in the Transplant Medicine Clinical Rotation Topics (above) requiring surgical management. (MK-PLO2) |
| | Transplant medicine instructional objective: Summarize fluid and electrolyte management in the surgical patient. (MK PLO-3) |
| | Transplant medicine instructional objective: Understand the role and responsibilities of a surgical assistant during intra-operative care. (PC-PLO5) |
| Students will elicit a detailed and accurate patient history, perform an appropriate physical examination (including but not limited to a pre-procedure/surgical consent, pre-operative H&P, post-operative evaluation, and inpatient evaluation), appropriately use and interpret diagnostic testing and laboratory studies, and formulate differential diagnoses and assessment plans for symptoms/conditions (listed in Transplant Medicine Clinical Rotation Topics above) commonly encountered in patients seeking in an (a) inpatient setting and (b) operating room setting (including pre-operative, intra-operative, and post-operative care). | |
| | Transplant medicine instructional objective: Demonstrate an age-appropriate problem-focused history and physical exam-for |

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| | conditions requiring surgical management. (PC PLO-1, PC-PLO-2) |
| | Transplant medicine instructional objective: Demonstrate an age-appropriate problem-focused pre-operative, post-operative, and inpatient history and physical examination. (PC-PLO-1, PC-PLO2) |
| | Transplant medicine instructional objective: Select and interpret appropriate diagnostic and laboratory studies related to conditions listed in the Transplant Medicine Clinical Rotation Topics (above) in an (a) inpatient setting and (b) operating room setting (including pre-operative, intra-operative, and post-operative care). (PC-PLO3) |
| | Transplant medicine instructional objective: Manage pre-operative, postoperative, and inpatient care of patients with conditions listed in the Transplant Medicine Clinical Rotation Topics (above). (PC PLO-4) |
| | Transplant medicine instructional objective: Formulate an appropriate differential diagnosis for surgical conditions based on history, physical examination, diagnostic data, and clinical reasoning in an (a) inpatient setting and (b) operating room setting (including pre-operative, intra-operative, and post-operative care). (PC-PLO4) |
| | Transplant medicine instructional objective: Develop an appropriate assessment, management care plan, and disposition of patients, given all pertinent medical data, including history, physical exam, laboratory, and diagnostic data in an (a) inpatient setting and (b) operating room setting (including pre-operative, intra-operative, and post-operative care). (PC-PLO4) |
| | Transplant medicine instructional objective: Actively participate in the management of patients with conditions listed in the Transplant Medicine Clinical Rotation Topics (above) in an (a) inpatient setting and (b) operating room setting (including pre- |

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| | operative, intra-operative, and post-operative care). (PC- PLO4) |
| Students will document information clearly and appropriately in transplant medicine, including (a) pre-operative evaluations, (b) procedures, (c) post-operative evaluations, (d) discharge instructions, and (e) inpatient evaluations. | |
| | Transplant medicine instructional objective: Document a surgical note for pre-operative, procedure, and post-operative note. (ICS-PLO2) |
| | Transplant medicine instructional objective: Document an inpatient note. (ICS-PLO2) |
| | Transplant medicine instructional objective: Document patient discharge instructions. (ICS-PLO2) |
| | Transplant medicine instructional objective: Document information clearly and accurately at an appropriate level for patients, colleagues, and teachers. (ICS-PLO2) |
| Students will listen empathetically and effectively, communicate clearly, utilize shared decision-making, and provide patient education and counseling for patients seeking pre-operative, intra-operative, and post-operative care. | |
| | Transplant medicine instructional objective: Utilize open-ended questions, active listening, and empathetic communication to elicit patient preferences, values, goals, and concerns while providing space for patients to fully articulate their thoughts without interruption for patients seeking pre-operative, intra-operative, and post-operative care. (ICS-PLO1) |
| | Transplant medicine instructional objective: Communicate complex medical information clearly and comprehensively, using plain language and avoiding medical jargon, while tailoring the content and delivery to the patient's level of understanding and health |

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| | literacy for patients seeking pre-operative, intra-operative, and post-operative care. (ICS-PLO3) |
| | Transplant medicine instructional objective: Deliver clear, concise, and well-organized oral case presentations using a structured format, ensuring the inclusion of pertinent patient information to effectively communicate with preceptors and the healthcare team, fostering collaboration and continuity of care. (ICS-PLO3) |
| | Urology 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) |
| | Transplant medicine instructional objective: Collaborate with the patient and family to identify realistic goals, develop a shared understanding of diagnoses and treatment options, and explain the risks and benefits of diagnostic studies and treatments, while demonstrating empathetic listening to clarify misconceptions and address concerns or fears, for patients seeking pre-operative, intra-operative, and post-operative care. (ICS PLO-5) |
| | Transplant medicine instructional objective: Deliver age-appropriate patient-centered education and counseling to patients, including health promotion, disease prevention, and evidence-based written materials tailored to the patient's needs and health literacy, seeking pre-operative, intra-operative, and post-operative care. (ICS-PLO5) |
| | Transplant medicine instructional objective: Demonstrate ability to provide appropriate discharge instructions to a patient. (ICS PLO-3) |

