



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

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Family Medicine Clinical Rotation Topics

Family Medicine End of Rotation™ EXAM TOPIC LIST

CARDIOVASCULAR

Angina	Hyperlipidemia
Arrhythmias	Hypertension
Chest pain	Hypertriglyceridemia
Congestive heart failure	Peripheral vascular disease
Coronary artery disease	Valvular disease
Endocarditis	

PULMONOLOGY

Asthma	Pneumonia
Bronchitis	Sleep disorders
Chronic obstructive pulmonary disease	Tobacco use/dependence
Lung cancer	Tuberculosis

GASTROINTESTINAL/NUTRITIONAL

Anal fissure	Gastrointestinal bleeding
Appendicitis	Giardiasis and other parasitic infections
Bowel obstruction	Hemorrhoids
Cholecystitis/cholelithiasis	Hiatal hernia
Cirrhosis	Inflammatory bowel disease
Colorectal cancer/colonic polyps	Irritable bowel syndrome
Diarrhea/constipation	Jaundice
Esophagitis	Pancreatitis
Gastritis	Peptic ulcer disease
Gastroenteritis	Viral hepatitis
Gastroesophageal reflux disease	

ENOT/OPHTHALMOLOGY

Acute/chronic sinusitis	Macular degeneration
Allergic rhinitis	Ménière disease
Aphthous ulcers	Nasal polyps
Blepharitis	Otitis externa
Cholesteatoma	Otitis media
Conjunctivitis	Papilledema
Corneal abrasion	Parotitis
Corneal ulcer	Peritonsillar abscess
Dacryocystitis	Pharyngitis/tonsillitis
Ectropion	Pterygium
Entropion	Retinal detachment
Epistaxis	Retinal vascular occlusion
Glaucoma	Retinopathy
Hordeolum	Sialadenitis
Hyphema	Tinnitus
Labyrinthitis	Tympanic membrane perforation
Laryngitis	

OBSTETRICS/GYNECOLOGY

Breast cancer	Intrauterine pregnancy
Breast mass	Menopause
Cervical cancer	Pelvic inflammatory disease
Contraception	Rectocele
Cystocele	Spontaneous abortion
Dysfunctional uterine bleeding	Vaginitis
Dysmenorrhea	

ORTHOPEDICS/RHEUMATOLOGY

Acute and chronic lower back pain	Osteoporosis
Bursitis/tendonitis	Overuse syndrome
Costochondritis	Plantar fasciitis
Fibromyalgia	Reactive arthritis
Ganglion cysts	Rheumatoid arthritis
Gout	Sprains/strains
Osteoarthritis	Systemic lupus erythematosus

NEUROLOGY

Alzheimer disease	Headaches (cluster, migraine, tension)
Bell palsy	Parkinson disease
Cerebral vascular accident	Seizure disorders
Delirium	Syncope
Dementia	Transient ischemic attack
Dizziness	Vertigo
Essential tremor	

DERMATOLOGY

Acanthosis nigricans	Melanoma
Acne vulgaris	Melasma
Actinic keratosis	Molluscum contagiosum
Alopecia	Nummular eczema
Basal cell carcinoma	Onychomycosis
Bullous pemphigoid	Paronychia
Cellulitis	Pilonidal disease
Condyloma acuminatum	Pityriasis rosea
Dermatitis (eczema, seborrhea)	Pressure ulcers
Drug eruptions	Psoriasis
Dyshidrosis	Rosacea
Erysipelas	Scabies
Erythema multiforme	Seborrheic keratosis
Exanthems	Spider bites
Folliculitis	Stevens-Johnson syndrome
Hidradenitis suppurativa	Tinea infections
Impetigo	Tinea versicolor
Kaposi sarcoma	Toxic epidermal necrolysis
Lice	Urticaria
Lichen planus	Verrucae
Lichen simplex chronicus	Vitiligo
Lipomas/epithelial inclusion cysts	

ENDOCRINOLOGY

Adrenal insufficiency
Cushing disease
Diabetes mellitus

Hyperthyroidism
Hypothyroidism

PSYCHIATRY/BEHAVIORAL MEDICINE

Anorexia nervosa
Anxiety disorders
Bipolar disorders
Bulimia nervosa
Insomnia disorder
Major depressive disorder

Panic disorder
Posttraumatic stress disorder
Specific phobia
Spouse or partner neglect/violence
Substance use disorders
Suicide

UROLOGY/RENAL

Balanitis
Benign prostatic hyperplasia
Chlamydia
Cystitis
Epididymitis
Glomerulonephritis
Gonorrhea

Hernias
Nephrolithiasis
Orchitis
Prostatitis
Pyelonephritis
Testicular cancer
Urethritis

HEMATOLOGY

Anemia
Clotting disorders
Leukemia

Lymphomas
Polycythemia
Thrombocytopenia

INFECTIOUS DISEASES

Human immunodeficiency virus
Influenza
Lyme disease
Meningitis

Mononucleosis
Salmonellosis
Shigellosis

URGENT CARE

Acute abdomen	Hypertensive crisis
Allergic reaction/anaphylaxis	Ingesting harmful substances (poisonings)
Bites/stings	Myocardial infarction
Burns	Orbital cellulitis
Cardiac failure/arrest	Pneumothorax
Deteriorating mental status/unconscious patient	Pulmonary embolus
Foreign body aspiration	Respiratory failure/arrest
Fractures/dislocations	Sprains/strains
	Third trimester bleeding

**Updates include style and spacing changes, organization in content area size order, and renaming the Urology/Renal topic “benign prostatic hypertrophy” to the more current “benign prostatic hyperplasia.”

DISCLAIMER

The End of Rotation Topic Lists, Blueprints, and Core Tasks and Objectives are resources used by PAEA to guide the development of exam content and construction of exam forms. Questions on the exam are considered only a sample of all that might be included for the clinical experience, they are not intended to be all-inclusive, and may not reflect all content identified in the Topic Lists.

These resources will be useful to faculty when determining which other supervised clinical education experience objectives may require additional assessment tools. These resources may also be useful to students when studying for the exam; however the Topic Lists are not a comprehensive list of all the exam question topics. PAEA's goal is not to provide a list of all the topics that might be on the exams, but rather to provide students with a resource when preparing for the exams. PAEA recommends that students review the Topic List, Blueprint, and Core Tasks and Objectives in conjunction when preparing for the exam.

Integrated Pediatrics Topic List



Pediatrics End of Rotation™ EXAM TOPIC LIST

DERMATOLOGY

Acne vulgaris	Lice
Androgenetic alopecia	Lichen planus
Atopic dermatitis	Pityriasis rosea
Burns	Scabies
Contact dermatitis	Stevens-Johnson syndrome
Dermatitis (diaper, perioral)	Tinea
Drug eruptions	Toxic epidermal necrolysis
Erythema multiforme	Urticaria
Exanthems	Verrucae
Impetigo	

ENOT/OPHTHALMOLOGY

Acute otitis media	Mastoiditis
Acute pharyngotonsillitis	Oral candidiasis
Allergic rhinitis	Orbital cellulitis
Conjunctivitis	Otitis externa
Epiglottitis	Peritonsillar abscess
Epistaxis	Strabismus
Hearing impairment	Tympanic membrane perforation

INFECTIOUS DISEASE

Atypical mycobacterial disease	Mumps
Epstein-Barr disease	Pertussis
Erythema infectiosum	Pinworms
Hand-foot-and-mouth disease	Roseola
Herpes simplex	Rubella
Influenza	Varicella infection
Measles	

PULMONOLOGY

Acute bronchiolitis	Foreign body
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Asthma
Croup
Cystic fibrosis

Hyaline membrane disease
Pneumonia (bacterial, viral)
Respiratory syncytial virus

CARDIOVASCULAR

Acute rheumatic fever
Atrial septal defect
Coarctation of the aorta
Hypertrophic cardiomyopathy
Kawasaki disease

Patent ductus arteriosus
Syncope
Tetralogy of Fallot
Ventricular septal defect

GASTROINTESTINAL/NUTRITIONAL SYSTEM

Appendicitis
Colic
Constipation
Dehydration
Duodenal atresia
Encopresis
Foreign body
Gastroenteritis
Gastroesophageal reflux disease
Hepatitis
Hirschsprung disease

Inguinal hernia
Intussusception
Jaundice
Lactose intolerance
Niacin deficiencies
Pyloric stenosis
Umbilical hernia
Vitamin A deficiency
Vitamin C deficiency
Vitamin D deficiency

NEUROLOGY/DEVELOPMENTAL

Anticipatory guidance
Down syndrome
Febrile seizure
Immunization guidelines
Meningitis

Normal growth and development
Seizure disorders
Teething
Turner syndrome

PSYCHIATRY/BEHAVIORAL MEDICINE

Anxiety disorders
Attention-deficit/hyperactivity disorder
Autism spectrum disorder
Child abuse and neglect

Disruptive, impulse-control, and conduct disorders
Feeding or eating disorders
Suicide
Depressive disorders



ORTHOPEDICS/RHEUMATOLOGY

Avascular necrosis of the proximal femur	Nursemaid elbow
Congenital hip dysplasia	Osgood-Schlatter disease
Juvenile rheumatoid arthritis	Scoliosis
Neoplasia of the musculoskeletal system	Slipped capital femoral epiphysis

ENDOCRINOLOGY

Diabetes mellitus	Hypothyroidism
Hypercalcemia	Obesity
Hyperthyroidism	Short stature

HEMATOLOGY

Anemia	Lead poisoning
Bleeding disorders	Leukemia
Brain tumors	Lymphoma
Hemophilia	Neutropenia

UROLOGY/RENAL

Cryptorchidism	Hypospadias
Cystitis	Paraphimosis
Enuresis	Phimosis
Glomerulonephritis	Testicular torsion
Hydrocele	Vesicourethral reflux

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Family Medicine and Integrated Pediatrics Clinical and Technical Skills	
Family Medicine Clinical Skills	
	Elicit a detailed and accurate patient history on adult (18-64 yrs) and elderly (≥ 65 yrs) patients in an outpatient setting (RLO2)
	Perform an appropriate physical examination on adult (18-64 yrs) and elderly (≥ 65 yrs) patients in an outpatient setting (RLO2)
	Elicit a detailed and accurate patient history for patients seeking acute, chronic, and preventive care in an outpatient setting (RLO2)
	Perform an appropriate physical exam for patients seeking acute, chronic, and preventive care in an outpatient setting (RLO2)
	Perform a male genital examination (RLO3, Clinical and Technical Skills Checklist)
	Perform a male inguinal hernia examination (RLO3, Clinical and Technical Skills Checklist)
	Perform a rectal examination (RLO3, Clinical and Technical Skills Checklist)
	Demonstrate proper setup and technique for a fundoscopic examination (RLO3, Clinical and Technical Skills Checklist)
	Document wellness and preventive encounters (RLO4)
	Document chronic disease follow-up encounters (RLO4)
	Document acute problem-focused encounters (RLO4)
	Interpret laboratory tests common to family medicine, including CBC, CMP, lipid panel, capillary blood glucose test, urinalysis, and urine culture results in the context of a patient's history and physical exam (RLO2, RLO3, Clinical and Technical Skills Checklist)
	Select appropriate medications (RLO3)

	Select appropriate dose for medications (RLO3)
	Prescribe medications for acute and chronic conditions. (RLO3)
Family Medicine Technical Skills	
	Demonstrate a pre-procedural checklist (RLO3, Clinical and Technical Skills Checklist)
	Perform a finger stick (RLO3, Clinical and Technical Skills Checklist)
Integrated Pediatrics Clinical and Technical Skills	
Pediatric Clinical Skills	Elicit a detailed and accurate patient history on infant (<1 yr), child (1-10 yrs), and adolescent (11-17 yrs) patients in an outpatient setting (RLO2, Clinical and Technical Skills Checklist)
	Perform an appropriate physical examination on infant (<1 yr), child (1-10 yrs), and adolescent (11-17 yrs) patients in an outpatient setting (RLO2, Clinical and Technical Skills Checklist)
	Demonstrate proper setup and technique for a pediatric otoscopic examination (RLO3, Clinical and Technical Skills Checklist)
Pediatric Technical Skills	Demonstrate proper setup and technique for collection of a throat swab sample in a pediatric patient (RLO3, Clinical and Technical Skills Checklist)

Family Medicine and Integrated Pediatrics Rotation Learning Outcomes and Instructional Objectives

Upon completion of the family medicine and integrated pediatrics 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 Family Medicine and Integrated Pediatrics Clinical Rotation Topics above) encountered in family medicine for patients seeking medical care for the following age populations: infants, children, adolescents, adults, and elderly.	
	Family medicine instructional objective: Explain the pathophysiology of the clinical presentations of conditions listed in the Family Medicine Clinical Rotation Topics (above) in adult and elderly patients. (MK-PLO3)
	Pediatric instructional objective: Explain the pathophysiology of the clinical presentations of conditions listed in the Family Medicine Clinical Rotation Topics (above) in infants, children, and adolescents (MK-PLO3)
	Family medicine instructional objective: Describe the etiology and epidemiology of clinical conditions listed in the Family Medicine Clinical Rotation Topics (above) in adult and elderly patients (MK-PLO3)
	Pediatric instructional objective: Discuss the etiology and epidemiology of clinical conditions listed in the Family Medicine Clinical Rotation Topics (above) in infants, children, and adolescents. (MK-PLO3)
	Family medicine instructional objective: Distinguish normal aging from pathologic processes. (MK-PLO3)
	Family medicine instructional objective: Identify the patient presentation of conditions listed in the Family Medicine Clinical Rotation Topics (above) in adult and elderly patients. (MK-PLO3)

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

	Pediatric instructional objective: Compare and contrast the risks and benefits of diagnostic studies and treatment plans for conditions listed in the Family Medicine Clinical Rotation Topics (above) in infant, child, and adolescent populations. (MK-PLO3)
	Family medicine instructional objective: Summarize the indications and contraindications of procedures commonly used in the treatment of conditions listed in the Family Medicine Clinical Rotation Topics (above). (MK PLO-2)
	Family medicine instructional objective: Compare and contrast the risks and benefits of procedures indicated for conditions listed in the Family Medicine Clinical Rotation Topics (above) for adult and elderly patients. (MK PLO-3)
	Pediatric instructional objective: Compare and contrast the risks and benefits of procedures indicated for conditions listed in the Family Medicine Clinical Rotation Topics (above) for infants, children, and adolescents. (MK PLO-3)
	Family medicine instructional objective: Outline the appropriate management of the clinical conditions listed in the Family Medicine Clinical Rotation Topics (above) in adult and elderly patients. (MK-PLO3)
	Pediatric instructional objective: Outline the appropriate management of the clinical conditions listed in the Family Medicine Clinical Rotation Topics (above) in infants, children, and adolescents. (MK-PLO3)
	Family medicine 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 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)
	Family medicine instructional objective: Describe health promotion in relation to the management of the clinical conditions listed in the Family Medicine Clinical Rotation Topics (above) in adult and elderly patients. (MK-PLO3)
	Pediatric instructional objective: Describe health promotion in relation to the management of clinical conditions listed in the Family Medicine Clinical Rotation Topics (above) in infants, children, and adolescents. (MK-PLO3)
	Family medicine instructional objective: Describe disease prevention for clinical conditions listed in the Family Medicine Clinical Rotation Topics (above) in adult and elderly patients. (MK-PLO3)
	Pediatric instructional objective: Describe disease prevention for clinical conditions listed in the Family Medicine Clinical Rotation Topics (above) in infants, children, and adolescents. (MK-PLO3)
	Family medicine instructional objective: Identify national screening guidelines for adult and elderly patients for the applicable clinical conditions listed in the Family Medicine Clinical Rotation Topics (above). (MK-PLO2)
	Pediatric instructional objective: Identify national screening guidelines for infants, children, and adolescents for the applicable clinical conditions listed in the Family Medicine Clinical Rotation Topics (above). (MK-PLO2)
	Family medicine instructional objective: Interpret and apply immunization guidelines for adult and elderly patients. (MK PLO-3)
	Pediatric instructional objective: Interpret and apply immunization guidelines for infants, children, and adolescents. (MK PLO-3)

	Family medicine instructional objective: Recognize when it is appropriate to obtain informed consent for adult and elderly patients.
	Pediatric instructional objective: Recognize when it is appropriate to obtain informed consent for infants, children, and adolescents. (MK-PLO3)
	Family medicine instructional objective: Identify signs of abuse and how to report suspected abuse in adult and elderly patients. (MK PLO-3)
	Pediatric instructional objective: Identify signs of abuse and how to report suspected abuse in infants, children, and adolescents. (MK PLO-3)
	Family medicine 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 instructional objective: Describe major age-related changes in body composition and function that affect the pharmacokinetic process in infants, children, and adolescents. (MK-PLO2)
	Family medicine instructional objective: Discuss medications commonly used in the outpatient treatment of conditions listed in the Family 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 for adult and elderly patients. (MK PLO-3)
	Pediatric instructional objective: Discuss medications commonly used in the treatment of conditions listed in the Family 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 for infants, children, and adolescents. (MK PLO-3)

	Family medicine 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 instructional objective: Interpret and apply healthcare guidelines for asthma, Diabetes, and Pneumonia in infants, children, and adolescents. (MK PLO-3)
	Family medicine instructional objective: Select appropriate prescription medication(s) and dosing for the treatment of conditions listed in the Family Medicine Clinical Rotation Topics (above) in adult and elderly patients. (MK PLO-3)
	Pediatric instructional objective: Select appropriate prescription medication(s) and dosing for the treatment of conditions in infants, children, and adolescents. (MK PLO-3)
	Family medicine instructional objective: Actively participate in the management of care of adult and elderly patients. (MK-PLO3)
	Pediatric instructional objective: Actively participate in the management of infants, children, and adolescents. (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 Family Medicine and Integrated Pediatrics Clinical Rotation Topics above) commonly encountered in infant, children, adolescents, adult, and elderly patients seeking acute, chronic, and preventive care in an outpatient setting.	
	Family medicine instructional objective: Demonstrate an age-appropriate comprehensive preventive history and physical exam for adult and elderly patients in

	an outpatient family medicine setting. (PC-PLO1, PC-PLO2)
	Pediatric instructional objective: Demonstrate an age-appropriate comprehensive preventive history and physical exam for infant, child, and adolescent patients in an outpatient family medicine setting. (PC-PLO1, PC-PLO2)
	Family medicine instructional objective: Demonstrate an age-appropriate problem-focused history and physical exam for acute and chronic conditions in adult and elderly patients in an outpatient family medicine setting. (PC PLO-1, PC-PLO-2)
	Pediatric instructional objective: Demonstrate an age-appropriate problem-focused history and physical exam for acute and chronic conditions in an infant, child, and adolescent in an outpatient family medicine setting. (PC-PLO1, PC-PLO2)
	Family medicine instructional objective: Select appropriate preventative exams and screening tests for adults and elderly patients in an outpatient family medicine setting. (PC-PLO4)
	Pediatrics instructional objective: Select appropriate preventative exams and screening tests for infants, children, and adolescents in an outpatient family medicine setting. (PC-PLO4)
	Family medicine instructional objective: Select and interpret appropriate diagnostic and laboratory studies related to preventive, acute, and chronic care for conditions listed in the Family Medicine Clinical Rotation Topics (above) for adult and elderly patients in an outpatient family medicine setting. (PC-PLO3)
	Pediatric instructional objective: Select and interpret appropriate diagnostic and laboratory studies related to preventive, acute, and chronic care for conditions listed in the Family Medicine Clinical Rotation Topics (above) for infants, children, and adolescents

	in an outpatient family medicine setting. (PC-PLO3)
	Family medicine 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 outpatient family medicine setting. (PC-PLO4)
	Pediatric 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 outpatient family medicine setting. (PC-PLO4)
	Family 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 outpatient family medicine setting. (PC-PLO4)
	Pediatric 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 outpatient family medicine setting. (PC-PLO4)
	Family medicine instructional objective: Integrate acute, chronic, and preventive care needs into comprehensive, patient-centered management plans for adult and elderly patients in an outpatient family medicine setting. (PC-PLO4)
	Pediatric instructional objective: Integrate acute, chronic, and preventive care needs into comprehensive, patient-centered management plans for infants, children, and adolescents in

	an outpatient family medicine setting. (PC-PLO4)
	Family medicine instructional objective: Actively participate in the management of adult and elderly patients with acute and chronic conditions listed in the Family Medicine Clinical Rotation Topics (above) in an outpatient family medicine setting. (PC-PLO4)
	Pediatric instructional objective: Actively participate in the management of infants, children, and adolescents with acute and chronic conditions listed in the Family Medicine Clinical Rotation Topics (above) in an outpatient family medicine setting. (PC-PLO4)
	Family medicine instructional objective: Appraise a patient's health with preventive screening exams that follow appropriate medical guidelines for adult and elderly patients related to conditions listed in the Family Medicine Clinical Rotation Topics (above) in an outpatient family medicine setting. (PC PLO-4)
	Pediatric instructional objective: Appraise a patient's health with preventive screening exams that follow appropriate medical guidelines for infant, child, and adolescent patients related to conditions listed in the Family Medicine Clinical Rotation Topics (above) in an outpatient family medicine setting. (PC PLO-4)
Students will proficiently demonstrate the clinical and technical skills essential for family medicine practice, as outlined in the Family Medicine and Integrated Pediatric Clinical and Technical Skills lists.	
	Family medicine instructional objectives: Demonstrate proper technique for a male genital examination. (PC-PLO2)
	Family medicine instructional objectives: Demonstrate proper technique for a male inguinal hernia examination. (PC-PLO2)

	Family medicine instructional objectives: Demonstrate proper technique for a rectal examination. (PC-PLO2)
	Family medicine instructional objective: Demonstrate the use of preprocedural checklists, including verifying patient identity, confirming the procedure, reviewing informed consent, and ensuring safety protocols are followed. (PC-PLO5)
	Family medicine instructional objective: Describe the rationale for performing a finger stick procedure and demonstrate proper preparation, execution, and collection of an adequate blood sample while minimizing patient discomfort. (PC-PLO5)
	Family medicine instructional objective: Interpret finger stick test results promptly, recognizing normal ranges and potential implications for patient management. (PC-PLO4)
	Family medicine instructional objectives: Demonstrate proper technique for a finger stick procedure. (PC-PLO2)
	Family medicine instructional objective: Prescribe medications for acute and chronic conditions. (MK PLO-3)
	Family medicine instructional objectives: Demonstrate proper setup and technique for a fundoscopic exam and identify normal and abnormal findings. (PC-PLO2)
	Pediatric instructional objective: Demonstrate proper setup and technique for an otoscopic exam in pediatric patients and identify normal and abnormal findings. (PC-PLO2)
	Pediatric instructional objective: Demonstrate proper preparation, positioning, and collection of a throat swab sample, ensuring contamination is avoided. (PC-PLO5)
	Family medicine instructional objective: Distinguish between normal and abnormal laboratory values, integrate results with the patient's clinical presentation, and use clinical reasoning to develop a management plan. (PC-PLO3)

	Family 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 family medicine, including (a) wellness and preventive encounters, (b) acute problem-focused encounters, and (c) chronic disease follow-up encounters.	
	Family medicine instructional objective: Document a wellness preventive care note for adult and elderly patients, ensuring specific attention to the distinct needs of each age group. (ICS-PLO2)
	Pediatric instructional objective: Document a well-child preventive care note for infant, child, and adolescent patients, ensuring specific attention to the distinct needs of each age group. (ICS-PLO2)
	Family medicine 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 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)
	Family medicine 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 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)

	Family medicine instructional objective: Document information clearly and accurately at an appropriate level for patients, colleagues, and teachers. (ICS-PLO2)
	Family medicine instructional objective: Demonstrate the ability to integrate documentation across preventive, acute, and chronic care encounters, ensuring continuity and accuracy of patient information in a family medicine setting. (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 family medicine.	
	Family 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)
	Family 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)
	Family 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)
	Family 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)

	Family 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)
	Family 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 family medicine. (ICS-PLO5)
	Family medicine instructional objective: Provide patient-centered counseling that addresses emotional, psychological, and social concerns (ICS-PLO5)
	Family 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 family medicine.	
	Family 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)
	Family 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)
	Family medicine 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)

	Family 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 providing care to patients in family medicine.	
	Family 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)
	Family medicine instructional objective: Respect patient confidentiality and privacy, ensuring that sensitive information is handled appropriately and securely. (P-PLO1)
	Family medicine instructional objective: Use inclusive language and cultural sensitivity when interacting with patients and their families to foster trust and respect. (P-PLO1)
	Family 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)
	Family 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)
	Family medicine instructional objective: Demonstrate flexibility, attentiveness, and responsiveness in addressing patient concerns and unexpected changes. (P-PLO2)
	Family medicine instructional objective: Take accountability for actions, decisions, and the quality of care provided, ensuring continuous evaluation and improvement. (P-PLO3)
	Family medicine instructional objective: Evaluate and integrate community resources

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

	Family medicine instructional objective: Demonstrate lifelong learning by interpreting independent readings, assessing medical evidence, and applying decision-making tools to provide evidence-based patient care in family medicine. (PBL PI-PLO3)
	Family medicine instructional objective: Recognize the importance of lifelong learning in the medical field. (PBL PI PLO-3)
	Family 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)
	Family 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 outpatient family medicine 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.	
	Family medicine instructional objective: Operate under the rules of HIPAA to preserve adult and elderly patient confidentiality in an outpatient setting. (SBP PLO-1)
	Family medicine instructional objective: Practice according to policy and procedures set forth by the health care facility. (SBP PLO-1)
	Family medicine instructional objective: Identify barriers and challenges to implementing quality improvement initiatives in an outpatient family medicine setting and propose strategies to overcome them. (SBP PLO-2)

	Family medicine instructional objective: Discuss the appropriate use of controlled substances and statewide tracking systems to ensure ethical and legal patient care in an outpatient family medicine setting. (SBP PLO-2)
	Family 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 outpatient family medicine setting. (SBP-PLO3)
	Family 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 outpatient family medicine setting. (SBP-PLO3)
	Family medicine instructional objective: Employ a professional relationship with the preceptors and other healthcare team members in an outpatient family medicine setting. (SBP-PLO4)
	Family medicine instructional objective: Efficiently manage patient flow and clinic scheduling to optimize access to care and minimize wait times for patients seeking care in an outpatient family medicine setting. (SBP-PLO5)
	Family 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 clinic operations in an outpatient family medicine setting. (SBP-PLO4, SBP-PLO5)
	Family medicine instructional objective: Evaluate cost-effective healthcare resources that do not compromise the quality of care for patients in an outpatient family medicine setting. (SBP PLO-6)

	Family 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 outpatient family medicine setting. (SBP PLO-6)
	Family medicine instructional objective: Describe common practice models in an outpatient family medicine setting. (SBP PLO-6)
	Family medicine instructional objective: Demonstrate an understanding of the roles and responsibilities of PAs and other healthcare professionals in an outpatient family medicine setting, including their contributions to population health, care coordination, and cost reduction through preventive services and chronic disease management. (SBP PLO-6)
	Family medicine instructional objective: Choose appropriate billing codes for payment services under the direct supervision of the preceptor in an outpatient family medicine setting. (SBP-PLO7)
	Family medicine instructional objective: o Identify funding sources and payment systems, including eligible patient populations for Medicaid and Medicare, in an outpatient family medicine setting. (SBP-PLO7)

Family Medicine and Integrated Pediatrics 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 Integrated Family Medicine-Pediatrics-Underserved Medicine Clinical Rotation Topics above) encountered in underserved family medicine 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
	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	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

management plans for symptoms/conditions (listed in Family Medicine and Integrated Pediatrics Clinical Rotation Topics above) commonly encountered in infant, children, adolescents, adult, and elderly patients seeking acute, chronic, and preventive care in an outpatient setting.			
Students will proficiently demonstrate the clinical and technical skills essential for family medicine practice, as outlined in the Family Medicine and Integrated Pediatric Clinical and Technical Skills lists.	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 family medicine, including (a) wellness and preventive encounters, (b) acute problem-focused encounters, and (c) chronic disease follow-up encounters.	Preceptor Evaluation (80% average score on Interpersonal and Communication Skills competency section)	Medical Knowledge and Patient Care	ICS#2
Students will listen empathetically and effectively, communicate clearly, utilize shared decision-making, and provide patient education and	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

counseling for patients seeking care in family medicine.			
Students will facilitate difficult health care conversations in family 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 providing care to patients in family 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 family 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 outpatient family medicine 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	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

awareness and funding, and (g) describe basic health payment systems and practice models.			
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Family Medicine and Integrated Pediatrics Preceptor Evaluation of the Student

Family Medicine and Integrated Pediatrics 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 outpatient medical care for common conditions encountered in family medicine 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 family medicine 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 family medicine 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 family medicine 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 family medicine 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 family medicine 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.						
	60%	70%	80%	90%	100%	N/A
	(Failing)	(D+ / C-)	(C+ / B)	(B+ / A-)	(A)	
Student elicited a detailed and accurate history for the following populations encountered in outpatient family medicine (PC#1):						
Infant						
Children						
Adolescents						
Adult						
Elderly						
Student elicited a detailed and accurate history for patients seeking (PC#1):						
Acute care						
Chronic care						
Preventive care						
Student performed an appropriate physical examination for the following populations encountered in outpatient family medicine (PC#1):						
Infant						
Children						
Adolescents						
Adult						

Elderly						
Student performed an appropriate physical examination for patients seeking (PC#1):						
Acute care						
Chronic care						
Preventive care						
Student demonstrated knowledge of the appropriate use and interpretation of diagnostic testing for the following populations encountered in outpatient family medicine (PC#3):						
Infant						
Children						
Adolescents						
Adult						
Elderly						
Student demonstrated knowledge of the appropriate use and interpretation of diagnostic testing for patients seeking (PC#3):						
Acute care						
Chronic care						
Preventive care						
Student demonstrated knowledge of the appropriate use and interpretation of laboratory studies for the following populations encountered in outpatient family medicine (PC#3):						
Infant						
Children						
Adolescents						
Adult						
Elderly						
Student demonstrated knowledge of the appropriate use and interpretation of laboratory studies for patients seeking (PC#3):						
Acute care						
Chronic care						
Preventive care						
Student organized information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for the following populations encountered in outpatient family medicine (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 (PC#4):						

Acute care						
Chronic care						
Preventive care						
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 outpatient family medicine (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 (PC#4):						
Acute care						
Chronic care						
Preventive care						
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 outpatient family medicine (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 (PC#4):						
Acute care						
Chronic care						
Preventive care						
Student demonstrated basic clinical and technical skills common to family medicine including (PC#5):						
Perform a male genital examination						
Perform a male inguinal hernia examination						
Perform a rectal examination						
Demonstrating a pre-procedural checklist						
Performing a finger stick procedure						
Interpreting capillary blood glucose results						
Selecting appropriate medications						
Selecting appropriate medication dosages						

Prescribe medications for acute conditions						
Prescribe medications for chronic conditions						
Demonstrating proper setup and technique for a fundoscopic examination						
Demonstrating proper setup and technique for a pediatric otoscopic examination						
Demonstrating proper setup and technique for collection of a throat swab sample in a pediatric patient						
Interpreting CBC results						
Interpreting CMP results						
Interpreting lipid panel results						
Interpreting urinalysis results						
Interpreting urine culture results						
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):						
Wellness preventive encounters						
Acute problem-focused encounters						
Chronic disease follow-up encounters						
Student listened empathetically and effectively to patients seeking care in family medicine (ICS#1)						
Student communicated information clearly in family medicine (ICS#3)						
Student utilized shared decision making for patients seeking care in family medicine (ICS#5)						
Student provided patient education and counseling for patients seeking care in family medicine (ICS#5)						
Student facilitated difficult health care conversations in family 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 family 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 family medicine (P#1)						
Student demonstrated patient responsiveness while providing care to patients in family medicine (P#2)						
Student showed accountability while providing care to patients in family 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 family 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 family medicine (PBLPI#2)						
Student located, appraised, and integrated evidence-based studies related to family 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 demonstrated knowledge of quality improvement methodologies and metrics in an outpatient family medicine setting (SBP#2)						
Student recognized the unique roles of PAs and those of other healthcare professions in an outpatient family medicine setting (SBP#3)						

Student worked effectively with other health professionals to provide collaborative, patient-centered care in an outpatient family medicine setting (SBP#4)						
Student worked effectively in an outpatient family medicine setting (SBP#5)						
Student incorporated considerations of cost awareness and funding sources into patients seeking care in an outpatient family medicine setting (SBP#6)						
Student described basic health payment systems and practice models for an outpatient family medicine 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: