



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

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Emergency Medicine Clinical Rotation Topics



Emergency Medicine End of Rotation™ EXAM TOPIC LIST

CARDIOVASCULAR

Acute/subacute bacterial endocarditis	Heart failure
Angina	Hypertensive emergencies
Arrhythmias	Hypotension (cardiogenic shock, orthostatic hypotension)
Cardiac tamponade	Orthopnea
Chest pain	Palpitations
Conduction disorders (atrial fibrillation/flutter, supraventricular tachycardia, bundle branch block, ventricular tachycardia/fibrillation, premature beats)	Pericardial effusion
Coronary heart disease (non-ST acute myocardial infarction, ST segment elevation acute myocardial infarction, angina pectoris, unstable angina, Prinzmetal/variant angina)	Peripheral vascular disease
Dyspnea on exertion	Syncope
Edema	Valvular disease (aortic stenosis, aortic regurgitation, mitral stenosis, mitral regurgitation)
	Vascular disease (aortic aneurysm/dissection, arterial occlusion/thrombosis, phlebitis)

ORTHOPEDICS/RHEUMATOLOGY

Back strain/sprain	Herniated disk
Bursitis/tendonitis	Low back pain
Cauda equina	Osteomyelitis
Costochondritis	Pain
Ecchymosis/erythema	Septic arthritis
Fractures/dislocations (shoulder, forearm/wrist/hand, hip, knee, ankle/foot)	Soft tissue injuries
Gout	Sprains/strains
	Swelling/deformity



GASTROINTESTINAL/NUTRITIONAL

Abdominal pain	Giardiasis and other parasitic infections
Acute appendicitis	Heartburn
Acute cholecystitis	Hematemesis
Acute hepatitis	Hemorrhoids (thrombosed)
Acute pancreatitis	Hernia (incarcerated/strangulated)
Anal fissure/fistula/abscess	Infectious diarrhea
Anorexia	Inflammatory bowel disease/toxic megacolon
Change in bowel habits/diarrhea/constipation	Ischemic bowel disease
Cholangitis	Jaundice
Cirrhosis	Mallory-Weiss tear
Diarrhea/constipation	Melena; bleeding per rectum
Diverticular disease	Nausea/vomiting
Esophagitis	Obstruction (small bowel, large bowel, volvulus)
Gastritis	Peptic ulcer disease
Gastroenteritis	
Gastrointestinal bleeding	

PULMONOLOGY

Acute bronchiolitis	Pleural effusion
Acute bronchitis	Pleuritic chest pain
Acute epiglottitis	Pneumonia (bacterial, viral, fungal, human immunodeficiency virus-related)
Acute respiratory distress syndrome	Pneumothorax
Asthma	Pulmonary embolism
Croup	Respiratory syncytial virus
Foreign body aspiration	Shortness of breath
Hemoptysis	Tuberculosis
Influenza	Wheezing
Lung cancer	
Pertussis	



NEUROLOGY

Altered level of consciousness/coma	Numbness/paresthesia
Bell palsy	Seizure (symptom)
Encephalitis	Seizure disorders
Epidural/subdural hematoma	Spinal cord injury
Guillain-Barré syndrome	Status epilepticus
Head trauma/concussion/contusion	Stroke
Headache (migraine, cluster, tension)	Subarachnoid hemorrhage/cerebral aneurysm
Intracerebral hemorrhage	Syncope
Loss of consciousness/change in mental status	Transient ischemic attack
Loss of coordination/ataxia	Vertigo
Loss of memory	Weakness/paralysis
Meningitis	

ENOT/OPHTHALMOLOGY

Acute laryngitis	Hyphema
Acute otitis media	Labyrinthitis
Acute pharyngitis (viral, bacterial)	Macular degeneration (wet)
Acute sinusitis	Mastoiditis
Allergic rhinitis	Nasal congestion
Barotrauma	Optic neuritis
Blepharitis	Orbital cellulitis
Blow-out fracture	Otitis externa
Conjunctivitis	Papilledema
Corneal abrasion/ulcer	Peritonsillar abscess
Dacryoadenitis	Retinal detachment
Dental abscess	Retinal vein occlusion
Ear pain	Sore throat
Epiglottitis	Trauma/hematoma (external ear)
Epistaxis	Tympanic membrane perforation
Foreign body (eye, ear, nose)	Vertigo
Glaucoma (acute angle closure)	Vision loss

UROLOGY/RENAL

Acid/base disorders	Incontinence
Acute renal failure	Nephrolithiasis



Cystitis
Dysuria
Epididymitis
Fluid and electrolyte disorders
Glomerulonephritis
Hematuria
Hernias

Orchitis
Prostatitis
Pyelonephritis
Suprapubic/flank pain
Testicular torsion
Urethritis

DERMATOLOGY

Bullous pemphigoid
Burns
Cellulitis
Dermatitis (eczema, contact)
Discharge
Drug eruptions
Erysipelas
Herpes zoster
Impetigo
Itching

Lice
Pilonidal disease
Pressure sores
Rash
Scabies
Spider bites
Stevens-Johnson syndrome
Toxic epidermal necrolysis
Urticaria
Viral exanthems

ENDOCRINOLOGY

Adrenal insufficiency
Cushing disease
Diabetes insipidus
Diabetes mellitus
Diabetic ketoacidosis
Heat/cold intolerance
Hyperparathyroidism

Hyperthyroidism
Hypothyroidism
Nonketotic hyperglycemia
Palpitations
Thyroiditis
Tremors

OBSTETRICS/GYNECOLOGY

Amenorrhea
Dysfunctional uterine bleeding
Ectopic pregnancy
Endometriosis
Fetal distress

Pelvic inflammatory disease
Pelvic pain/dysmenorrhea
Placenta abruption
Placenta previa
Premature rupture of membranes

Emergency Medicine Clinical and Technical Skills	
Clinical Skills	
	Elicit a detailed and accurate patient history on adult (18-64 yrs) and elderly (≥ 65 yrs) patients in an emergency department setting (RLO2)
	Elicit a detailed and accurate patient history for patients seeking acute and emergent care in an emergency department setting (RLO2)
	Perform an appropriate physical examination in an emergency department setting (RLO2)
	Perform an appropriate physical examination for patients seeking acute and emergent care in an emergency department setting (RLO2)
	Document acute problem-focused encounters (RLO4)
	Document emergent problem-focused encounters (RLO4)
	Select appropriate medications (RLO3)
	Select appropriate dose for medications (RLO3)
	Prescribe medications for acute and emergent conditions. (RLO3)
Technical Skills	
	Select and administer local anesthetic for minor procedures (RLO3, Clinical and Technical Skills Checklist)
	Perform incision and drainage (RLO3, Clinical and Technical Skills Checklist)
	Set up and maintain a sterile field (RLO3, Clinical and Technical Skills Checklist)
	Demonstrate safe and effective wound closure using staples (RLO3, Clinical and Technical Skills Checklist)
	Demonstrate safe and effective wound closure using sutures (RLO3, Clinical and Technical Skills Checklist)

Emergency Medicine Rotation Learning Outcomes and Instructional Objectives

Upon completion of the emergency medicine clinical rotation,

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 (listed in Emergency Medicine Clinical Rotation Topics above) for patients seeking medical care.	
	Emergency medicine instructional objective: Explain the pathophysiology of the clinical presentations of conditions listed in the Emergency Medicine Clinical Rotation Topics (above) (MK-PLO3)
	Emergency medicine instructional objective: Describe the etiology and epidemiology of the clinical conditions listed in the Emergency Medicine Clinical Rotation Topics (above) (MK-PLO3)
	Emergency medicine instructional objective: Identify the patient presentation of conditions listed in the Emergency Medicine Clinical Rotation Topics (above). (MK-PLO3)
	Emergency medicine instructional objective: Differentiate how disease processes of conditions listed in the Emergency Medicine Clinical Rotation Topics (above) may present. (MK-PLO3)
	Emergency Medicine instructional objective: Explain the appropriate diagnostic workup of the clinical conditions listed in the Emergency Medicine Clinical Rotation Topics (above). (MK-PLO3)
	Emergency medicine instructional objective: Formulate a differential diagnosis for patient presentations of conditions listed in the Emergency Medicine Clinical Rotation Topics (above). (MK-PLO3)

	Emergency medicine instructional objective: Compare and contrast the risks and benefits of diagnostic studies and treatment plans for conditions listed in the Emergency Medicine Clinical Rotation Topics (above). (MK-PLO3)
	Emergency medicine instructional objective: Summarize the indications and contraindications of procedures commonly used in the Emergency department for the treatment of conditions listed in the Emergency Medicine Clinical Rotation Topics (above). (MK PLO-2)
	Emergency medicine instructional objective: Compare and contrast the risks and benefits of procedures indicated for conditions listed in the Emergency Medicine Clinical Rotation Topics (above). (MK PLO-3)
	Emergency medicine instructional objective: Outline the appropriate patient management of the clinical conditions listed in the Emergency Medicine Clinical Rotation Topics (above). (MK-PLO3)
	Emergency medicine instructional objective: Identify common medication problems, including polypharmacy, potential toxic interactions of drugs, compliance issues, and the complexity of new medication prescribing. (MK-PLO3)
	Emergency medicine instructional objective: Describe health promotion in relation to the management of the clinical conditions listed in the Emergency Medicine Clinical Rotation Topics (above). (MK-PLO3)
	Emergency medicine instructional objective: Describe disease prevention for clinical conditions listed in the Emergency Medicine Clinical Rotation Topics (above). (MK-PLO3)
	Emergency medicine instructional objective: Interpret and apply immunization guidelines. (MK PLO-3)
	Emergency medicine instructional objective: Recognize when it is appropriate to obtain informed consent.

	Emergency medicine instructional objective: Identify signs of abuse and how to report suspected abuse. (MK PLO-3)
	Emergency medicine instructional objective: Describe major age-related changes in body composition and function that affect the pharmacokinetic process. (MK-PLO2)
	Emergency medicine instructional objective: Discuss medications commonly used for the treatment of conditions listed in the Emergency Medicine Clinical Rotation Topics (above), including indications, contraindications, possible drug interactions, mechanism of action, most common side effects, need for laboratory monitoring, and appropriate dosage. (MK PLO-3)
	Emergency medicine instructional objective: Interpret and apply healthcare guidelines for asthma, COPD, Diabetes, Hypertension, Hyperlipidemia, Heart Failure, Stable Angina, and Pneumonia. (MK PLO-3)
	Emergency medicine instructional objective: Select appropriate prescription medication(s) and dosing for the treatment of conditions as listed in the Emergency Medicine Clinical Rotation Topics (above). (MK PLO-3)
	Emergency medicine instructional objective: Actively participate in the management of patients. (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, assessments, and management plans for symptoms/conditions (listed in Emergency Medicine Clinical Rotation Topics above) commonly encountered in patients seeking acute and emergent care in an emergency department setting.	
	Emergency medicine instructional objective: Demonstrate an age-appropriate problem-focused history and physical exam for emergent and acute conditions in adult and

	elderly patients in an emergency department setting. (PC PLO-1, PC-PLO-2)
	Emergency medicine instructional objective: Select and interpret appropriate diagnostic and laboratory studies related to emergent and acute care for conditions listed in the Emergency Medicine Clinical Rotation Topics (above) in adult and elderly patients in an emergency department setting. (PC-PLO3)
	Emergency medicine instructional objective: Formulate an appropriate differential diagnosis for emergent and acute conditions based on history, physical examination, diagnostic data, and clinical reasoning for adult and elderly patients in an emergency department setting. (PC-PLO4)
	Emergency medicine 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 emergency department setting. (PC-PLO4)
	Emergency medicine instructional objective: Integrate acute and emergent care needs into comprehensive, patient-centered management plans for adult and elderly patients in an emergency department setting. (PC-PLO4)
	Emergency medicine instructional objective: Actively participate in the management of adult and elderly patients with emergent and acute conditions listed in the Emergency Medicine Clinical Rotation Topics (above) in the emergency department setting. (PC-PLO4)
Students will proficiently demonstrate the clinical and technical skills essential for emergency medicine practice, as outlined in the Emergency Medicine and Pediatric Clinical and Technical Skills list.	

	Emergency medicine instructional objective: Select and administer appropriate anesthetic agents and techniques, including local infiltration, to ensure adequate anesthesia for minor procedures. (PC-PLO5)
	Emergency medicine instructional objective: Demonstrate proficiency in incision and drainage (I&D) procedures by recognizing indications, preparing and positioning the patient, selecting appropriate incision sites, assembling supplies, and ensuring complete drainage while assessing for foreign bodies and necrotic tissue. (PC-PLO5)
	Emergency medicine instructional objective: Apply principles of sterile technique by setting up and maintaining a sterile field, preparing and opening sterile packages, performing open-gloving, draping the procedure area, and ensuring sterility throughout the process. (PC-PLO5)
	Emergency medicine instructional objective: Select appropriate suture material, needle size, and technique based on wound characteristics and location. (PC-PLO5)
	Emergency medicine instructional objective: Insert staples accurately and evenly across the wound, maintaining appropriate wound edge apposition.
	Emergency medicine instructional objective: Demonstrate appropriate wound closure techniques by selecting suitable methods based on wound type, approximating edges using sutures, and performing a final inspection to ensure proper alignment and absence of tension or gaps. (PC-PLO5)
	Emergency medicine instructional objective: Prescribe medications for acute and emergent conditions. (MK PLO-3)
	Emergency medicine instructional objective: Assess the patient's clinical condition, select appropriate medication based on diagnosis and guidelines, and adjust medication selection and dosage based on age, weight, comorbidities, and contraindications. (PC-PLO5)

Students will document information clearly and appropriately in emergency medicine, including acute and emergent problem-focused encounters.	
	Emergency medicine instructional objective: Document an acute and emergent problem-focused medical note. (ICS-PLO2)
	Emergency medicine instructional objective: Document information clearly and accurately at an appropriate level for patients, colleagues, and teachers. (ICS-PLO2)
	Emergency medicine instructional objective: Document information in a timely manner to facilitate rapid decision-making and continuity of care in emergency medicine settings (ICS-PLO2)
Students will listen empathetically and effectively, communicate clearly, utilize shared decision-making, and provide patient education and counseling for patients seeking care in emergency medicine.	
	Emergency medicine instructional objective: Utilize open-ended questions, active listening, and empathetic communication to elicit patient preferences, values, goals, and concerns while providing space for patients to fully articulate their thoughts without interruption. (ICS-PLO1)
	Emergency medicine instructional objective: Communicate complex medical information clearly and comprehensively, using plain language and avoiding medical jargon, while tailoring the content and delivery to the patient's level of understanding and health literacy. (ICS-PLO3)
	Emergency medicine instructional objective: Deliver clear, concise, and well-organized oral case presentations using a structured format, ensuring the inclusion of pertinent patient information to effectively communicate with preceptors and the healthcare team, fostering collaboration and continuity of care. (ICS-PLO3)

	Emergency medicine 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)
	Emergency medicine instructional objective: Collaborate with the patient and family to identify realistic goals develop a shared understanding of diagnoses and treatment options and explain the risks and benefits of diagnostic studies and treatments, while demonstrating empathetic listening to clarify misconceptions and address concerns or fears. (ICS PLO-5)
	Emergency medicine 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 emergency medicine (ICS-PLO5)
	Emergency medicine instructional objective: Provide patient-centered counseling that addresses emotional, psychological, and social concerns (ICS-PLO5)
	Emergency medicine instructional objective: Assess patient understanding of medical information and treatment plans and address any gaps in comprehension (ICS-PLO3)
Students will facilitate difficult health care conversations in the emergency medicine.	
	Emergency medicine instructional objective: Establish rapport and trust with patients and their family members by demonstrating empathy, active listening, and respect for their emotions, perspectives, and concerns while maintaining professionalism and objectivity. (ICS PLO-4)
	Emergency medicine instructional objective: Create a supportive environment conducive to open and honest dialogue, ensuring that the patient and their family feel comfortable expressing their thoughts, emotions, and preferences. (ICS PLO-4)

	Emergency medicine instructional objective: Demonstrate sensitivity and cultural competence in addressing sensitive topics, such as end-of-life care, or difficult treatment decisions, while respecting diverse perspectives and values. (ICS PLO-4)
	Emergency medicine instructional objective: Provide emotional support and connect patients and their families with appropriate resources to help them cope with difficult emotions and navigate the healthcare system effectively. (ICS PLO-4)
Students will demonstrate compassion, integrity, respect, patient responsiveness, and accountability while providing care to patients in emergency medicine.	
	Emergency 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)
	Emergency medicine instructional objective: Respect patient confidentiality and privacy, ensuring that sensitive information is handled appropriately and securely. (P-PLO1)
	Emergency medicine instructional objective: Use inclusive language and cultural sensitivity when interacting with patients and their families to foster trust and respect. (P-PLO1)
	Emergency medicine instructional objective: Exhibit professionalism in interactions with patients, families, and healthcare team members, including maintaining appropriate dress, punctual attendance, and a professional attitude in all clinical settings. (P-PLO1)
	Emergency medicine instructional objective: Prioritize patient care over personal comfort or preferences, demonstrating a willingness to adjust schedules or extend work hours to accommodate patient needs. (P-PLO2)

	Emergency medicine instructional objective: Demonstrate flexibility, attentiveness, and responsiveness in addressing patient concerns and unexpected changes. (P-PLO2)
	Emergency medicine instructional objective: Take accountability for actions, decisions, and the quality of care provided, ensuring continuous evaluation and improvement. (P-PLO3)
	Emergency medicine instructional objective: Evaluate and integrate community resources to support patient care in emergency medicine. (P PLO-3)
	Emergency medicine instructional objective: Demonstrate motivation and desire to learn. (P PLO-3)
	Emergency medicine instructional objective: Demonstrate knowledge of the legal and regulatory requirements of the role of a physician assistant. (P-PLO4)
	Emergency medicine instructional objective: Exhibit integrity by adhering to ethical standards, acting with honesty, and maintaining professional accountability in all interactions and decisions." (P-PLO1)
Students will (a) seek, implement, and accept feedback, (b) reflect on performance and develop plans for self-improvement, and (c) locate, appraise, and integrate evidence-based studies related to emergency medicine.	
	Emergency medicine instructional objective: Proactively seek feedback from their preceptor on clinical performance, communication skills, and professional behavior, demonstrating openness to constructive criticism and willingness to apply it to improve. (PBL PI-PLO1)
	Emergency medicine instructional objective: Develop action plans based on feedback including specific goals and timelines for implementation. (PBL PI-PLO1)

	Emergency medicine instructional objective: Recognize personal and professional limitations, and locate assistance from preceptors, colleagues, and reference materials to address areas needing improvement. (PBL PI-PLO1)
	Emergency medicine instructional objective: Monitor progress towards goals over time, adjusting action plans as necessary based on ongoing reflection and feedback. (PBL PI PLO-2)
	Emergency instructional objective: Develop the ability to learn from practice. (PBL PI PLO-2)
	Emergency medicine instructional objective: Demonstrate lifelong learning by interpreting independent readings, assessing medical evidence, and applying decision-making tools to provide evidence-based patient care concerning patient care in emergency medicine. (PBL PI-PLO3)
	Emergency medicine instructional objective: Recognize the importance of lifelong learning in the medical field. (PBL PI PLO-3)
	Emergency medicine 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)
	Emergency medicine instructional objective: Utilize medical information technology to access and appraise online medical resources, enhance personal education, support clinical decision-making, and educate patients. (PBL PI PLO-3)
In an emergency department 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.	
	Emergency medicine instructional objective: Operate under the rules of HIPAA to preserve patient confidentiality in an emergency department setting. (SBP PLO-1)
	Emergency medicine instructional objective: Practice according to policy and procedures set forth by the health care facility. (SBP PLO-1)
	Emergency medicine instructional objective: Identify barriers and challenges to implementing quality improvement initiatives in an emergency department setting and propose strategies to overcome them. (SBP PLO-2)
	Emergency medicine instructional objective: Discuss the appropriate use of controlled substances and statewide tracking systems to ensure ethical and legal patient care in an emergency medicine setting. (SBP PLO-2)
	Emergency medicine instructional objective: Encourage a culture of safety and collaboration within the healthcare team by promoting open communication, error reporting, mutual respect, and teamwork while providing patient-centered care in an emergency department setting. (SBP-PLO3)
	Emergency medicine instructional objective: Identify the steps of the referral process for patients and the roles of other healthcare professionals in the participation of your patient's care in an emergency department setting. (SBP-PLO3)
	Emergency medicine instructional objective: Employ a professional relationship with the preceptors and other health care team members in an emergency department setting. (SBP-PLO4)