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| | Transplant medicine instructional objective: Provide patient-centered counseling that addresses emotional, psychological, and social concerns (ICS-PLO5) |
| | Transplant medicine 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 regarding pre-operative, intra-operative, and post-operative care. | |
| | Transplant medicine instructional objective: Establish rapport and trust with patients and their family members by demonstrating empathy, active listening, and respect for their emotions, perspectives, and concerns while maintaining professionalism and objectivity. (ICS PLO-4) |
| | Transplant medicine instructional objective: Create a supportive environment conducive to open and honest dialogue, ensuring that the patient and their family feel comfortable expressing their thoughts, emotions, and preferences. (ICS PLO-4) |
| | Transplant medicine 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) |
| | Transplant medicine instructional objective: Provide emotional support and connect patients and their families with appropriate resources to help them cope with difficult emotions and navigate the healthcare system effectively. (ICS PLO-4) |
| Students will demonstrate compassion, integrity, respect, patient responsiveness, accountability, and teamwork while providing pre-operative, intra-operative, and post-operative care. | |

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| | Transplant medicine instructional objective: Demonstrate empathy, understanding, and compassion, sensitivity to the emotional, social, developmental, cultural, and diverse backgrounds of patients and their families, including age, gender, and disabilities while providing pre-operative, intra-operative, and post-operative care. (P-PLO1) |
| | Transplant medicine instructional objective: Respect patient confidentiality and privacy, ensuring that sensitive information is handled appropriately and securely while providing pre-operative, intra-operative, and post-operative care. (P-PLO1) |
| | Transplant medicine instructional objective: Use inclusive language and cultural sensitivity while providing pre-operative, intra-operative, and post-operative care and interacting with patients and their families to foster trust and respect. (P-PLO1) |
| | Transplant medicine instructional objective: Exhibit professionalism in interactions with patients, families, and healthcare team members, including maintaining appropriate dress, punctual attendance, and a professional attitude in all clinical settings. (P-PLO1) |
| | Transplant medicine instructional objective: Prioritize patient care over personal comfort or preferences, demonstrating a willingness to adjust schedules or extend work hours to accommodate patient needs. (P-PLO2) |
| | Transplant medicine instructional objective: Demonstrate flexibility, attentiveness, and responsiveness in addressing patient concerns and unexpected changes. (P-PLO2) |
| | Urology instructional objective: Take accountability for actions, decisions, and the quality of care provided, ensuring continuous evaluation and improvement. (P-PLO3) |
| | Transplant medicine instructional objective: Evaluate and integrate community resources to support patient care for patients requiring surgical management. (P PLO-3) |

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| | Transplant medicine instructional objective: Demonstrate motivation and desire to learn. (P PLO-3) |
| | Transplant medicine instructional objective: Demonstrate knowledge of the legal and regulatory requirements of the role of a physician assistant. (P-PLO4) |
| | Transplant medicine 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 related to pre-operative, intra-operative, and post-operative care. | |
| | Transplant medicine instructional objective: Proactively seek feedback from their preceptor on clinical performance, communication skills, and professional behavior, demonstrating openness to constructive criticism and willingness to apply it to improve. (PBL PI-PLO1) |
| | Transplant medicine instructional objective: Develop action plans based on feedback including specific goals and timelines for implementation. (PBL PI-PLO1) |
| | Transplant medicine instructional objective: Recognize personal and professional limitations, and locate assistance from preceptors, colleagues, and reference materials to address areas needing improvement. (PBL PI-PLO1) |
| | Transplant medicine instructional objective: Monitor progress towards goals over time, adjusting action plans as necessary based on ongoing reflection and feedback. (PBL PI PLO-2) |
| | Transplant medicine instructional objective: Develop the ability to learn from practice. (PBL PI PLO-2) |

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| | Transplant medicine instructional objective: Demonstrate lifelong learning by interpreting independent readings, assessing medical evidence, and applying decision-making tools to provide evidence-based patient care concerning surgical care. (PBL PI-PLO3) |
| | Transplant medicine instructional objective: Recognize the importance of lifelong learning in the surgical field. (PBL PI PLO-3) |
| | Urology 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) |
| | Transplant medicine instructional objective: Utilize medical information technology to access and appraise online medical resources, enhance personal education, support clinical decision-making, and educate patients. (PBL PI PLO-3) |
| In inpatient and operating room settings, 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. | |
| | Transplant medicine instructional objective: Operate under the rules of HIPAA to preserve patient confidentiality in an inpatient and operating room setting. (SBP PLO-1) |
| | Transplant medicine instructional objective: Practice according to policy and procedures set forth by the health care facility. (SBP PLO-1) |
| | Transplant medicine instructional objective: Identify barriers and challenges to implementing quality improvement initiatives in an inpatient and operating room |

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| | setting and propose strategies to overcome them. (SBP PLO-2) |
| | Transplant medicine instructional objective:- Discuss the appropriate use of controlled substances and statewide tracking systems to ensure ethical and legal patient care in inpatient and operating room settings. (SBP PLO-2) |
| | Transplant medicine instructional objective: Encourage a culture of safety and collaboration within the healthcare team by promoting open communication, error reporting, mutual respect, and teamwork while providing patient-centered care in an inpatient and operating room setting. (SBP-PLO3) |
| | Transplant medicine instructional objective: Identify the steps of the referral process for patients and the roles of other healthcare professionals in the participation of your patient's care in inpatient and operating room settings. (SBP-PLO3) |
| | Transplant medicine instructional objective: Employ a professional relationship with the preceptors and other healthcare team members in inpatient and operating room settings. (SBP-PLO4) |
| | Transplant medicine instructional objective: Efficiently manage patient flow and patient scheduling to optimize access to care and minimize wait times for patients seeking care in inpatient and operating room settings. (SBP-PLO5) |
| | Transplant medicine instructional objective: Communicate effectively with administrative staff, medical assistants, and other members of the healthcare team to coordinate patient care activities and ensure smooth health care operations in inpatient and operating room settings. (SBP-PLO4, SBP-PLO5) |
| | Transplant medicine instructional objective: Evaluate cost-effective healthcare resources that do not compromise the quality of care |

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| | for patients in inpatient and operating room settings. (SBP PLO-6) |
| | Transplant medicine instructional objective: Discuss treatment options for patient care in an unbiased manner, considering both clinical effectiveness and cost implications and involving patients in shared decision-making in inpatient and operating room settings. (SBP PLO-6) |
| | Transplant medicine 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) |
| | Transplant medicine instructional objective: Describe common practice models in inpatient and operating room settings. (SBP PLO-6) |
| | Transplant medicine instructional objective: Demonstrate an understanding of the roles and responsibilities of PAs and other healthcare professionals in inpatient and operating room settings, including their contributions to population health, care coordination, and cost reduction through preventive services and chronic disease management. (SBP PLO-6) |
| | Transplant medicine instructional objective: Choose appropriate billing codes for payment services under the direct supervision of the preceptor in inpatient and operating room settings. (SBP-PLO7) |
| | Transplant medicine instructional objective: Identify funding sources and payment systems, including eligible patient populations for Medicaid and Medicare in inpatient and operating room settings. (SBP-PLO7) |
| | Transplant medicine instructional objective: Communicate effectively with surgical team members to ensure smooth coordination and optimal patient care during the procedure. (SBP-PLO4, SBP-PLO5) |

Transplant Medicine Rotation Curriculum Integration Table

| Rotation Learning Outcome | Assessment Method (Benchmark Requirements) | PAS Program Goal | PAS Program Learning Outcome (ARC-PA)/Student Learning Outcomes (GVSU) |
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| 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 Transplant Medicine Clinical Rotation Topics above) for patients seeking pre-operative, intra-operative, and post-operative 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 (including but not limited to a pre-procedure/surgical consent, pre-operative H&P, post-operative evaluation, and inpatient evaluation), appropriately use and interpret diagnostic testing and laboratory studies, and formulate differential diagnoses and assessment plans for symptoms/conditions (listed in Transplant Medicine Clinical Rotation Topics above) commonly encountered in patients seeking in an (a) inpatient setting and (b) operating room setting (including pre-operative, intra- | 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 |

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| operative, and post-operative care). | | | |
| Students will document information clearly and appropriately in transplant medicine, including (a) pre-operative evaluations, (b) procedures, (c) post-operative evaluations, (d) discharge instructions, and (e) inpatient evaluations. | 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 counseling for patients seeking pre-operative, intra-operative, and post-operative 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 regarding pre-operative, intra-operative, and post-operative 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, accountability, and teamwork while providing pre-operative, intra-operative, and post-operative care. | Preceptor Evaluation (80% average score on Professionalism competency section) | Professionalism | P #1 |
| | | | P #2 |
| | | | P #3 |
| Students will (a) seek, implement, and accept feedback, (b) reflect on performance and develop plans for self-improvement, and (c) locate, appraise, and integrate evidence-based studies related to pre-operative, intra-operative, and post-operative care. | Preceptor Evaluation (80% average score on Practice-Based Learning and Proficiency Improvement competency section) | Lifelong Learning | PBLPI #1 |
| | | | PBLPI #2 |
| | | | PBLPI #3 |
| In inpatient and operating room settings, students will (a) promote a safe environment, (b) | Preceptor Evaluation (80% average score on | Medical Knowledge and Patient Care | SBP #1 |
| | | | SBP #6 |

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| 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. | Systems-Based Practice competency section) | Lifelong Learning | SBP #2 |
| | | Collaborative Practice | SBP #3 |
| | | | SBP #4 |
| | | | SBP #5 |
| | | | SBP #7 |

Transplant Medicine Preceptor Evaluation of the Student

| Transplant Preceptor Evaluation of the Student | | | | | |
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| 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% (D+/ C-) | 80% (C+/ B) | 90% (B+/ A-) | 100% (A) |
| Student demonstrated medical knowledge in pathophysiology, etiology, and epidemiology for patients seeking care for common conditions encountered in transplant medicine, including (MK#2, 3): | | | | | |
| Pre-operative care | | | | | |
| Intra-operative care | | | | | |
| Post-operative care | | | | | |
| Student demonstrated medical knowledge of patient presentations for patients seeking care for common conditions encountered in transplant medicine, including (MK#2,3): | | | | | |
| Pre-operative care | | | | | |
| Intra-operative care | | | | | |
| Post-operative care | | | | | |
| Student demonstrated medical knowledge of differential diagnosis for patients seeking care for common conditions encountered in transplant medicine, including (MK#2,3): | | | | | |
| Pre-operative care | | | | | |
| Intra-operative care | | | | | |
| Post-operative care | | | | | |
| Student demonstrated medical knowledge of the diagnostic work-up for patients seeking care for common conditions encountered in transplant medicine, including (MK#2,3): | | | | | |
| Pre-operative care | | | | | |
| Intra-operative care | | | | | |

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| Post-operative care | | | | | |
| Student demonstrated medical knowledge of patient management strategies for patients seeking care for common conditions encountered in transplant medicine, including (MK#2,3): | | | | | |
| Pre-operative care | | | | | |
| Intra-operative care | | | | | |
| Post-operative care | | | | | |
| Student demonstrated medical knowledge of health promotion and disease prevention for patients seeking care for common conditions encountered in transplant medicine, including (MK#2, 3): | | | | | |
| Pre-operative care | | | | | |
| Intra-operative care | | | | | |
| Post-operative care | | | | | |
| 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% (D+/ C-) | 80% (C+/ B) | 90% (B+/ A-) | 100% (A) |
| Student elicited a detailed and accurate history for patients seeking care in an inpatient and operating room setting, including (PC#1): | | | | | |
| Inpatient care | | | | | |
| Pre-operative care | | | | | |
| Post-operative care | | | | | |
| Student performed an appropriate physical examination for patients seeking care in an inpatient and operating room setting, including (PC#1): | | | | | |
| Inpatient care | | | | | |
| Pre-operative care | | | | | |
| Post-operative care | | | | | |
| Student demonstrated knowledge of the appropriate use and interpretation of diagnostic testing for patients seeking care in an inpatient and operating room setting, including (PC#3): | | | | | |
| Inpatient care | | | | | |
| Pre-operative care | | | | | |

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|--|--|--|--|--|--|
| Intra-operative care | | | | | |
| Post-operative care | | | | | |
| Student demonstrated knowledge of the appropriate use and interpretation of laboratory studies for patients seeking care in an inpatient and operating room setting, including (PC#3): | | | | | |
| Inpatient care | | | | | |
| Pre-operative care | | | | | |
| Intra-operative care | | | | | |
| Post-operative care | | | | | |
| Student organized information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for patients seeking care in an inpatient and operating room setting, including (PC#4): | | | | | |
| Inpatient care | | | | | |
| Pre-operative care | | | | | |
| Intra-operative care | | | | | |
| Post-operative care | | | | | |
| Student organized information from the interview, diagnostic testing, and physical examination to formulate assessments for symptoms/conditions commonly encountered in patients seeking care in an inpatient and operating room setting, including (PC#4): | | | | | |
| Inpatient care | | | | | |
| Pre-operative care | | | | | |
| Intra-operative care | | | | | |
| Post-operative care | | | | | |
| Student organized information from the interview, diagnostic testing, and physical examination to formulate management plans for symptoms/conditions commonly encountered in patients seeking care in an inpatient and operating room setting, including (PC#4): | | | | | |
| Inpatient care | | | | | |
| Pre-operative care | | | | | |
| Intra-operative care | | | | | |
| Post-operative care | | | | | |

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| 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 the following encounters (ICS#2): | | | | | |
| Pre-operative note | | | | | |
| Procedure note | | | | | |
| Post-operative note | | | | | |
| Inpatient note | | | | | |
| Discharge instructions | | | | | |
| Student listened empathetically and effectively to patients seeking surgical care, including (ICS#1): | | | | | |
| Pre-operative care | | | | | |
| Intra-operative care | | | | | |
| Post-operative care | | | | | |
| Student communicated information clearly to patients seeking surgical care, including (ICS#3): | | | | | |
| Pre-operative care | | | | | |
| Intra-operative care | | | | | |
| Post-operative care | | | | | |
| Student utilized shared decision making for patients seeking surgical care, including (ICS#5): | | | | | |
| Pre-operative care | | | | | |
| Intra-operative care | | | | | |
| Post-operative care | | | | | |
| Student provided patient education and counseling for patients seeking surgical care, including (ICS#5): | | | | | |
| Pre-operative care | | | | | |
| Intra-operative care | | | | | |
| Post-operative care | | | | | |
| Student facilitated difficult health care conversations for patients seeking surgical care, including (ICS#4): | | | | | |

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|---|------------------|-------------|------------|-------------|------|
| Pre-operative care | | | | | |
| Intra-operative care | | | | | |
| Post-operative care | | | | | |
| 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 while providing pre-operative, intra-operative, and post-operative care. | | | | | |
| Student demonstrated compassion, integrity, and respect to patients seeking care in transplant medicine, including (P#1): | | | | | |
| Pre-operative care | | | | | |
| Intra-operative care | | | | | |
| Post-operative care | | | | | |
| Student demonstrated patient responsiveness while providing care to patients seeking care in transplant medicine, including (P#2): | | | | | |
| Pre-operative care | | | | | |
| Intra-operative care | | | | | |
| Post-operative care | | | | | |
| Student showed accountability while providing care to patients seeking care in transplant medicine, including (P#3): | | | | | |
| Pre-operative care | | | | | |
| Intra-operative care | | | | | |
| Post-operative care | | | | | |
| 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 transplant medicine, including (PBLPI#1): | | | | | |
| Pre-operative care | | | | | |

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|---|------------------|--------------------|-------------------|--------------------|-------------|
| Intra-operative care | | | | | |
| Post-operative care | | | | | |
| Student reflected on their performance to identify strengths and deficiencies in their knowledge and expertise and develop a plan for self-improvement related to transplant medicine, including (PBLPI#2): | | | | | |
| Pre-operative care | | | | | |
| Intra-operative care | | | | | |
| Post-operative care | | | | | |
| Student located, appraised, and integrated evidence-based studies related to transplant medicine, including (PBLPI#3): | | | | | |
| Pre-operative care | | | | | |
| Intra-operative care | | | | | |
| Post-operative care | | | | | |
| 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% (D+/ C-) | 80% (C+/ B) | 90% (B+/ A-) | 100% (A) |
| Student promoted a safe environment for patients seeking care in the following settings: (SBP#1) | | | | | |
| Inpatient setting | | | | | |
| Operating room setting | | | | | |
| Student demonstrated knowledge of quality improvement methodologies and metrics for the following care settings: (SBP#2) | | | | | |
| Inpatient setting | | | | | |
| Operating room setting | | | | | |
| Student recognized the unique roles of PAs and those of other healthcare professions in the following settings: (SBP#3) | | | | | |
| Inpatient setting | | | | | |
| Operating room setting | | | | | |
| Student worked effectively with other health professionals to provide collaborative, patient-centered care in the following settings: (SBP#4) | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| Inpatient setting | | | | | |
| Operating room setting | | | | | |
| Student worked effectively in the following settings: (SBP#5) | | | | | |
| Inpatient setting | | | | | |
| Operating room setting | | | | | |
| Student incorporated considerations of cost awareness and funding sources into patients seeking care in the following settings: (SBP#6) | | | | | |
| Inpatient setting | | | | | |
| Operating room setting | | | | | |
| Student described basic health payment systems and practice models for the following settings (SBP#7) | | | | | |
| Inpatient setting | | | | | |
| Operating room setting | | | | | |
| Additional Comments: | | | | | |

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: