



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

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Internal Medicine Clinical Rotation Topics

Internal Medicine End of Rotation™ EXAM TOPIC LIST

CARDIOVASCULAR

Angina pectoris	Myocardial infarction
Cardiac arrhythmias/conduction disorders	Myocarditis
Cardiomyopathy	Pericarditis
Congestive heart failure	Peripheral vascular disease
Coronary vascular disease	Rheumatic fever
Endocarditis	Rheumatic heart disease
Heart murmurs	Valvular heart disease
Hyperlipidemia	Vascular disease
Hypertension	

PULMONOLOGY

Acute/chronic bronchitis	Pneumoconiosis
Asthma	Pneumonia (viral, bacterial, fungal, human immunodeficiency virus-related)
Bronchiectasis	Pulmonary hypertension
Carcinoid tumor	Pulmonary neoplasm
Chronic obstructive pulmonary disease	Sarcoidosis
Cor pulmonale	Solitary pulmonary nodule
Hypoventilation syndrome	
Idiopathic pulmonary fibrosis	

GASTROINTESTINAL/NUTRITIONAL

Acute and chronic hepatitis	Esophageal varices
Acute/chronic pancreatitis	Esophagitis
Anal fissure/fistula	Gastritis
Cancer of rectum, colon, esophagus, stomach	Gastroenteritis
Celiac disease	Gastroesophageal reflux disease
Cholangitis	Hemorrhoid
Cholecystitis	Hepatic cancer
Cholelithiasis	Hiatal hernia
Cirrhosis	Irritable bowel syndrome
Crohn disease	Mallory-Weiss tear
Diverticular disease	Peptic ulcer disease
Esophageal strictures	Ulcerative colitis

ORTHOPEDICS/RHEUMATOLOGY

Fibromyalgia	Reactive arthritis
Gout/pseudogout	Rheumatoid arthritis
Polyarteritis nodosa	Sjögren syndrome
Polymyalgia rheumatica	Systemic lupus erythematosus
Polymyositis	Systemic sclerosis (scleroderma)

ENDOCRINOLOGY

Acromegaly	Hypocalcemia
Addison's disease	Hyponatremia
Cushing disease	Hypoparathyroidism
Diabetes insipidus	Hypothyroidism
Diabetes mellitus (type I & type II)	Paget disease of the bone
Hypercalcemia	Pheochromocytoma
Hypernatremia	Pituitary adenoma
Hyperparathyroidism	Thyroid cancer
Hyperthyroidism/thyroiditis	

NEUROLOGY

Bell palsy	Huntington disease
Cerebral aneurysm	Intracranial tumors

Cerebral vascular accident	Meningitis
Cluster headaches	Migraine headaches
Coma	Multiple sclerosis
Complex regional pain syndrome	Myasthenia gravis
Concussion	Parkinson disease
Delirium	Peripheral neuropathies
Dementia	Seizure disorders
Encephalitis	Syncope
Essential tremor	Tension headaches
Giant cell arteritis	Transient ischemic attacks
Guillain-Barré syndrome	

UROLOGY/RENAL

Acid base disturbances	Nephritic syndrome
Acute and chronic renal failure	Nephritis
Acute interstitial nephritis	Polycystic kidney disease
Benign prostatic hyperplasia	Prostate cancer
Bladder cancer	Prostatitis
Epididymitis	Pyelonephritis
Erectile dysfunction	Renal calculi
Glomerulonephritis	Renal cell carcinoma
Hydrocele	Renal vascular disease
Hydronephrosis	Testicular torsion
Hypervolemia	Urinary tract infection
Hypovolemia	Varicocele

CRITICAL CARE

Acute abdomen	Diabetic ketoacidosis/acute hypoglycemia
Acute adrenal insufficiency	Hypertensive crisis
Acute gastrointestinal bleed	Myocardial infarction
Acute glaucoma	Pericardial effusion
Acute respiratory distress/failure	Pneumothorax
Angina pectoris	Pulmonary embolism
Cardiac arrest	Seizures
Cardiac arrhythmias and blocks	Shock
Cardiac failure	Status epilepticus
Cardiac tamponade	Thyroid storm
Coma	

HEMATOLOGY

Acute/chronic leukemia	Lymphoma
Anemia of chronic disease	Multiple myeloma
Clotting factor disorders	Sickle cell anemia
G6PD deficiency anemia	Thalassemia
Hypercoagulable state	Thrombotic thrombocytopenic purpura
Idiopathic thrombocytopenic purpura	Vitamin B12 and folic acid deficiency anemia
Iron deficiency anemia	

INFECTIOUS DISEASE

Botulism	Lyme disease
Candidiasis	Parasitic infections
Chlamydia	Pertussis
Cholera	Pneumocystis
Cryptococcus	Rabies
Cytomegalovirus	Rocky Mountain spotted fever
Diphtheria	Salmonellosis
Epstein-Barr infection	Shigellosis
Gonococcal infections	Syphilis
Herpes simplex infection	Tetanus
Histoplasmosis	Toxoplasmosis
Human immunodeficiency virus infection	Tuberculosis
Influenza	Varicella zoster

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.

Internal Medicine Clinical and Technical Skills	
Clinical Skills	
	Elicit a detailed and accurate patient history on elderly patients (≥ 65 yr) (RLO2)
	Perform an appropriate physical examination on elderly (≥ 65 yr) patients (RLO2)
	Interpret diagnostic tests common to internal medicine, including chest x-ray and electrocardiogram (RLO3, Clinical and Technical Skills Checklist)
	Select appropriate medications (RLO3)
	Select appropriate dose for medications (RLO3)
	Prescribe medications for acute and chronic conditions (RLO3)
Technical Skills	
	Correctly place EKG leads to ensure proper signal quality and patient comfort.

Internal Medicine Rotation Learning Outcomes and Instructional Objectives

Upon completion of the internal medicine clinical rotation,

Rotation Learning Outcomes	Instructional Objectives
<p>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 Internal Medicine Clinical Rotation Topics above) encountered in internal medicine for patients seeking medical care for the following age populations: adults and elderly.</p>	
	Internal medicine instructional objective: Explain the pathophysiology of the clinical presentations of conditions listed in the Internal Medicine Clinical Rotation Topics (above) in adult and elderly patients (MK-PLO3)
	Internal medicine instructional objective: Describe the etiology and epidemiology of the clinical conditions listed in the Internal Medicine Clinical Rotation Topics (above) in adult and elderly patients (MK-PLO3)
	Internal medicine instructional objective: Distinguish normal aging from pathologic process. (MK-PLO3)
	Internal medicine instructional objective: Identify the patient presentation of conditions listed in the Internal Medicine Clinical Rotation Topics (above) in adult and elderly patients. (MK-PLO3)
	Internal medicine instructional objective: Differentiate how disease processes of conditions listed in the Internal Medicine Clinical Rotation Topics (above) may present in adult and elderly populations. (MK-PLO3)
	Internal Medicine instructional objective: Explain the appropriate diagnostic workup of the clinical conditions listed in the Internal Medicine Clinical Rotation Topics (above) in adults and elderly. (MK-PLO3)
	Internal medicine instructional objective: Formulate a differential diagnosis for patient presentations of conditions listed in the Internal

	Medicine Clinical Rotation Topics (above) in adult and elderly patients. (MK-PLO3)
	Internal medicine instructional objective: Compare and contrast the risks and benefits of diagnostic studies and treatment plans for conditions listed in the Internal Medicine Clinical Rotation Topics (above) in adult and elderly populations. (MK-PLO3)
	Internal medicine instructional objective: Summarize the indications and contraindications of procedures commonly used in the treatment of conditions listed in the Internal Medicine Clinical Rotation Topics (above). (MK PLO-2)
	Internal medicine instructional objective: Compare and contrast the risks and benefits of procedures indicated for conditions listed in the Family Medicine Clinical Rotation Topics (above). (MK PLO-3)
	Internal medicine instructional objective: Outline the appropriate management of the clinical conditions listed in the Internal Medicine Clinical Rotation Topics (above) in adult and elderly patients. (MK-PLO3)
	Internal 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)
	Internal medicine instructional objective: Describe health promotion in relation to the management of the clinical conditions listed in the Internal Medicine Clinical Rotation Topics (above) in adult and elderly patients. (MK-PLO3)
	Internal medicine instructional objective: Describe disease prevention for clinical conditions listed in the Internal Medicine Clinical Rotation Topics (above) in adult and elderly patients. (MK-PLO3)

	Internal medicine instructional objective: Identify national screening guidelines for adult and elderly patients for the applicable clinical conditions listed in the Internal Medicine Clinical Rotation Topics (above). (MK-PLO2)
	Internal medicine instructional objective: Recognize when it is appropriate to obtain informed consent for adult and elderly patients.
	Internal medicine instructional objective: Identify signs of abuse and how to report suspected abuse in adult and elderly patients. (MK PLO-3)
	Internal 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)
	Internal medicine instructional objective: Discuss medications commonly used in the outpatient treatment of conditions listed in the Internal 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)
	Internal 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)
	Internal medicine instructional objective: Select appropriate prescription medication(s) and dosing for the treatment of conditions listed in the Internal Medicine Clinical Rotation Topics (above) in adult and elderly patients. (MK PLO-3)
	Internal medicine instructional objective: Actively participate in the management of adult and elderly patients. (MK- PLO3)

<p>Students will elicit a detailed and accurate patient history, perform an appropriate physical examination, appropriately use and interpret diagnostic testing and laboratory studies, and formulate differential diagnoses, assessments, and management plans for symptoms/conditions (listed in Internal Medicine Clinical Rotation Topics above) commonly encountered in adult and elderly patients seeking care in an internal medicine setting.</p>	
	<p>Internal medicine instructional objective: Demonstrate an age-appropriate problem-focused history and physical exam for adult and elderly patients in an internal medicine setting. (PC PLO-1, PC-PLO-2)</p>
	<p>Internal medicine instructional objective: Select and interpret appropriate diagnostic and laboratory studies for conditions listed in the Internal Medicine Clinical Rotation Topics (above) for adult and elderly patients in an internal medicine setting. (PC-PLO3)</p>
	<p>Internal medicine instructional objective: Formulate an appropriate differential diagnosis based on history, physical examination, diagnostic data, and clinical reasoning for adult and elderly patients in an internal medicine setting. (PC-PLO4)</p>
	<p>Internal 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 internal medicine setting. (PC-PLO4)</p>
	<p>Internal medicine instructional objective: Actively participate in the management of adult and elderly patients with conditions listed in the Internal Medicine Clinical Rotation Topics (above) in an internal medicine setting. (PC-PLO4)</p>
<p>Students will proficiently demonstrate the clinical and technical skills essential for internal medicine practice, as outlined in the Internal Medicine Clinical and Technical Skills list.</p>	

	Internal medicine instructional objective: Interpret chest X-ray images by identifying normal anatomical structures and common abnormalities, and correlate findings with clinical presentation and other diagnostic modalities to guide differential diagnosis and management decisions. (PC-PLO3)
	Internal medicine instructional objective: Analyze EKG findings by identifying normal and abnormal components, including waveforms, intervals, heart rate, rhythm, and axis, and correlate findings with the patient's clinical presentation to formulate a differential diagnosis and management plan. (PC-PLO3)
	Internal medicine instructional objective: Accurately identify anatomical landmarks and correctly place all 10 EKG leads according to standard 12-lead protocol to ensure proper signal quality and patient comfort.
	Internal medicine instructional objective: Prescribe medications. (MK PLO-3)
	Internal 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)
	Internal 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 internal medicine, including adult and elderly encounters.	
	Internal 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)
	Internal 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)

	Internal medicine instructional objective: Document information clearly and accurately at an appropriate level for patients, colleagues, and teachers. (ICS-PLO2)
	Internal medicine instructional objective: Document care plans for adult and elderly patients with multiple conditions, ensuring integration of comorbidities and prioritization of care needs." (ICS-PLO2)
	Internal medicine instructional objective: Document medical information in a manner that synthesizes large volumes of data and summarizes complex care plans, tailored to an internal medicine setting. (ICS-PLO2)
Students will listen empathetically and effectively, communicate clearly, utilize shared decision-making, and provide patient education and patient counseling for patients seeking care in internal medicine.	
	Internal 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)
	Internal 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)
	Internal 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)
	Internal 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)

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

	<p>Internal 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)</p>
Students will demonstrate compassion, integrity, respect, patient responsiveness, and accountability while providing care to patients in internal medicine.	
	<p>Internal 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)</p>
	<p>Internal medicine instructional objective: Respect patient confidentiality and privacy, ensuring that sensitive information is handled appropriately and securely. (P-PLO1)</p>
	<p>Internal medicine instructional objective: Use inclusive language and cultural sensitivity when interacting with patients and their families to foster trust and respect. (P-PLO1)</p>
	<p>Internal 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)</p>
	<p>Internal 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)</p>
	<p>Internal medicine instructional objective: Demonstrate flexibility, attentiveness, and responsiveness in addressing patient concerns and unexpected changes. (P-PLO2)</p>
	<p>Internal medicine instructional objective: Take accountability for actions, decisions, and the quality of care provided, ensuring continuous evaluation and improvement. (P-PLO3)</p>
	<p>Internal medicine instructional objective: Evaluate and integrate community resources to support patient care in internal medicine. (P PLO-3)</p>

	Internal medicine instructional objective: Demonstrate motivation and desire to learn. (P PLO-3)
	Internal medicine instructional objective: Demonstrate knowledge of the legal and regulatory requirements of the role of a physician assistant. (P-PLO4)
	Internal 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 internal medicine.	
	Internal 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)
	Internal medicine instructional objective: Develop action plans based on feedback including specific goals and timelines for implementation. (PBL PI-PLO1)
	Internal 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)
	Internal medicine instructional objective: Monitor progress towards goals over time, adjusting action plans as necessary based on ongoing reflection and feedback. (PBL PI PLO-2)
	Internal instructional objective: Develop the ability to learn from practice. (PBL PI PLO-2)
	Internal 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 internal medicine. (PBL PI-PLO3)

	Internal medicine instructional objective: Recognize the importance of lifelong learning in the medical field. (PBL PI PLO-3)
	Internal 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)
	Internal 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 internal 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.	
	Internal medicine instructional objective: Operate under the rules of HIPAA to preserve patient confidentiality in an internal medicine setting. (SBP PLO-1)
	Internal medicine instructional objective: Practice according to policy and procedures set forth by the health care facility. (SBP PLO-1)
	Internal medicine instructional objective: Identify barriers and challenges to implementing quality improvement initiatives in an internal medicine setting and propose strategies to overcome them. (SBP PLO-2)
	Internal medicine instructional objective: Discuss the appropriate use of controlled substances and statewide tracking systems to ensure ethical and legal patient care in an internal medicine setting. (SBP PLO-2)
	Internal 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 internal medicine setting. (SBP-PLO3)

	<p>Internal 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 internal medicine setting. (SBP-PLO3)</p>
	<p>Internal medicine instructional objective: Employ a professional relationship with the preceptors and other healthcare team members in an internal medicine setting. (SBP-PLO4)</p>
	<p>Internal 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 internal medicine setting. (SBP-PLO5)</p>
	<p>Internal 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 internal medicine setting. (SBP-PLO4, SBP-PLO5)</p>
	<p>Internal medicine instructional objective: Evaluate cost-effective healthcare resources that do not compromise the quality of care for patients in an internal medicine setting. (SBP PLO-6)</p>
	<p>Internal 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 internal medicine setting. (SBP PLO-6)</p>
	<p>Internal medicine instructional objective: Describe common practice models in an internal medicine setting. (SBP PLO-6)</p>
	<p>Internal medicine instructional objective: Demonstrate an understanding of the roles and responsibilities of PAs and other healthcare professionals in an internal medicine setting, including their contributions to population health, care coordination, and cost reduction through preventive services and chronic disease management. (SBP PLO-6)</p>
	<p>Internal medicine instructional objective: Choose appropriate billing codes for payment services under the direct supervision of the preceptor in an internal medicine setting. (SBP-PLO7)</p>

Internal medicine instructional objective: Io
Identify funding sources and payment systems,
including eligible patient populations for
Medicaid and Medicare, in an internal medicine
setting (SBP-PLO7)

Internal 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)
<p>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 Internal Medicine Clinical Rotation Topics above) encountered in internal medicine for patients seeking medical care for the following age populations: adults and elderly.</p>	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
<p>Students will elicit a detailed and accurate patient history, perform an appropriate physical examination, appropriately use and interpret diagnostic testing and laboratory studies, and formulate differential diagnoses, assessments, and management plans for symptoms/conditions (listed in Internal Medicine Clinical Rotation Topics above) commonly encountered in adult</p>	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

and elderly patients seeking care in an internal medicine setting.			
Students will proficiently demonstrate the clinical and technical skills essential for internal medicine practice, as outlined in the Internal Medicine Clinical and Technical Skills list.	Preceptor Evaluation (80% average score on Patient Care competency section) Clinical and Technical Skills Checklist (Pass/Fail)	Medical Knowledge and Competence in Patient Care	PC #5
Students will document information clearly and appropriately in internal medicine, including adult and elderly encounters.	Preceptor Evaluation (80% average score on Interpersonal and Communication Skills competency section)	Medical Knowledge and Patient Care	ICS#2
Students will listen empathetically and effectively, communicate clearly, utilize shared decision-making, and provide patient education and patient counseling for patients seeking care in internal 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 internal medicine.	Preceptor Evaluation (80% average score on Interpersonal and Communication Skills competency section)	Collaborative Practice	ICS #4
Students will demonstrate	Preceptor Evaluation (80% average score on	Professionalism	P #1
			P #2

compassion, integrity, respect, patient responsiveness, and accountability while providing care to patients in internal medicine.	Professionalism competency section)		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 internal 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 internal 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.	Preceptor Evaluation (80% average score on Systems-Based Practice competency section)	Medical Knowledge and Patient Care Lifelong Learning Collaborative Practice	SBP #1 SBP #6 SBP #2 SBP #3 SBP #4 SBP #5 SBP #7

Internal Medicine Preceptor Evaluation of the Student

Internal 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 internal medicine for the following age populations (MK#2, 3):						
Adults						
Elderly						
Student demonstrated medical knowledge of patient presentations for common conditions encountered in internal medicine for the following age populations (MK#2,3):						
Adults						
Elderly						
Student demonstrated medical knowledge of differential diagnosis for patients seeking medical care for common conditions encountered in internal medicine for the following age populations (MK#2,3):						
Adults						
Elderly						
Student demonstrated medical knowledge of the diagnostic work-up for patients seeking medical care for common conditions encountered in internal medicine for the following age populations (MK#2,3):						
Adults						
Elderly						
Student demonstrated medical knowledge of patient management strategies for patients seeking medical care for common conditions encountered in internal medicine for the following age populations (MK#2,3):						
Adults						
Elderly						
Student demonstrated medical knowledge of health promotion and disease prevention for patients seeking medical care for common conditions encountered in internal medicine for the following age populations (MK#2, 3):						
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 internal medicine (PC#1):						

Adult						
Elderly						
Student performed an appropriate physical examination for the following populations encountered in internal medicine (PC#1):						
Adult						
Elderly						
Student demonstrated knowledge of the appropriate use and interpretation of diagnostic testing for the following populations encountered in internal medicine (PC#3):						
Adult						
Elderly						
Student demonstrated knowledge of the appropriate use and interpretation of laboratory studies for the following populations encountered in internal medicine (PC#3):						
Adult						
Elderly						
Student organized information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for the following populations encountered in internal medicine (PC#4):						
Adult						
Elderly						
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 internal medicine (PC#4):						
Adult						
Elderly						
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 internal medicine (PC#4):						
Adult						
Elderly						
Student demonstrated basic clinical skills common to internal medicine including (PC#5):						
Interpreting chest x-rays						
Interpreting electrocardiograms						
Selecting appropriate medications						
Selecting appropriate medication dosages						
Prescribe medications for acute conditions						
Prescribe medications for chronic 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						
Chronic disease follow-up encounters						
Student listened empathetically and effectively to patients seeking care in internal medicine (ICS#1)						
Student communicated information clearly in internal medicine (ICS#3)						
Student utilized shared decision making for patients seeking care in internal medicine (ICS#5)						
Student provided patient education and counseling for patients seeking care in internal medicine (ICS#5)						
Student facilitated difficult health care conversations in internal 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 internal 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 internal medicine (P#1)						
Student demonstrated patient responsiveness while providing care to patients in internal medicine (P#2)						
Student showed accountability while providing care to patients in internal 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 internal 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 internal medicine (PBLPI#2)						

Student located, appraised, and integrated evidence-based studies related to internal 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 internal medicine setting (SBP#1)						
Student demonstrated knowledge of quality improvement methodologies and metrics in an internal medicine setting (SBP#2)						
Student recognized the unique roles of PAs and those of other healthcare professions in an internal medicine setting (SBP#3)						
Student worked effectively with other health professionals to provide collaborative, patient-centered care in an internal medicine setting (SBP#4)						
Student worked effectively in an internal medicine setting (SBP#5)						
Student incorporated considerations of cost awareness and funding sources into patients seeking care in an internal medicine setting (SBP#6)						
Student described basic health payment systems and practice models for an internal 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