	Emergency medicine instructional objective: Efficiently manage patient flow and patient schedule to optimize access to care and minimize wait times for patients seeking emergency department setting. (SBP-PLO5)
	Emergency medicine instructional objective: Communicate effectively with administrative staff, medical assistants, and other members of the healthcare team to coordinate patient care activities and ensure smooth health care operations in an emergency department setting. (SBP-PLO4, SBP-PLO5)
	Emergency medicine instructional objective: Evaluate cost-effective healthcare resources that do not compromise the quality of care for patients in an emergency department setting. (SBP PLO-6)
	Emergency medicine instructional objective: Discuss treatment options for patient care in an unbiased manner, considering both clinical effectiveness and cost implications and involving patients in shared decision-making in an emergency department setting. (SBP PLO-6)
	Emergency medicine instructional objective: Educate patients about potential out-of-pocket expenses, insurance coverage limitations, and available resources for financial assistance or cost savings programs. (SBP PLO-6)
	Emergency medicine instructional objective: Describe common practice models for emergency departments. (SBP PLO-6)
	Emergency medicine instructional objective: Demonstrate an understanding of the roles and responsibilities of PAs and other healthcare professionals in an emergency medicine setting, including their contributions to population health, care coordination, and cost reduction through preventive services and chronic disease management. (SBP PLO-6)
	Emergency medicine instructional objective: Choose appropriate billing codes for payment services under the direct supervision of the preceptor in an emergency department setting. (SBP-PLO7)

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

Emergency Medicine Rotation Curriculum Integration Table

Rotation Learning Outcome	Assessment Method (Benchmark Requirements)	PAS Program Goal	PAS Program Learning Outcome (ARC-PA)/Student Learning Outcomes (GVSU)
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 Emergency Medicine Clinical Rotation Topics above) for patients seeking medical care.	Preceptor Evaluation (80% average score on Medical Knowledge competency section)	Medical Knowledge and Competence in Patient Care	MK #2
	End-of-rotation examination ($\geq 70\%$)		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, assessments, and management plans for symptoms/conditions (listed in Emergency Medicine Clinical Rotation Topics above) commonly	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

encountered in patients seeking acute and emergent care in an emergency department setting.			
Students will proficiently demonstrate the clinical and technical skills essential for emergency medicine practice, as outlined in the Emergency Medicine Clinical and Technical Skills list.	Preceptor Evaluation (80% average score on Patient Care competency section)	Medical Knowledge and Competence in Patient Care	PC #5
	Clinical and Technical Skills Checklist (Pass/Fail)		
Students will document information clearly and appropriately in emergency medicine, including acute and emergent 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 counseling for patients seeking care in emergency medicine.	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 the emergency medicine.	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 emergency medicine.	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 emergency medicine.	Preceptor Evaluation (80% average score on Practice-Based Learning and Proficiency Improvement competency section)	Lifelong Learning	PBLPI #1
			PBLPI #2
			PBLPI #3
In an emergency department 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-	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

centered care, (e) incorporate considerations of cost awareness and funding, and (g) describe basic health payment systems and practice models.			
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Emergency Medicine Preceptor Evaluation of the Student

Emergency Medicine 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 emergency medicine (MK#2, 3).						
Student demonstrated medical knowledge of patient presentations for common conditions encountered in emergency medicine (MK#2,3).						
Student demonstrated medical knowledge of differential diagnosis for patients seeking medical care for common conditions encountered in emergency medicine (MK#2,3).						
Student demonstrated medical knowledge of the diagnostic work-up for patients seeking medical care for common conditions encountered in emergency medicine (MK#2,3).						
Student demonstrated medical knowledge of patient management strategies for patients seeking medical care for common conditions encountered in emergency medicine (MK#2,3).						
Student demonstrated medical knowledge of health promotion and disease prevention for patients seeking medical care for common conditions encountered in emergency medicine (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 an emergency department setting (PC#1).						
Student elicited a detailed and accurate history for patients seeking (PC#1):						
Acute care						
Emergent care						
Student performed an appropriate physical examination for populations encountered in an emergency department setting (PC#1).						
Student performed an appropriate physical examination for patients seeking (PC#1):						
Acute care						
Emergent care						
Student demonstrated knowledge of the appropriate use and interpretation of diagnostic testing for populations encountered in an emergency department setting (PC#3).						
Student demonstrated knowledge of the appropriate use and interpretation of diagnostic testing for patients seeking (PC#3):						
Acute care						
Emergent care						
Student demonstrated knowledge of the appropriate use and interpretation of laboratory studies for populations encountered in an emergency department setting (PC#3).						
Student demonstrated knowledge of the appropriate use and interpretation of laboratory studies for patients seeking (PC#3):						
Acute care						
Emergent care						
Student organized information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for populations encountered in an emergency department setting (PC#4).						
Student organized information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for patients seeking (PC#4):						
Acute care						
Emergent care						

Student organized information from the interview, diagnostic testing, and physical examination to formulate assessments for symptoms/conditions commonly encountered for populations encountered in an emergency department setting (PC#4).						
Student organized information from the interview, diagnostic testing, and physical examination to formulate assessments for symptoms/conditions commonly encountered for patients seeking (PC#4):						
Acute care						
Emergent care						
Student organized information from the interview, diagnostic testing, and physical examination to formulate management plans for symptoms/conditions commonly encountered for populations encountered in an emergency department setting (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 (PC#4):						
Acute care						
Emergent care						
Student demonstrated basic clinical and technical skills common to emergency medicine including (PC#5):						
Selecting and administering local anesthetic for minor procedures						
Performing incision and drainage						
Setting up and maintaining a sterile field						
Performing sterile open gloving						
Demonstrating safe and effective wound closure using staples						
Demonstrating safe and effective wound closure using sutures						
Selecting appropriate medications						
Selecting appropriate medication dosages						
Prescribe medications for acute conditions						
Prescribe medications for emergent conditions						
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 the following encounters (ICS#2):						
Acute problem-focused encounters						
Emergent problem-focused encounters						
Student listened empathetically and effectively to patients seeking care in emergency medicine (ICS#1)						
Student communicated information clearly in emergency medicine (ICS#3)						
Student utilized shared decision making for patients seeking care in emergency medicine (ICS#5)						
Student provided patient education and counseling for patients seeking care in emergency medicine (ICS#5)						
Student facilitated difficult health care conversations in emergency medicine (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 emergency medicine.						
	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 emergency medicine (P#1)						
Student demonstrated patient responsiveness while providing care to patients in emergency medicine (P#2)						
Student showed accountability while providing care to patients in emergency medicine (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 emergency 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 emergency medicine (PBLPI#2)						
Student located, appraised, and integrated evidence-based studies related to emergency medicine (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 emergency department setting (SBP#1)						
Student demonstrated knowledge of quality improvement methodologies and metrics in an emergency department setting (SBP#2)						
Student recognized the unique roles of PAs and those of other healthcare professions in an emergency department setting (SBP#3)						
Student worked effectively with other health professionals to provide collaborative, patient-centered care in an emergency department setting (SBP#4)						
Student worked effectively in emergency department setting (SBP#5)						

Student incorporated considerations of cost awareness and funding sources into patients seeking care in an emergency department setting (SBP#6)						
Student described basic health payment systems and practice models for an emergency department 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: