



Urgent Care Rotation

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

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Urgent Care Clinical Rotation Topics

Cardiovascular System

Cardiomyopathy: Dilated, Hypertrophic, Restrictive

Conduction disorders/dysrhythmias: Atrial fibrillation/flutter, Atrioventricular block, Bundle branch block, Paroxysmal supraventricular tachycardia, Premature beats, 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, Ventricular septal defect

Coronary artery disease: Acute myocardial infarction, Non-ST-segment elevation, ST-segment elevation, Angina pectoris, Prinzmetal variant, Stable, Unstable

Heart failure

Hypertension: Essential hypertension, Hypertensive emergencies, Secondary hypertension

Hypotension: Cardiogenic shock, Orthostatic hypotension, Vasovagal hypotension

Lipid disorders: Hypercholesterolemia, Hypertriglyceridemia

Traumatic, infectious, and inflammatory heart conditions: Acute and subacute bacterial endocarditis, Acute pericarditis, Cardiac tamponade, Pericardial effusion

Valvular disorders: Aortic, Mitral, Pulmonary, Tricuspid

Vascular disease: Aortic aneurysm/dissection, Arterial embolism/thrombosis, Arteriovenous malformation, Giant cell arteritis, Peripheral artery disease, Phlebitis/thrombophlebitis, Varicose veins, Venous insufficiency, Venous thrombosis

Dermatologic System

Desquamation: Erythema multiforme, Stevens-Johnson syndrome, Toxic epidermal necrolysis

Diseases/disorders of the hair and nails: Alopecia, Onychomycosis, Paronychia

Envenomations and arthropod bite reactions

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

Infectious diseases

Bacterial: Cellulitis, Erysipelas, Impetigo

Fungal: Candidiasis, Dermatophyte infections

Parasitic: Lice, Scabies

Viral: Condyloma acuminatum, Herpes simplex, Molluscum contagiosum, Varicella-zoster virus infections, Verrucae

Neoplasms: Benign, Malignant, Premalignant

Papulosquamous disorders: Contact dermatitis, Drug eruptions, Eczema, Lichen planus,

Pityriasis rosea, Psoriasis

Skin integrity: Burns, Lacerations, Pressure ulcers, Stasis dermatitis

Vesiculobullous disease: Pemphigoid, Pemphigus

Other dermatologic disorders: Acanthosis nigricans, Hidradenitis suppurativa,

Lipomas/epidermal inclusion cysts, Photosensitivity reactions, Pilonidal disease, Urticaria

Endocrine System

Adrenal disorders: Primary adrenal insufficiency, Cushing syndrome

Diabetes mellitus: Type 1, Type 2

Hypogonadism

Neoplasms: Multiple endocrine neoplasia, Neoplastic syndrome, Primary endocrine malignancy, Syndrome of inappropriate antidiuretic hormone secretion (SIADH)

Parathyroid disorders: Hyperparathyroidism, Hypoparathyroidism

Pituitary disorders: Diabetes insipidus, Pituitary adenoma

Thyroid disorders: Hyperthyroidism, Hypothyroidism, Thyroiditis

Eyes, Ears, Nose, and Throat

Eye disorders

Conjunctival disorders: Conjunctivitis

Corneal disorders, Cataract, Corneal ulcer, Infectious, Keratitis, Pterygium

Lacrimal disorders: Dacryocystitis

Lid disorders: Blepharitis, Chalazion, Ectropion, Entropion, Hordeolum

Neuro-ophthalmologic disorders: Nystagmus, Optic neuritis, Papilledema

Orbital disorders: Orbital cellulitis

Retinal disorders: Macular degeneration, Retinal detachment, Retinopathy

Traumatic disorders: Blowout fracture, Corneal abrasion, Globe rupture, Hyphema

Vascular disorders: Retinal vascular occlusion

Vision abnormalities: Amaurosis fugax, Amblyopia, Glaucoma, Scleritis, Strabismus

Ear disorders

External ear: Cerumen impaction, Otitis externa, Trauma
Inner ear: Acoustic neuroma, Barotrauma, Dysfunction of eustachian tube, Labyrinthitis, Vertigo
Middle ear: Cholesteatoma, Otitis media, Tympanic membrane perforation
Hearing impairment
Other abnormalities of the ear: Mastoiditis, Meniere disease, Tinnitus
Foreign bodies
Neoplasms: Benign, Malignant
Nose/sinus disorders: Epistaxis, Nasal polyps, Rhinitis, Sinusitis, Trauma
Oropharyngeal disorders
 Diseases of the teeth/gums
 Infectious/inflammatory disorders: Aphthous ulcers, Candidiasis, Deep neck infection, Epiglottitis, Herpes simplex, Laryngitis, Peritonsillar abscess, Pharyngitis
 Salivary disorders: Sialadenitis, Parotitis
 Trauma
 Other oropharyngeal disorders: Leukoplakia

Gastrointestinal System/Nutrition

Biliary disorders: Acute/chronic cholecystitis, Cholangitis, Cholelithiasis
Colorectal disorders: Abscess/fistula, Anal fissure, Constipation, Diverticulitis, Fecal impaction, Hemorrhoids, Inflammatory bowel disease, Irritable bowel syndrome, Ischemic bowel disease, Obstruction, Toxic megacolon
Esophageal disorders: Esophagitis, Gastroesophageal reflux disease, Mallory-Weiss tear, Motility disorders, Strictures, Varices
Food allergies and food sensitivities: Gluten intolerance, Lactose intolerance, Nut allergies
Gastric disorders: Gastritis, Peptic ulcer disease, Pyloric stenosis
Hepatic disorders: Acute/chronic hepatitis, Cirrhosis
Hernias
Infectious diarrhea
Ingestion of toxic substances and foreign bodies
Metabolic disorders: G6PD deficiency, Paget disease, Phenylketonuria, Rickets
Neoplasms: Benign, Malignant
Nutritional and vitamin disorders: Hypervitaminosis/hypovitaminosis, Obesity
Pancreatic disorders: Acute/chronic pancreatitis
Small intestine disorders: Appendicitis, Celiac disease, Intussusception, Obstruction, Polyps

Genitourinary System (Male and Female)

Bladder disorders: Incontinence, Overactive bladder, Prolapse

Congenital and acquired abnormalities: Cryptorchidism, Peyronie disease, Trauma, Vesicoureteral reflux

Infectious disorders: Cystitis, Epididymitis, Orchitis, Prostatitis, Pyelonephritis, Urethritis

Neoplasms: Bladder cancer, Penile cancer, Prostate cancer, Testicular cancer

Nephrolithiasis/urolithiasis

Penile disorders: Erectile dysfunction, Hypospadias/epispadias, Paraphimosis/phimosis

Prostate disorders: Benign prostatic hyperplasia

Testicular disorders: Hydrocele/varicocele, Testicular torsion

Urethral disorders: Prolapse, Stricture

Hematologic System

Autoimmune disorders

Coagulation disorder: Clotting factor disorders, Thrombocytopenias

Cytopenias: Anemia, Leukopenia

Cytoses: Polycythemia, Thrombocytosis

Hemoglobinopathies: Hemochromatosis, Sickle cell disease, Thalassemia

Immunologic disorders: Transfusion reaction

Neoplasms, premalignancies, and malignancies: Acute/chronic lymphocytic leukemia, Acute/chronic myelogenous leukemia, Lymphoma, Multiple myeloma, Myelodysplasia

Infectious Diseases

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

Fungal diseases: Candidiasis, Cryptococcosis, Histoplasmosis, Pneumocystis

Mycobacterial diseases: Atypical mycobacterial disease, Tuberculosis

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

Prenatal transmission of disorders: Congenital varicella, Herpes simplex virus, Human papillomavirus, Zika virus

Sepsis/systemic inflammatory response syndrome

Spirochetal diseases: Lyme disease, Syphilis

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

Musculoskeletal System

Chest/rib disorders: Deformities, Fractures

Compartment syndrome

Degenerative diseases: Osteoarthritis

Infectious diseases: Osteomyelitis, Septic arthritis

Lower extremity disorders: Avascular necrosis, Fractures/dislocations, Osgood-Schlatter disease, Slipped capital femoral epiphysis, Soft-tissue injuries

Neoplasms: Benign, Malignant

Rheumatologic disorders: Fibromyalgia, Gout/pseudogout, Juvenile rheumatoid arthritis, Osteoporosis, Polyarteritis nodosa, Polymyalgia rheumatic, Polymyositis, Reactive arthritis, Rheumatoid arthritis, Sjögren syndrome, Systemic lupus erythematosus, Systemic sclerosis (Scleroderma)

Spinal disorders: Ankylosing spondylitis, Cauda equina syndrome, Herniated nucleus pulposus, stenosis, Sprain/strain, Thoracic outlet syndrome, Torticollis, Trauma

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

Neurologic System

Closed head injuries: Concussion, Post-concussion syndrome, Traumatic brain injury

Cranial nerve palsies

Encephalopathic disorders

Headaches: Cluster headache, Migraine, Tension headache

Infectious disorders: Encephalitis, Meningitis

Neoplasms: Benign, Malignant

Neurocognitive disorders: Delirium, Major/mild neurocognitive disorders

Neuromuscular disorders: Multiple sclerosis, Myasthenia gravis

Peripheral nerve disorders: Carpal tunnel syndrome, Complex regional pain syndrome, Guillain-Barré syndrome, Peripheral neuropathy

Seizure disorders: Focal seizure, Generalized seizures, Status epilepticus

Vascular disorders: Arteriovenous malformation, Cerebral aneurysm, Intracranial hemorrhage, Stroke, Syncope, Transient ischemic attack

Psychiatry/Behavioral Science

Abuse and neglect: Child abuse, Domestic violence, Elder abuse, Sexual abuse

Anxiety disorders: Generalized anxiety disorder, Panic disorder, Phobias

Bipolar and related disorders

Depressive disorders: Major depressive disorder, Persistent depressive disorder (dysthymia),

Premenstrual dysphoric disorder, Suicidal/homicidal behaviors

Disruptive, impulse-control, and conduct disorders: Conduct disorder

Dissociative disorders

Feeding and eating disorders

Human sexuality

Obsessive-compulsive and related disorders

Neurodevelopmental disorders: Attention-deficit/hyperactivity disorder, Autism spectrum disorder

Personality disorders

Schizophrenia spectrum and other psychotic disorders
Sleep-wake disorders: Narcolepsy, Parasomnias
Somatic symptom and related disorders
Substance-related and addictive disorders
Trauma- and stressor-related disorders: Adjustment disorders, Post-traumatic stress disorder

Pulmonary System

Chronic obstructive pulmonary diseases: Chronic bronchitis, Emphysema

Infectious disorders:

- Acute bronchiolitis
- Acute bronchitis
- Acute epiglottitis
- Croup
- Influenza
- Pertussis
- Pneumonias: Bacterial, Fungal, HIV-related, Viral
- Respiratory syncytial virus infection
- Tuberculosis

Neoplasms: Carcinoid tumors, Lung cancer, Pulmonary nodules

Pleural diseases: Pleural effusion, Pneumothorax

Pulmonary circulation: Cor pulmonale, Pulmonary embolism, Pulmonary hypertension

Restrictive pulmonary diseases: Idiopathic pulmonary fibrosis, Pneumoconiosis, Sarcoidosis

Sleep apnea/Obesity hypoventilation syndrome

Other pulmonary disorders: Acute respiratory distress syndrome, Asthma, Cystic fibrosis, Foreign body aspiration, Hyaline membrane disease

Renal System

Acute disorders: Glomerulonephritis, Nephrotic syndrome, Pyelonephritis

Acute kidney injury (acute renal failure)

Chronic kidney disease

Congenital or structural renal disorders: Horseshoe kidney, Hydronephrosis, Polycystic kidney disease, Renal vascular disease

End-stage renal disease

Fluid and electrolyte disorders: Acid-base disorders, Dehydration, Hyperkalemia/hypokalemia, Hypervolemia, Hyponatremia

Neoplasms: Renal cell carcinoma, Wilms tumor

Reproductive System (Male and Female)

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

Cervical disorders: Cervicitis, Dysplasia
Contraceptive methods
Menstrual disorders
Neoplasms of the breast and reproductive tract: Benign, Malignant
Ovarian disorders: Cysts, Polycystic ovarian syndrome, Torsion
Sexually transmitted infections/Pelvic inflammatory disease
Trauma: Physical assault, Sexual assault, Trauma in pregnancy
Uterine disorders: Endometriosis, Leiomyoma, Prolapse
Vaginal/vulvar disorders: Cystocele, Prolapse, Rectocele, Vaginitis

Reproductive System (Male and Female)

Breast disorders: Abscess, Mastitis
Menstrual disorders
Ovarian disorders: Cysts, Torsion
Sexually transmitted infections/Pelvic inflammatory disease
Trauma: Physical assault, Sexual assault, Trauma in pregnancy
Uterine disorders: Endometriosis, Prolapse
Vaginal/vulvar disorders: Cystocele, Prolapse, Rectocele, Vaginitis

Urgent Care Clinical and Technical Skills

Urgent Care Skills

Clinical Skills	
	Elicit a detailed and accurate patient history (RLO2)
	Perform an appropriate physical examination (RLO2)
	Document problem-focused encounters (RLO4)
	Select appropriate medications (RLO3)
	Select appropriate dose for medications (RLO3)
Technical Skills	
	Perform simple interrupted sutures

Urgent Care Rotation Learning Outcomes and Instructional Objectives

Rotation Learning Outcomes	Instructional Objectives
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 encountered in urgent care.	
	Urgent Care instructional objective: Explain the pathophysiology of the clinical presentations of conditions in patients in an urgent care setting. (MK-PLO3)
	Urgent Care instructional objective: Describe the etiology and epidemiology of the clinical conditions listed in the Urgent Care Clinical Rotation Topics (above) in patients in an urgent care setting. (MK-PLO3)
	Urgent Care instructional objective: Identify the patient presentation of conditions listed in the Urgent Care Clinical Rotation Topics (above) in patients in an urgent care setting. (MK-PLO3)
	Urgent Care instructional objective: Explain the appropriate diagnostic workup of the clinical conditions listed in the Urgent Care Clinical Rotation Topics (above) for patients in an urgent care setting. (MK-PLO3)
	Urgent Care instructional objective: Formulate a differential diagnosis for patient presentations of conditions in patients in an urgent care setting. (MK-PLO3)
	Urgent Care instructional objective: Compare and contrast the risks and benefits of diagnostic studies and treatment plans for conditions in patients in an urgent care setting. (MK-PLO3)
	Urgent Care instructional objective: Summarize the indications and contraindications of procedures commonly used in the treatment of conditions in patients in an urgent care setting (MK PLO-2)

	Urgent Care instructional objective: Compare and contrast the risks and benefits of procedures indicated for conditions in patients in an urgent care setting. (MK PLO-3)
	Urgent Care instructional objective: Outline the appropriate management of clinical conditions in patients in an urgent care setting. (MK-PLO3)
	Urgent Care instructional objective: Identify common medication problems including polypharmacy, potential toxic interactions of drugs, compliance issues, and the complexity of new medication prescribing. (MK-PLO3)
	Urgent Care instructional objective: Describe health promotion in relation to the management of clinical conditions in patients in an urgent care setting. (MK-PLO3)
	Urgent Care instructional objective: Recognize when it is appropriate to obtain informed consent for patients in an urgent care setting.
	Urgent Care instructional objective: Identify signs of abuse and how to report suspected abuse in patients. (MK PLO-3)
	Urgent Care instructional objective: Describe major age-related changes in body composition and function that affect the pharmacokinetic process in patients in an urgent care setting. (MK-PLO2)
	Urgent Care instructional objective: Discuss medications commonly used in the treatment of conditions listed in the Urgent Care 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)
	Urgent Care instructional objective: Interpret and apply healthcare guidelines for asthma, COPD, Diabetes, Hypertension, Hyperlipidemia, Heart Failure, Stable Angina, and Pneumonia. (MK PLO-3)
	Urgent Care instructional objective: Select appropriate prescription medication(s) and dosing for the treatment of conditions in patients in an urgent care setting. (MK PLO-3)
	Urgent Care instructional objective: Actively participate in the management of patients in an urgent care setting. (MK- PLO3)

<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 Urgent Care Clinical Rotation Topics above) commonly encountered in seeking care in an urgent care setting.</p>	
	Urgent Care instructional objective: Demonstrate an age-appropriate problem-focused history and physical exam for conditions in an Urgent Care setting. (PC PLO-1, PC-PLO-2)
	Urgent Care instructional objective: Select and interpret appropriate diagnostic and laboratory studies related to conditions of patients in an Urgent Care setting. (PC-PLO3)
	Urgent Care instructional objective: Formulate an appropriate differential diagnosis for conditions based on history, physical examination, diagnostic data, and clinical reasoning patients in an urgent care setting. (PC-PLO4)
	Urgent 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 an Urgent Care setting. (PC-PLO4)
	Urgent Care instructional objective: Develop an appropriate assessment, management care plan, and disposition of given all pertinent medical data, including history, physical exam, laboratory, and diagnostic data in an Urgent Care setting. (PC-PLO4)
	Urgent Care instructional objective: Integrate care needs into comprehensive, patient-centered management plans for patients in an Urgent Care setting. (PC-PLO4)

	Urgent Care instructional objective: Actively participate in the management of patients in an Urgent Care setting. (PC- PLO4)
	Urgent Care instructional objective: Analyze results of Michigan Automated Provider (MAPS). (PC-PLO3)
Students will perform the following technical skill: perform simple interrupted suture.	
	Urgent care instructional objective: Explain indications, contraindications, and principles of wound closure, including factors that influence closure choice such as wound depth, contamination level, location, and tension.(PC-PLO5)
	Urgent care instructional objective: Select an appropriate closure method (e.g., simple interrupted sutures, running sutures, deep dermal sutures, staples, tissue adhesive, Steri-Strips) based on wound characteristics and patient factors. (PC-PLO5)
	Urgent care instructional objective: Prepare the wound and equipment properly, including irrigation, debridement as appropriate, anesthesia administration, sterile field setup, and selection of suture type and needle. (PC-PLO5)
	Urgent care instructional objective: Demonstrate correct technique for approximating wound edges, maintaining eversion, minimizing tension, and ensuring proper needle placement and spacing. (PC-PLO5)
	Urgent care instructional objective: Perform a final inspection of the repaired wound, confirming proper alignment, absence of gaps or excessive tension, and adequate hemostasis. (PC-PLO5)
	Urgent care instructional objective: Apply appropriate post-procedure dressing and provide instructions on wound care, activity restrictions, signs of infection, and timing for suture or staple removal. (PC-PLO5)
	Urgent care instructional objective: Recognize and address potential complications, such as wound dehiscence, infection, hematoma, or poor cosmetic alignment. (PC-PLO5)
Students will-document information clearly and appropriately in urgent care, including acute problem-focused encounters.	

	Urgent Care instructional objective: Document an acute problem-focused medical note for patients, ensuring specific attention to the distinct needs of each age group. (ICS-PLO2)
	Urgent Care instructional objective: Document information clearly and accurately at an appropriate level for patients, colleagues, and teachers. (ICS-PLO2)
	Urgent Care instructional objective: Demonstrate the ability to integrate documentation across encounters, ensuring continuity and accuracy of patient information in an urgent care setting. (ICS-PLO2)
	Urgent Care instructional objective: Document information that ensures continuity of care for patients in urgent care, with a focus on care transitions, follow-up needs, and resource coordination. (ICS-PLO2)
Students will listen empathetically and effectively, communicate clearly, utilize shared decision-making, and provide patient education and patient counseling for patients seeking care in urgent care.	
	Urgent 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)
	Urgent 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)
	Urgent 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)

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

	Urgent 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)
Students will demonstrate compassion, integrity, respect, patient responsiveness, and accountability while providing care to patients in urgent care.	
	Urgent 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)
	Urgent Care instructional objective: Respect patient confidentiality and privacy, ensuring that sensitive information is handled appropriately and securely. (P-PLO1)
	Urgent Care instructional objective: Use inclusive language and cultural sensitivity when interacting with patients and their families to foster trust and respect. (P-PLO1)
	Urgent 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)
	Urgent 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)
	Urgent Care instructional objective: Demonstrate flexibility, attentiveness, and responsiveness in addressing patient concerns and unexpected changes. (P-PLO2)
	Urgent Care instructional objective: Take accountability for actions, decisions, and the quality of care provided, ensuring continuous evaluation and improvement. (P-PLO3)

	Urgent Care instructional objective: Evaluate and integrate community resources to support patient care in urgent care. (P PLO-3)
	Urgent Care instructional objective: Demonstrate motivation and desire to learn. (P PLO-3)
	Urgent Care instructional objective: Demonstrate knowledge of the legal and regulatory requirements of the role of a physician assistant. (P-PLO4)
	Urgent Care 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 urgent care.	
	Urgent 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)
	Urgent Care instructional objective: Develop action plans based on feedback including specific goals and timelines for implementation. (PBL PI-PLO1)
	Urgent 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)
	Urgent Care instructional objective: Monitor progress towards goals over time, adjusting action plans as necessary based on ongoing reflection and feedback. (PBL PI PLO-2)
	Urgent Care instructional objective: Develop the ability to learn from practice. (PBL PI PLO-2)

	Urgent 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 urgent care. (PBL PI-PLO3)
	Urgent Care instructional objective: Recognize the importance of lifelong learning in the medical field. (PBL PI PLO-3)
	Urgent 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)
	Urgent 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)
In an urgent care 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.	
	Urgent Care instructional objective: Operate under the rules of HIPAA to preserve patient confidentiality in an urgent care setting. (SBP PLO-1)
	Urgent Care instructional objective: Practice according to policy and procedures set forth by the health care facility. (SBP PLO-1)
	Urgent Care instructional objective: Identify barriers and challenges to implementing quality improvement initiatives in an

	urgent care setting and propose strategies to overcome them. (SBP PLO-2)
	Urgent Care instructional objective: Discuss the appropriate use of controlled substances and statewide tracking systems to ensure ethical and legal patient care in an urgent care setting. (SBP PLO-2)
	Urgent 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 an urgent care setting. (SBP-PLO3)
	Urgent 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 an urgent care setting. (SBP-PLO3)
	Urgent Care instructional objective: Employ a professional relationship with the preceptors and other healthcare team members in an urgent care setting. (SBP-PLO4)
	Urgent Care instructional objective: Efficiently manage patient flow and clinic scheduling to optimize access to care and minimize wait times for patients seeking care in an urgent care setting. (SBP-PLO5)
	Urgent 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 an urgent care setting. (SBP-PLO4, SBP-PLO5)
	Urgent Care instructional objective: Evaluate cost-effective healthcare resources that do not compromise the quality of care for patients in an urgent care setting. (SBP PLO-6)
	Urgent 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 an urgent care setting. (SBP PLO-6)
	Urgent Care instructional objective: Educate patients about potential out-of-pocket expenses, insurance coverage limitations, and available resources for financial assistance or cost savings programs in an urgent care setting. (SBP PLO-6)

	Urgent Care instructional objective: Describe common practice models in an urgent care setting. (SBP PLO-6)
	Urgent Care instructional objective: Demonstrate an understanding of the roles and responsibilities of PAs and other healthcare professionals in an urgent care setting. (SBP PLO-6)
	Urgent Care instructional objective: Choose appropriate billing codes for payment services under the direct supervision of the preceptor in an urgent care setting (SBP-PLO7)
	Urgent Care instructional objective: Identify funding sources and payment systems, including eligible patient populations for Medicaid and Medicare, in an urgent care setting. (SBP-PLO7)

Urgent Care Rotation Curriculum Integration Table

Rotation Learning Outcome	Assessment Method (Benchmark Requirements)	PAS Program Goal	PAS Program Learning Outcome (ARC-PA)/Student Learning Outcomes (GVSU)
Students will demonstrate medical knowledge of the pathophysiology, etiology, epidemiology, patient presentation, differential diagnosis, diagnostic work-up, patient management, health promotion, and disease prevention for common conditions encountered in urgent 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 Urgent Care Clinical Rotation Topics above) commonly encountered in seeking care in an urgent 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 perform the following technical skill: perform simple interrupted suture.	Preceptor Evaluation (80% average score on Patient Care competency section)	Medical Knowledge and Competence in Patient Care	PC #5
Students will document information clearly and appropriately in urgent care, including acute problem-focused 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, Students will listen empathetically and effectively, communicate clearly, utilize shared decision-making, and provide patient education and patient counseling for patients seeking care in urgent care. clearly, utilize shared decision-making, and provide patient education and patient counseling for patients seeking care in palliative care.	Preceptor Evaluation (80% average score on Interpersonal and Communication Skills competency section)	Medical Knowledge and Patient Care	ICS #1
		Collaborative Practice	ICS #3
			ICS #5
Students will facilitate difficult health care conversations in urgent care.	Preceptor Evaluation (80% average score on Interpersonal and Communication Skills competency section)	Collaborative Practice	ICS #4
Students will demonstrate compassion, integrity, respect, patient responsiveness, and accountability while	Preceptor Evaluation (80% average score on Professionalism competency section)	Professionalism	P #1
			P #2
			P #3

providing care to patients in urgent care.			
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 urgent care.	Preceptor Evaluation (80% average score on Practice-Based Learning and Proficiency Improvement competency section)	Lifelong Learning	PBLPI #1
			PBLPI #2
			PBLPI #3
In an urgent care setting, students will (a) promote a safe environment, (b) demonstrate knowledge of quality improvement methodologies and metrics, (c) recognize the unique role of PAs and other health professions, (d) work effectively with other health professionals to provide collaborative, patient-centered care, (e) incorporate considerations of cost awareness and funding, and (g) describe basic health payment systems and practice models.	Preceptor Evaluation (80% average score on Systems-Based Practice competency section)	Medical Knowledge and Patient Care	SBP #1
			SBP #6
			SBP #2
			SBP #3
			SBP #4
			SBP #5
			SBP #7

Urgent Care Preceptor Evaluation of Student

Urgent 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)	60%	70%	80%	90%	100%	N/A
	(Failing)	(D+/ C-)	(C+/ B)	(B+/ A-)	(A)	
Student demonstrated medical knowledge in pathophysiology, etiology, and epidemiology for patients seeking medical care for common conditions encountered in urgent care (MK#2, 3):						
Student demonstrated medical knowledge of patient presentations for common conditions encountered in urgent care (MK#2,3):						
Student demonstrated medical knowledge of differential diagnosis for patients seeking medical care for common conditions encountered in urgent care (MK#2,3)						
Student demonstrated medical knowledge of the diagnostic work-up for patients seeking medical care for common conditions encountered in urgent care (MK#2,3)						
Student demonstrated medical knowledge of patient management strategies for patients seeking medical care for common conditions encountered in urgent care (MK#2,3):						

Student demonstrated medical knowledge of health promotion and disease prevention for patients seeking medical care for common conditions encountered in urgent care (MK#2, 3)						
Additional Comments:						
Patient Care: This section evaluates the student's ability to provide person-centered care that includes patient- and setting-specific assessment, evaluation, management, and health promotion.						
	60%	70%	80%	90%	100%	N/A
	(Failing)	(D+/ C-)	(C+/ B)	(B+/ A-)	(A)	
Student elicited a detailed and accurate history for populations encountered in urgent care (PC#1).						
Student elicited a detailed and accurate history for patients encountered in urgent care (PC#1).						
Student performed an appropriate physical examination for populations encountered in urgent care (PC#1).						
Student performed an appropriate physical examination for patients seeking care in urgent care (PC#1).						
Student demonstrated knowledge of the appropriate use and interpretation of diagnostic testing for populations encountered in urgent care (PC#3).						
Student demonstrated knowledge of the appropriate use and interpretation of diagnostic testing for patients seeking care in urgent care (PC#3).						
Student demonstrated knowledge of the appropriate use and interpretation of laboratory studies						

for populations encountered in urgent care (PC#3).						
Student demonstrated knowledge of the appropriate use and interpretation laboratory studies for patients seeking care in urgent care (PC#3).						
Student organized information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for populations encountered in urgent care (PC#4).						
Student organized information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for patients seeking care in urgent care (PC#4).						
Student organized information from the interview, diagnostic testing, and physical examination to formulate assessments for symptoms/conditions commonly encountered for populations encountered in urgent care (PC#4):						
Student organized information from the interview, diagnostic testing, and physical examination to formulate assessments for symptoms/conditions commonly encountered for patients seeking care in urgent care (PC#4).						
Student organized information from the interview, diagnostic testing, and physical examination to formulate management plans for symptoms/conditions commonly encountered for populations encountered in urgent care (PC#4).						

Student organized information from the interview, diagnostic testing, and physical examination to formulate management plans for symptoms/conditions commonly encountered for patients seeking care in urgent care (PC#4).						
Student demonstrated basic clinical and technical skills common to urgent care including (PC#5):						
Perform simple interrupted suture						
Selecting appropriate medications						
Selecting appropriate medication dosages						
Prescribe medications.						
Additional Comments:						
Interpersonal and Communication Skills: This section evaluates the student's ability to demonstrate verbal and non-verbal communication skills needed to have respectful, compassionate, and effective conversations with patients, patients' families, and health professionals to exchange information and make medical decisions.						
	60%	70%	80%	90%	100%	N/A
	(Failing)	(D+/ C-)	(C+/ B)	(B+/ A-)	(A)	
Student documented information clearly and appropriately for patient encounters (ICS#2).						
Student listened empathetically and effectively to patients seeking care in urgent care (ICS#1)						
Student communicated information clearly in urgent care (ICS#3)						
Student utilized shared decision making for patients seeking care in urgent care (ICS#5)						
Student provided patient education and counseling for patients seeking care in urgent care (ICS#5)						

Student facilitated difficult health care conversations in urgent 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 urgent care.						
	60%	70%	80%	90%	100%	N/A
	(Failing)	(D+/ C-)	(C+/ B)	(B+/ A-)	(A)	
Student demonstrated compassion, integrity, and respect to patients seeking care in urgent care (P#1)						
Student demonstrated patient responsiveness while providing care to patients in urgent care (P#2)						
Student showed accountability while providing care to patients in urgent care (P#3)						
Additional Comments:						
Practice-Based Learning and Proficiency Improvement: This section evaluates the student's ability to acquire, appraise, and apply evidence-based medicine to patient care and accurately assess and improve clinical performance based on constant self-evaluation and lifelong learning.						
	60%	70%	80%	90%	100%	N/A
	(Failing)	(D+/ C-)	(C+/ B)	(B+/ A-)	(A)	
Student sought, implemented, and accepted feedback related to undeserved medicine (PBLPI#1)						
Student reflected on their performance to identify strengths and deficiencies in their knowledge and expertise and develop a plan for self-improvement related to urgent care (PBLPI#2)						

Student located, appraised, and integrated evidence-based studies related to urgent care (PBLPI#3)						
Additional Comments:						
Systems-Based Practice: This section evaluates the student's ability to engage with other healthcare professionals in a manner that optimizes care within the context of the larger healthcare system.						
	60%	70%	80%	90%	100%	N/A
	(Failing)	(D+/ C-)	(C+/ B)	(B+/ A-)	(A)	
Student promoted a safe environment for patients seeking care in an urgent care setting (SBP#1)						
Student demonstrated knowledge of quality improvement methodologies and metrics in an urgent care setting (SBP#2)						
Student recognized the unique roles of PAs and those of other healthcare professions in an urgent care setting (SBP#3)						
Student worked effectively with other health professionals to provide collaborative, patient-centered care in an urgent care setting (SBP#4)						
Student worked effectively in an urgent care setting (SBP#5)						
Student incorporated considerations of cost awareness and funding sources into patients seeking care in an urgent care setting (SBP#6)						
Student described basic health payment systems and practice models for an urgent 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:

Urology Rotation

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

Instructor of Record for Urology Rotation: Patrick Smith, PA-C

Primary Sources of Information for Urology Rotation

1. McAninch JW, Lue TF. eds. Smith & Tanagho's General Urology, 19e. McGraw Hill; 2020. Accessed December 09, 2025. <https://accessmedicine-mhmedical-com.ezproxy.gvsu.edu/content.aspx?bookid=2840§ionid=241658590>
2. Bui A, Reuben DB, Johnston B. Overview of Geriatric Assessment. In: Walter LC, Chang A, Chen P, Harper G, Rivera J, Conant R, Lo D, Yukawa M. eds. Current Diagnosis & Treatment Geriatrics, 3e. McGraw-Hill Education; 2021. Accessed November 13, 2025. <https://accessmedicine-mhmedical-com.ezproxy.gvsu.edu/content.aspx?bookid=2984§ionid=250006095>
3. Longo D, Fauci A, Kasper D, Hauser S, Jameson J, Loscalzo J, Holland S, Langford C. eds. Harrison's Principles of Internal Medicine, 22nd Edition. McGraw Hill; 2026. Accessed November 13, 2025. <https://accessmedicine-mhmedical-com.ezproxy.gvsu.edu/content.aspx?bookid=3541§ionid=291971496>
4. Papadakis MA, Rabow MW, McQuaid KR. eds. Current Medical Diagnosis & Treatment 2026. McGraw Hill; 2026. Accessed November 13, 2025. <https://accessmedicine-mhmedical-com.ezproxy.gvsu.edu/book.aspx?bookid=3594>
5. Gilbert, D.N. et al. (2025) The Sanford Guide to Antimicrobial Therapy 2025. Sperryville, VA, USA: Antimicrobial Therapy, Inc.

Urology Clinical Rotation Topics

Endocrine System

Syndrome of inappropriate antidiuretic hormone secretion (SIADH)

Genitourinary System (Male and Female)

Bladder disorders: Incontinence, Overactive bladder, Prolapse

Congenital and acquired abnormalities: Cryptorchidism, Peyronie disease, Trauma, Vesicoureteral reflux

Human sexuality

Infectious disorders: Cystitis, Epididymitis, Orchitis, Prostatitis, Pyelonephritis, Urethritis

Neoplasms: Bladder cancer, Penile cancer, Prostate cancer, Testicular cancer

Nephrolithiasis/urolithiasis

Penile disorders: Erectile dysfunction, Hypospadias/epispadias, Paraphimosis/phimosis

Prostate disorders: Benign prostatic hyperplasia

Testicular disorders: Hydrocele/varicocele, Testicular torsion

Urethral disorders: Prolapse, Stricture

Infectious Diseases

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

Fungal diseases: Candidiasis, Cryptococcosis, Histoplasmosis, Pneumocystis

Sepsis/systemic inflammatory response syndrome

Renal System

Acute disorders: Glomerulonephritis, Nephrotic syndrome, Pyelonephritis

Acute kidney injury (acute renal failure)

Chronic kidney disease

Congenital or structural renal disorders: Horseshoe kidney, Hydronephrosis, Polycystic kidney disease, Renal vascular disease

End-stage renal disease

Fluid and electrolyte disorders: Acid-base disorders, Dehydration, Hyperkalemia/hypokalemia, Hypervolemia, Hyponatremia

Neoplasms: Renal cell carcinoma, Wilms tumor

Urology Clinical and Technical Skills

Urology Skills

Clinical Skills	
	Elicit a detailed and accurate patient history on urological patient (RLO2)
	Perform an appropriate physical examination on urological patients (RLO2)
	Interpret diagnostic tests common to urology (RLO3, Clinical)
	Select appropriate medications (RLO3)
	Select appropriate dose for medications (RLO3)
Technical Skills	
	Demonstrating donning sterile gloving technique

Urology Rotation Learning Outcomes and Instructional Objectives

Rotation Learning Outcomes	Instructional Objectives
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 encountered in urology.	
	Urology instructional objective: Explain the pathophysiology of the clinical presentations of conditions in patients in an urology setting. (MK-PLO3)
	Urology instructional objective: Describe the etiology and epidemiology of the clinical conditions listed in the urology Clinical Rotation Topics (above) in patients in an urology setting. (MK-PLO3)
	Urology instructional objective: Identify the patient presentation of conditions listed in the urology Clinical Rotation Topics (above) in patients in an urology setting. (MK-PLO3)
	Urology instructional objective: Explain the appropriate diagnostic workup of the clinical conditions listed in the urology Clinical Rotation Topics (above) for patients in an urology setting. (MK-PLO3)
	Urology instructional objective: Formulate a differential diagnosis for patient presentations of conditions in patients in an urology setting. (MK-PLO3)
	Urology instructional objective: Compare and contrast the risks and benefits of diagnostic studies and treatment plans for conditions in patients in an urology setting. (MK-PLO3)
	Urology instructional objective: Summarize the indications and contraindications of procedures commonly used in the treatment of conditions in patients in an urology setting (MK PLO-2)

	Urology instructional objective: Compare and contrast the risks and benefits of procedures indicated for conditions in patients in an urology setting. (MK PLO-3)
	Urology instructional objective: Outline the appropriate management of clinical conditions in patients in an urology setting. (MK-PLO3)
	Urology instructional objective: Identify common medication problems including polypharmacy, potential toxic interactions of drugs, compliance issues, and the complexity of new medication prescribing. (MK-PLO3)
	Urology instructional objective: Describe health promotion in relation to the management of clinical conditions in patients in an urology settings. (MK-PLO3)
	Urology instructional objective: Recognize when it is appropriate to obtain informed consent for patients in an urology setting.
	Urology instructional objective: Identify signs of abuse and how to report suspected abuse in patients. (MK PLO-3)
	Urology instructional objective: Describe major age-related changes in body composition and function that affect the pharmacokinetic process in patients in an urology setting. (MK-PLO2)
	Urology instructional objective: Discuss medications commonly used in the treatment of conditions listed in the urology 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)
	Urology instructional objective: Interpret and apply healthcare guidelines for asthma, COPD, Diabetes, Hypertension, Hyperlipidemia, Heart Failure, Stable Angina, and Pneumonia. (MK PLO-3)
	Urology instructional objective: Select appropriate prescription medication(s) and dosing for the treatment of conditions in patients in an urology setting. (MK PLO-3)

	Urology instructional objective: Actively participate in the management of patients in an urology setting. (MK-PLO3)
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 urology Clinical Rotation Topics above) commonly encountered in seeking care in an urology setting.	
	Urology instructional objective: Demonstrate an age-appropriate problem-focused history and physical exam for conditions in an urology setting. (PC PLO-1, PC-PLO-2)
	Urology instructional objective: Select and interpret appropriate diagnostic and laboratory studies related to conditions of patients in an urology setting. (PC-PLO3)
	Urology instructional objective: Formulate an appropriate differential diagnosis for conditions based on history, physical examination, diagnostic data, and clinical reasoning patients in an urology setting. (PC-PLO4)
	Urology 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 urology setting. (PC-PLO4)
	Urology instructional objective: Develop an appropriate assessment, management care plan, and disposition of given all pertinent medical data, including history, physical exam, laboratory, and diagnostic data in an urology setting. (PC-PLO4)
	Urology instructional objective: Integrate care needs into comprehensive, patient-centered management plans for patients in an urology setting. (PC-PLO4)

	Urology instructional objective: Actively participate in the management of patients in an urology setting. (PC- PLO4)
Students will perform the following technical skill: demonstrate donning sterile gloving technique	
	Urology instructional objective: Identify indications for sterile gloving in clinical settings using correct infection control rationale.
	Urology instructional objective: Prepare a sterile field and glove packaging without contaminating sterile surfaces.
	Urology instructional objective: Perform donning of sterile gloves using the open method, maintaining sterility throughout the procedure.
	Urology instructional objective: Inspect gloves for defects and contamination and appropriately replace gloves if sterility is compromised.
	Urology instructional objective: Maintain sterile technique during patient interaction
Students will document information clearly and appropriately in urology, including acute problem-focused encounters.	
	Urology instructional objective: Document an acute problem-focused medical note for patients, ensuring specific attention to the distinct needs of each age group. (ICS-PLO2)
	Urology instructional objective: Document information clearly and accurately at an appropriate level for patients, colleagues, and teachers. (ICS-PLO2)
	Urology instructional objective: Demonstrate the ability to integrate documentation across encounters, ensuring continuity and accuracy of patient information in an urology setting. (ICS-PLO2)
	Urology instructional objective: Document information that ensures continuity of care for patients in urology, with a focus on care transitions, follow-up needs, and resource coordination. (ICS-PLO2)

<p>Students will listen empathetically and effectively, communicate clearly, utilize shared decision-making, and provide patient education and patient counseling for patients seeking care in urology.</p>	
	<p>Urology 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)</p>
	<p>Urology 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)</p>
	<p>Urology 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)</p>
	<p>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)</p>
	<p>Urology 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)</p>
	<p>Urology instructional objective: Deliver age-appropriate patient-centered education and counseling, including health promotion, disease prevention, and evidence-based</p>

	written materials tailored to the patient's needs and health literacy, to patients seeking care in urology. (ICS-PLO5)
	Urology instructional objective: Provide patient-centered counseling that addresses emotional, psychological, and social concerns (ICS-PLO5)
	Urology instructional objective: Assess patient understanding of medical information and treatment plans and address any gaps in comprehension (ICS-PLO3)
Students will facilitate difficult health care conversations in urology.	
	Urology 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)
	Urology 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)
	Urology 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)
	Urology instructional objective: Provide emotional support and connect patients and their families with appropriate resources to help them cope with difficult emotions and navigate the healthcare system effectively. (ICS PLO-4)
Students will demonstrate compassion, integrity, respect, patient responsiveness, and accountability while providing care to patients in urology.	

	Urology 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)
	Urology instructional objective: Respect patient confidentiality and privacy, ensuring that sensitive information is handled appropriately and securely. (P-PLO1)
	Urology instructional objective: Use inclusive language and cultural sensitivity when interacting with patients and their families to foster trust and respect. (P-PLO1)
	Urology 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)
	Urology 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)
	Urology 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)
	Urology instructional objective: Evaluate and integrate community resources to support patient care in urology. (P-PLO-3)
	Urology instructional objective: Demonstrate motivation and desire to learn. (P PLO-3)
	Urology instructional objective: Demonstrate knowledge of the legal and regulatory requirements of the role of a physician assistant. (P-PLO4)
	Urology 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 urology.	
	Urology 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)
	Urology instructional objective: Develop action plans based on feedback including specific goals and timelines for implementation. (PBL PI-PLO1)
	Urology instructional objective: Recognize personal and professional limitations, and locate assistance from preceptors, colleagues, and reference materials to address areas needing improvement. (PBL PI-PLO1)
	Urology instructional objective: Monitor progress towards goals over time, adjusting action plans as necessary based on ongoing reflection and feedback. (PBL PI PLO-2)
	Urology instructional objective: Develop the ability to learn from practice. (PBL PI PLO-2)
	Urology instructional objective: Demonstrate lifelong learning by interpreting independent readings, assessing medical evidence, and applying decision-making tools to provide evidence-based patient care in urology. (PBL PI-PLO3)
	Urology instructional objective: Recognize the importance of lifelong learning in the medical 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)

	<p>Urology 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>
<p>In an urology setting, students will</p> <p>(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.</p>	
	<p>Urology instructional objective: Operate under the rules of HIPAA to preserve patient confidentiality in an urology setting. (SBP PLO-1)</p>
	<p>Urology instructional objective: Practice according to policy and procedures set forth by the health care facility. (SBP PLO-1)</p>
	<p>Urology instructional objective: Identify barriers and challenges to implementing quality improvement initiatives in an urology setting and propose strategies to overcome them. (SBP PLO-2)</p>
	<p>Urology instructional objective: Discuss the appropriate use of controlled substances and statewide tracking systems to ensure ethical and legal patient care in an urology setting. (SBP PLO-2)</p>
	<p>Urology 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 urology setting. (SBP-PLO3)</p>

	Urology instructional objective: Identify the steps of the referral process for patients and the roles of other healthcare professionals in the participation of your patient's care in an urology setting. (SBP-PLO3)
	Urology instructional objective: Employ a professional relationship with the preceptors and other healthcare team members in an urology setting. (SBP-PLO4)
	Urology instructional objective: Efficiently manage patient flow and clinic scheduling to optimize access to care and minimize wait times for patients seeking care in an urology setting. (SBP-PLO5)
	Urology instructional objective: Communicate effectively with administrative staff, medical assistants, and other members of the healthcare team to coordinate patient care activities and ensure smooth health care operations in an urology setting. (SBP-PLO4, SBP-PLO5)
	Urology instructional objective: Evaluate cost-effective healthcare resources that do not compromise the quality of care for patients in an urology setting. (SBP PLO-6)
	Urology instructional objective: Discuss treatment options for patient care in an unbiased manner, considering both clinical effectiveness and cost implications and involving patients in shared decision-making, in an urology setting. (SBP PLO-6)
	Urology instructional objective: Educate patients about potential out-of-pocket expenses, insurance coverage limitations, and available resources for financial assistance or cost savings programs in an urology setting. (SBP PLO-6)
	Urology instructional objective: Describe common practice models in an urology setting. (SBP PLO-6)
	Urology instructional objective: Demonstrate an understanding of the roles and responsibilities of PAs and other healthcare professionals in an urology setting. (SBP PLO-6)
	Urology instructional objective: Choose appropriate billing codes for payment services under the direct supervision of the preceptor in an urology setting (SBP-PLO7)

Urology instructional objective: Identify funding sources and payment systems, including eligible patient populations for Medicaid and Medicare, in an urology setting. (SBP-PLO7)

Urology Rotation Curriculum Integration Table

Rotation Learning Outcome	Assessment Method (Benchmark Requirements)	PAS Program Goal	PAS Program Learning Outcome (ARC-PA)/Student Learning Outcomes (GVSU)
Students will demonstrate medical knowledge of the pathophysiology, etiology, epidemiology, patient presentation, differential diagnosis, diagnostic work-up, patient management, health promotion, and disease prevention for common conditions encountered in urology.	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 urology Clinical Rotation Topics above) commonly encountered in seeking care in an urology 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 perform the following technical skill: demonstrate donning sterile gloving technique	Preceptor Evaluation (80% average score on Patient Care competency section)	Medical Knowledge and Competence in Patient Care	PC #5
Students will document information clearly and appropriately in urology, including acute problem-focused 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, utilize shared decision-making, and provide patient education and patient counseling for patients seeking care in urology.	Preceptor Evaluation (80% average score on Interpersonal and Communication Skills competency section)	Medical Knowledge and Patient Care	ICS #1
		Collaborative Practice	ICS #3
			ICS #5
Students will facilitate difficult health care conversations in urology.	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 urology.	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-	Preceptor Evaluation (80% average score on Practice-Based Learning and Proficiency)	Lifelong Learning	PBLPI #1

improvement, and (c) locate, appraise, and integrate evidence-based studies related to urology.	Improvement competency section)		PBLPI #2 PBLPI #3
In an urology setting, students will (a) promote a safe environment, (b) demonstrate knowledge of quality improvement methodologies and metrics, (c) recognize the unique role of PAs and other health professions, (d) work effectively with other health professionals to provide collaborative, patient-centered care, (e) incorporate considerations of cost awareness and funding, and (g) describe basic health payment systems and practice models.	Preceptor Evaluation (80% average score on Systems-Based Practice competency section)	Medical Knowledge and Patient Care Lifelong Learning Collaborative Practice	SBP #1 SBP #6 SBP #2 SBP #3 SBP #4 SBP #5 SBP #7

Urology Preceptor Evaluation of Student

Urology Preceptor Evaluation of the Student						
What is your group and/or site name (i.e., Corewell Health Greenville Hospital Multispecialty Center - Oak St, Family Medicine)						
Medical Knowledge: This section evaluates the student's ability to demonstrate medical knowledge, clinical reasoning, and problem-solving ability of sufficient breadth and depth to practice medicine as an entry-level physician assistant						
	60%	70%	80%	90%	100%	N/A
	(Failing)	(D+/ C-)	(C+/ B)	(B+/ A-)	(A)	
Student demonstrated medical knowledge in pathophysiology, etiology, and epidemiology for patients seeking medical care for common conditions encountered in urology (MK#2, 3):						
Student demonstrated medical knowledge of patient presentations for common conditions encountered in urology (MK#2,3):						
Student demonstrated medical knowledge of differential diagnosis for patients seeking medical care for common conditions encountered in urology (MK#2,3)						
Student demonstrated medical knowledge of the diagnostic work-up for patients seeking medical care for common conditions encountered in urology (MK#2,3)						
Student demonstrated medical knowledge of patient management strategies for patients seeking medical care for common conditions encountered in urology (MK#2,3):						

Student demonstrated medical knowledge of health promotion and disease prevention for patients seeking medical care for common conditions encountered in urology (MK#2, 3)						
Additional Comments:						
Patient Care: This section evaluates the student's ability to provide person-centered care that includes patient- and setting-specific assessment, evaluation, management, and health promotion.						
	60%	70%	80%	90%	100%	N/A
	(Failing)	(D+/ C-)	(C+/ B)	(B+/ A-)	(A)	
Student elicited a detailed and accurate history for populations encountered in urology (PC#1).						
Student elicited a detailed and accurate history for patients encountered in urology (PC#1).						
Student performed an appropriate physical examination for populations encountered in urology (PC#1).						
Student performed an appropriate physical examination for patients seeking care in urology (PC#1).						
Student demonstrated knowledge of the appropriate use and interpretation of diagnostic testing for populations encountered in urology (PC#3).						
Student demonstrated knowledge of the appropriate use and interpretation of diagnostic testing for patients seeking care in urology (PC#3).						

Student demonstrated knowledge of the appropriate use and interpretation of laboratory studies for populations encountered in urology (PC#3).						
Student demonstrated knowledge of the appropriate use and interpretation laboratory studies for patients seeking care in urology (PC#3).						
Student organized information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for populations encountered in urology (PC#4).						
Student organized information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for patients seeking care in urology (PC#4).						
Student organized information from the interview, diagnostic testing, and physical examination to formulate assessments for symptoms/conditions commonly encountered for populations encountered in urology (PC#4):						
Student organized information from the interview, diagnostic testing, and physical examination to formulate assessments for symptoms/conditions commonly encountered for patients seeking care in urology (PC#4).						
Student organized information from the interview, diagnostic testing, and physical examination to formulate management plans for						

symptoms/conditions commonly encountered for populations encountered in urology (PC#4).						
Student organized information from the interview, diagnostic testing, and physical examination to formulate management plans for symptoms/conditions commonly encountered for patients seeking care in urology (PC#4).						
Student demonstrated basic clinical and technical skills common to urology including (PC#5):						
Demonstrating donning sterile gloving technique						
Selecting appropriate medications						
Selecting appropriate medication dosages						
Prescribe medications.						
Additional Comments:						
Interpersonal and Communication Skills: This section evaluates the student's ability to demonstrate verbal and non-verbal communication skills needed to have respectful, compassionate, and effective conversations with patients, patients' families, and health professionals to exchange information and make medical decisions.						
	60%	70%	80%	90%	100%	N/A
	(Failing)	(D+/ C-)	(C+/ B)	(B+/ A-)	(A)	
Student documented information clearly and appropriately for patient encounters (ICS#2).						
Student listened empathetically and effectively to patients seeking care in urology (ICS#1)						
Student communicated information clearly in urology (ICS#3)						

Student utilized shared decision making for patients seeking care in urology (ICS#5)						
Student provided patient education and counseling for patients seeking care in urology (ICS#5)						
Student facilitated difficult health care conversations in urology (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 urology.						
	60%	70%	80%	90%	100%	N/A
	(Failing)	(D+/ C-)	(C+/ B)	(B+/ A-)	(A)	
Student demonstrated compassion, integrity, and respect to patients seeking care in urology (P#1)						
Student demonstrated patient responsiveness while providing care to patients in urology (P#2)						
Student showed accountability while providing care to patients in urology (P#3)						
Additional Comments:						
Practice-Based Learning and Proficiency Improvement: This section evaluates the student's ability to acquire, appraise, and apply evidence-based medicine to patient care and accurately assess and improve clinical performance based on constant self-evaluation and lifelong learning.						
	60%	70%	80%	90%	100%	N/A
	(Failing)	(D+/ C-)	(C+/ B)	(B+/ A-)	(A)	
Student sought, implemented, and accepted feedback related to undeserved medicine (PBLPI#1)						

Student reflected on their performance to identify strengths and deficiencies in their knowledge and expertise and develop a plan for self-improvement related to urology (PBLPI#2)						
Student located, appraised, and integrated evidence-based studies related to urology (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% (D+/ C-)	80% (C+/ B)	90% (B+/ A-)	100% (A)	N/A
Student promoted a safe environment for patients seeking care in an urology setting (SBP#1)						
Student demonstrated knowledge of quality improvement methodologies and metrics in an urology setting (SBP#2)						
Student recognized the unique roles of PAs and those of other healthcare professions in an urology setting (SBP#3)						
Student worked effectively with other health professionals to provide collaborative, patient-centered care in an urology setting (SBP#4)						
Student worked effectively in an urology setting (SBP#5)						
Student incorporated considerations of cost awareness and funding sources into patients seeking care in an urology setting (SBP#6)						

Student described basic health payment systems and practice models for an urology 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: