

**Elective 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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**Elective 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, Vira
- 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 Rotation Learning Outcomes and Instructional Objectives**

**Upon completion of the Urgent Care clinical rotation,**

<b>Rotation Learning Outcomes</b>	<b>Instructional Objectives</b>
<b>Students will demonstrate medical knowledge of the pathophysiology, etiology, epidemiology, patient presentation, differential diagnosis, diagnostic work-up, patient management, health promotion, and disease prevention for common conditions (listed in Urgent Care Clinical Rotation Topics above) encountered in urgent care for patients seeking medical care for the following age populations: infants, children, adolescents, adults, and elderly.</b>	
	Urgent Care instructional objective: Explain the pathophysiology of the clinical presentations of conditions listed in the Urgent Care Clinical Rotation Topics (above) in adult and elderly patients (MK-PLO3)
	Pediatric Urgent Care instructional objective: Explain the pathophysiology of the clinical presentations of conditions listed in the Urgent Care Clinical Rotation Topics (above) in infants, children, and adolescents (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 adult and elderly patients (MK-PLO3)
	Pediatric Urgent Care instructional objective: Discuss the etiology and epidemiology of clinical conditions listed in the Urgent Care Clinical Rotation Topics (above) in infants, children, and adolescents. (MK-PLO3)
	Urgent Care instructional objective: Identify the patient presentation of conditions listed in the Urgent Care Clinical Rotation Topics (above) in adult and elderly patients. (MK-PLO3)

	Pediatric Urgent Care instructional objective: Identify the patient presentation of conditions listed in the Urgent Care Clinical Rotation Topics (above) in infants, children, and adolescents. (MK-PLO3)
	Urgent Care instructional objective: Differentiate how acute and chronic disease processes listed in the Urgent Care Clinical Rotation Topics (above) may present in adult and elderly populations. (MK-PLO3)
	Pediatric Urgent Care instructional objective: Differentiate how disease processes of conditions listed in the Urgent Care Clinical Rotation Topics (above) may present in the infant, child, adolescent populations. (MK-PLO3)
	Urgent Care instructional objective: Explain the appropriate diagnostic workup of the clinical conditions listed in the Urgent Care Clinical Rotation Topics (above) in adults and elderly. (MK-PLO3)
	Pediatric Urgent Care instructional objective: Explain the appropriate diagnostic workup of the clinical conditions listed in the Urgent Care Clinical Rotation Topics (above) in infants, children, and adolescents. (MK-PLO3)
	Urgent Care instructional objective: Formulate a differential diagnosis for patient presentations of conditions listed in the Urgent Care Clinical Rotation Topics (above) in adult and elderly patients. (MK-PLO3)
	Pediatric Urgent Care instructional objective: Formulate a differential diagnosis for patient presentations of conditions listed in the Urgent Care Clinical Rotation Topics (above) in infants, children, and adolescents. (MK-PLO3)
	Urgent Care instructional objective: Compare and contrast the risks and benefits of diagnostic studies and treatment plans for conditions listed in the Urgent Care Clinical Rotation Topics (above) in adult and elderly populations. (MK-PLO3)

	Pediatric Urgent Care instructional objective: Compare and contrast the risks and benefits of diagnostic studies and treatment plans for conditions listed in the Urgent Care Clinical Rotation Topics (above) in infant, child, and adolescent populations. (MK-PLO3)
	Urgent Care instructional objective: Summarize the indications and contraindications of procedures commonly used in the treatment of conditions listed in the Urgent Care Clinical Rotation Topics (above). (MK PLO-2)
	Urgent Care instructional objective: Compare and contrast the risks and benefits of procedures indicated for conditions listed in the Urgent Care Clinical Rotation Topics (above) for adult and elderly patients. (MK PLO-3)
	Pediatric Urgent Care instructional objective: Compare and contrast the risks and benefits of procedures indicated for conditions listed in the Urgent Care Clinical Rotation Topics (above) for infants, children, and adolescents. (MK PLO-3)
	Urgent Care instructional objective: Outline the appropriate management of the clinical conditions listed in the Urgent Care Clinical Rotation Topics (above) in adult and elderly patients. (MK-PLO3)
	Pediatric Urgent Care instructional objective: Outline the appropriate management of the clinical conditions listed in the Urgent Care Clinical Rotation Topics (above) in infants, children, and adolescents. (MK-PLO3)
	Urgent Care instructional objective: Identify the common medication problems specific to the adult and elderly populations, including polypharmacy, potential toxic interactions of drugs, compliance issues, and the complexity of new medication prescribing. (MK-PLO3)

	Pediatric Urgent Care instructional objective: Identify the common medication problems specific to infant, child, and adolescent populations, including dosing, potential toxic effects 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 the clinical conditions listed in the Urgent Care Clinical Rotation Topics (above) in adult and elderly patients. (MK-PLO3)
	Pediatric Urgent Care instructional objective: Describe health promotion in relation to the management of clinical conditions listed in the Urgent Care Clinical Rotation Topics (above) in infants, children, and adolescents. (MK-PLO3)
	Urgent Care instructional objective: Recognize when it is appropriate to obtain informed consent for adult and elderly patients.
	Pediatric Urgent Care instructional objective: Recognize when it is appropriate to obtain informed consent for infants, children, and adolescents. (MK-PLO3)
	Urgent Care instructional objective: Identify signs of abuse and how to report suspected abuse in adult and elderly patients. (MK PLO-3)
	Pediatric Urgent Care instructional objective: Identify signs of abuse and how to report suspected abuse in infants, children, and adolescents. (MK PLO-3)
	Urgent Care instructional objective: Describe major age-related changes in body composition and function that affect the pharmacokinetic process in adult and elderly patients. (MK-PLO2)
	Pediatric Urgent Care instructional objective: Describe major age-related changes in body composition and function that affect the pharmacokinetic process in

	infants, children, and adolescents. (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 for adult and elderly patients. (MK PLO-3)
	Pediatric 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 for infants, children, and adolescents. (MK PLO-3)
	Urgent Care instructional objective: Interpret and apply healthcare guidelines for asthma, COPD, Diabetes, Hypertension, Hyperlipidemia, Heart Failure, Stable Angina, and Pneumonia in adult and elderly patients. (MK PLO-3)
	Pediatric Urgent Care instructional objective: Interpret and apply healthcare guidelines for asthma, Diabetes, and Pneumonia in infants, children, and adolescents. (MK PLO-3)
	Urgent Care instructional objective: Select appropriate prescription medication(s) and dosing for the treatment of conditions listed in the Urgent Care Clinical Rotation Topics (above) in adult and elderly patients. (MK PLO-3)
	Pediatric Urgent Care instructional objective: Select appropriate prescription medication(s) and dosing for the treatment of conditions in infants, children, and adolescents. (MK PLO-3)

	Urgent Care instructional objective: Actively participate in the management of adult and elderly patients. (MK- PLO3)
	Pediatric Urgent Care instructional objective: Actively participate in the management of infants, children, and adolescents. (PC- PLO4)
<b>Students will elicit a detailed and accurate patient history, perform an appropriate physical examination, appropriately use and interpret diagnostic testing and laboratory studies, and formulate differential diagnoses and assessment plans for symptoms/conditions (listed in Urgent Care Clinical Rotation Topics above) commonly encountered in infant, children, adolescent, adult, and elderly patients seeking acute care.</b>	
	Urgent Care instructional objective: Demonstrate an age-appropriate problem-focused history and physical exam for acute and chronic conditions in adult and elderly patients in an Urgent Care setting. (PC PLO-1, PC-PLO-2)
	Pediatric Urgent Care instructional objective: Demonstrate an age-appropriate problem-focused history and physical exam for acute and chronic conditions on an infant, child, and adolescent in an Urgent Care setting. (PC-PLO1, PC-PLO2)
	Urgent Care instructional objective: Select and interpret appropriate diagnostic and laboratory studies related to acute and chronic care for conditions listed in the Urgent Care Clinical Rotation Topics (above) in adult and elderly patients in an Urgent Care setting. (PC-PLO3)
	Pediatric Urgent Care instructional objective: Select and interpret appropriate diagnostic and laboratory studies related to acute and chronic care for conditions listed in the Urgent Care Clinical Rotation Topics (above) in infants, children, and adolescents in an Urgent Care setting. (PC-PLO3)

	Urgent Care instructional objective: Formulate an appropriate differential diagnosis for acute and chronic conditions based on history, physical examination, diagnostic data, and clinical reasoning for adult and elderly patients in an Urgent Care setting. (PC-PLO4)
	Pediatric Urgent Care instructional objective: Formulate an appropriate differential diagnosis for acute and chronic conditions based on history, physical examination, diagnostic data, and clinical reasoning for infants, children, and adolescents in an Urgent Care setting. (PC-PLO4)
	Urgent Care instructional objective: Develop an appropriate assessment, management care plan, and disposition of adult and elderly patients, given all pertinent medical data, including history, physical exam, laboratory, and diagnostic data in an Urgent Care setting. (PC-PLO4)
	Pediatric Urgent Care instructional objective: Develop an appropriate assessment, management care plan, and disposition of infants, children, and adolescents, 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 acute and chronic care needs into comprehensive, patient-centered management plans for adult and elderly patients in an Urgent Care setting. (PC-PLO4)
	Pediatric Urgent Care instructional objective: Integrate acute and chronic care needs into comprehensive, patient-centered management plans for infants, children, and adolescents in an Urgent Care setting. (PC-PLO4)

	Urgent Care instructional objective: Actively participate in the management of adult and elderly patients with acute and chronic conditions listed in the Urgent Care Clinical Rotation Topics (above) in an Urgent Care setting. (PC- PLO4)
	Pediatric Urgent Care instructional objective: Actively participate in the management of infants, children, and adolescents with acute and chronic conditions listed in the Urgent Care Clinical Rotation Topics (above) in an Urgent Care setting. (PC- PLO4)
	Urgent Care instructional objective: Analyze results of Michigan Automated Provider (MAPS). (PC-PLO3)
<b>Students will-document information clearly and appropriately in urgent care, including acute problem-focused encounters.</b>	
	Urgent Care instructional objective: Document an acute problem-focused medical note for adult and elderly patients, ensuring specific attention to the distinct needs of each age group. (ICS-PLO2)
	Pediatric Urgent Care instructional objective: Document an acute problem-focused medical note for infant, child, and adolescent patients, ensuring specific attention to the distinct needs of each age group. (ICS-PLO2)
	Urgent Care instructional objective: Document a chronic problem-focused medical note for adult and elderly patients, ensuring specific attention to the distinct needs of each age group. (ICS-PLO2)
	Pediatric Urgent Care instructional objective: Document a chronic problem-focused medical note for infant, child, and adolescent 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 acute and chronic care 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)
<b>Students will listen empathetically and effectively, communicate clearly, utilize shared decision-making, and provide patient education and patient counseling for patients seeking care in urgent care.</b>	
	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)
<b>Students will facilitate difficult health care conversations in urgent care.</b>	
	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)
<b>Students will demonstrate compassion, integrity, respect, patient responsiveness, and accountability while providing care to patients in urgent care.</b>	
	Underserved medicine 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)
<b>Students will, (a) seek, implement, and accept feedback, (b) reflect on performance and develop plans for self-improvement, and (c) locate, appraise, and integrate evidence-based studies related to urgent care.</b>	
	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)

<p><b>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.</b></p>	
	<p>Urgent Care instructional objective: Operate under the rules of HIPAA to preserve patient confidentiality in an urgent care setting. (SBP PLO-1)</p>
	<p>Urgent Care instructional objective: Practice according to policy and procedures set forth by the health care facility. (SBP PLO-1)</p>
	<p>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)</p>
	<p>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)</p>
	<p>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)</p>
	<p>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)</p>

	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, including their contributions to population health, care coordination, and

	cost reduction through preventive services and chronic disease management. (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**

<b>Rotation Learning Outcome</b>	<b>Assessment Method (Benchmark Requirements)</b>	<b>PAS Program Goal</b>	<b>PAS Program Learning Outcome (ARC-PA)/Student Learning Outcomes (GVSU)</b>
Students will demonstrate medical knowledge of the pathophysiology, etiology, epidemiology, patient presentation, differential diagnosis, diagnostic work-up, patient management, health promotion, and disease prevention for common conditions (listed in Urgent Care Clinical Rotation Topics above) encountered in urgent care for patients seeking medical care for the following age populations: infants, children, adolescents, adults, and elderly.	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 infant, children, adolescent, adult, and elderly patients seeking acute care.	Preceptor Evaluation (80% average score on Patient Care competency section)	Medical Knowledge and Competence in Patient Care	PC #1
			PC #2
			PC #3
			PC #4
Students will document information clearly and appropriately in urgent care, including acute problem-focused encounters.	Preceptor Evaluation (80% average score on Interpersonal and Communication	Medical Knowledge and Patient Care	ICS#2

	Skills competency section)		
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.	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 providing care to patients in urgent 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 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	Preceptor Evaluation (80% average score on Systems-Based Practice competency section)	Medical Knowledge and Patient Care	SBP #1
			SBP #6
		Lifelong Learning	SBP #2
		Collaborative Practice	SBP #3
			SBP #4
			SBP #5
			SBP #7

considerations of cost awareness and funding, and (g) describe basic health payment systems and practice models.			
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## 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)					
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 medical care for common conditions encountered in urgent care for the following age populations (MK#2, 3):					
Infants					
Children					
Adolescents					
Adults					
Elderly					
Student demonstrated medical knowledge of patient presentations for common conditions encountered in urgent care for the following age populations (MK#2,3):					
Infants					
Children					
Adolescents					
Adults					
Elderly					
Student demonstrated medical knowledge of differential diagnosis for patients seeking medical care for common conditions encountered in urgent care for the following age populations (MK#2,3)					
Infants					
Children					
Adolescents					

Adults					
Elderly					
Student demonstrated medical knowledge of the diagnostic work-up for patients seeking medical care for common conditions encountered in urgent care for the following age populations (MK#2,3)					
Infants					
Children					
Adolescents					
Adults					
Elderly					
Student demonstrated medical knowledge of patient management strategies for patients seeking medical care for common conditions encountered in urgent care for the following age populations (MK#2,3):					
Infants					
Children					
Adolescents					
Adults					
Elderly					
Student demonstrated medical knowledge of health promotion and disease prevention for patients seeking medical care for common conditions encountered in urgent care for the following age populations (MK#2, 3)					
Infants					
Children					
Adolescents					
Adults					
Elderly					
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.					
		70%	80%	90%	100%

	60% (Failing)	(D+/ C-)	(C+/ B)	(B+/ A-)	(A)
Student elicited a detailed and accurate history for the following populations encountered in urgent care (PC#1):					
Infant					
Children					
Adolescents					
Adult					
Elderly					
Student elicited a detailed and accurate history for patients seeking acute care (PC#1)					
Student performed an appropriate physical examination for the following populations encountered in urgent care (PC#1):					
Infant					
Children					
Adolescents					
Adult					
Elderly					
Student performed an appropriate physical examination for patients seeking acute care (PC#1)					
Student demonstrated knowledge of the appropriate use and interpretation of diagnostic testing for the following populations encountered in urgent care (PC#3):					
Infant					
Children					
Adolescents					
Adult					
Elderly					
Student demonstrated knowledge of the appropriate use and interpretation of diagnostic testing for patients seeking acute care (PC#3)					
Student demonstrated knowledge of the appropriate use and interpretation of laboratory studies for the following populations encountered in urgent care (PC#3):					

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

symptoms/conditions commonly encountered for the following populations encountered in urgent care (PC#4):					
Infant					
Children					
Adolescents					
Adult					
Elderly					
Student organized information from the interview, diagnostic testing, and physical examination to formulate management plans for symptoms/conditions commonly encountered for patients seeking acute care (PC#4)					
Interpersonal and Communication Skills: This section evaluates the student's ability to demonstrate verbal and non-verbal communication skills needed to have respectful, compassionate, and effective conversations with patients, patients' families, and health professionals to exchange information and make medical decisions.					
	60% (Failing)	70% (D+/ C-)	80% (C+/ B)	90% (B+/ A-)	100% (A)
Student documented information clearly and appropriately for acute problem-focused encounters in urgent care (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.					

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% (Failing)	70%	80%	90%	100%
		(D+/ C-)	(C+/ B)	(B+/ A-)	(A)
Student sought, implemented, and accepted feedback related to urgent care (PBLPI#1)					
Student reflected on their performance to identify strengths and deficiencies in their knowledge and expertise and develop a plan for self-improvement related to 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% (Failing)	70%	80%	90%	100%
		(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:					

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: