



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

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Psychiatry/Behavioral Health Clinical Rotation Topics



Psychiatry & Behavioral Health End of Rotation™ EXAM TOPIC LIST

DEPRESSIVE DISORDERS; BIPOLAR AND RELATED DISORDERS

Bipolar I disorder	Major depressive disorder
Bipolar II disorder	Persistent depressive disorder (dysthymia)
Cyclothymic disorder	

ANXIETY DISORDERS; TRAUMA- AND STRESS-RELATED DISORDERS

Generalized anxiety disorder	Post-traumatic stress disorder
Panic disorder	Specific phobias
Phobic disorders	

SUBSTANCE-RELATED DISORDERS

Alcohol-related disorders	Sedative-, hypnotic-, or anxiolytic-related disorders
Cannabis-related disorders	Stimulant-related disorders
Hallucinogen-related disorders	Tobacco-related disorders
Inhalant-related disorders	
Opioid-related disorders	

SCHIZOPHRENIA SPECTRUM AND OTHER PSYCHOTIC DISORDERS

Delusional disorder	Schizophrenia
Schizoaffective disorder	Schizopreniform disorder

DISRUPTIVE, IMPULSE-CONTROL AND CONDUCT DISORDERS; NEURODEVELOPMENTAL DISORDERS

Attention-deficit/hyperactivity disorder	Conduct disorder
Autism spectrum disorder	Oppositional defiant disorder

PERSONALITY DISORDERS; OBSESSIVE-COMPULSIVE AND RELATED DISORDERS

Antisocial personality disorder	Narcissistic personality disorder
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Avoidant personality disorder	Obsessive-compulsive disorder
Body dysmorphic disorder	Obsessive-compulsive personality disorder
Borderline personality disorder	Paranoid personality disorder
Dependent personality disorder	Schizoid personality disorder
Histrionic personality disorder	Schizotypal personality disorder

SOMATIC SYMPTOM AND RELATED DISORDERS; NONADHERENCE TO MEDICAL TREATMENT

Factitious disorder	Somatic symptom disorder
Illness anxiety disorder	

FEEDING OR EATING DISORDERS

Anorexia nervosa	Bulimia nervosa
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PARAPHILIC DISORDERS; SEXUAL DYSFUNCTIONS

Exhibitionistic disorder	Pedophilic disorder
Female sexual interest/arousal disorder	Sexual masochism disorder
Fetishistic disorder	Voyeuristic disorder
Male hypoactive sexual desire disorder	

*Updates include style and spacing changes, and organization in content area size order.

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.

Psychiatry/Behavioral Health Clinical and Technical Skills	
Clinical Skills	
	Elicit a detailed and accurate history on patients seeking care for behavioral health conditions (RLO2)
	Elicit a detailed and accurate history on patients seeking care for mental health conditions (RLO2)
	Perform an appropriate physical examination on patients seeking care for behavioral health conditions (RLO2)
	Perform an appropriate physical examination on patients seeking care for mental health conditions (RLO2)
	Demonstrate ability to obtain a comprehensive substance use history (RLO3, Clinical and Technical Skills Checklist)
	Screen for substance use disorders using validated screening tools (RLO3)
	Access and interpret Michigan Automated Prescription System (MAPS) reports (RLO3, Clinical and Technical Skills Checklist)
	Document information clearly and appropriately for behavioral health patient encounters (RLO4)
	Document information clearly and appropriately for mental health patient (RLO4)
	Select appropriate medications (RLO3)
	Select appropriate dose for medications (RLO3)
	Prescribe medications for behavioral and mental health conditions. (RLO3)
Technical Skills	None

Psychiatry/Behavioral Health Rotation Learning Outcomes and Instructional Objectives

Upon completion of the psychiatry/behavioral health clinical rotation,

Instructional Objectives	Rotation Learning Outcomes
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 behavioral and mental health conditions (listed in Psychiatry/Behavioral Health Clinical Rotation Topics above).	
	Psychiatry/Behavioral Health instructional objective: Explain the pathophysiology of the clinical presentations of behavioral and mental health conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above). (MK-PLO3)
	Psychiatry/Behavioral Health instructional objective: Describe the etiology and epidemiology of the behavioral and mental health conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above). (MK-PLO3)
	Psychiatry/Behavioral Health instructional objective: Identify the patient presentation of behavioral and mental health conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above). (MK-PLO3)
	Psychiatry/Behavioral Health instructional objective: Differentiate how disease processes of behavioral and mental health conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) present. (MK-PLO3)
	Behavioral Health instructional objective: Explain the appropriate diagnostic workup of patients receiving behavioral and mental health care for the clinical conditions listed in the Behavioral Health Clinical Rotation Topics (above). (MK-PLO3)

	Psychiatry/Behavioral Health instructional objective: Formulate a differential diagnosis for patient presentation of behavioral and mental health conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above). (MK-PLO3)
	Psychiatry/Behavioral Health instructional objective: Compare and contrast the risks and benefits of diagnostic studies and treatment plans for behavioral and mental health conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above). (MK-PLO3)
	Psychiatry/Behavioral Health instructional objective: Summarize the indications and contraindications of procedures commonly used in the treatment of behavioral and mental health conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above). (MK PLO-2)
	Psychiatry/Behavioral Health instructional objective: Compare and contrast the risks and benefits of procedures indicated for behavioral and mental health conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above). (MK PLO-3)
	Psychiatry/Behavioral Health instructional objective: Outline the appropriate patient management of the behavioral and mental health conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above). (MK-PLO3)
	Psychiatry/Behavioral Health instructional objective: Identify the common medication problems specific to the behavioral and mental health conditions, including polypharmacy, potential toxic interactions of drugs, compliance issues, and the complexity of new medication prescribing. (MK-PLO3)
	Psychiatry/Behavioral Health instructional objective: Describe health promotion in relation to the management of behavioral and mental health clinical conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above). (MK-PLO3)

	Psychiatry/Behavioral Health instructional objective: Describe disease prevention for behavioral and mental health conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above). (MK-PLO3)
	Psychiatry/Behavioral Health instructional objective: Identify national screening guidelines for behavioral and mental health conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above). (MK-PLO2)
	Psychiatry/Behavioral Health instructional objective: Recognize when it is appropriate to obtain informed consent for patients receiving care for behavioral and mental health conditions.
	Psychiatry/Behavioral Health instructional objective: Identify signs of abuse and how to report suspected abuse in patients receiving care for behavioral and mental health conditions. (MK PLO-3)
	Psychiatry/Behavioral Health instructional objective: Discuss medications commonly used for patients receiving care for behavioral and mental health conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above), including indications, contraindications, possible drug interactions, mechanism of action, most common side effects, need for laboratory monitoring, and appropriate dosage. (MK PLO-3)
	Psychiatry/Behavioral Health instructional objective: Interpret and apply healthcare guidelines for patients receiving care behavioral and mental health conditions. (MK PLO-3)
	Psychiatry/Behavioral Health instructional objective: Select appropriate prescription medication(s) and dosing for the treatment of conditions listed in the Behavioral Health Clinical Rotation Topics (above) in patients seeking care for behavioral and mental health conditions. (MK PLO-3)

	Psychiatry/Behavioral Health instructional objective: Actively participate in the management of patients receiving care for behavioral and mental health conditions. (MK- PLO3)
	Psychiatry/Behavioral Health instructional objective: Describe the legal procedures involved with voluntary and involuntary psychiatric treatment. (MK-2)
	Psychiatry/Behavioral Health instructional objective: Assess the need for restraints and seclusion in a psychiatric patient. (MK-3)
Students will elicit a detailed and accurate patient history, perform an appropriate physical examination, appropriately use and interpret diagnostic testing and laboratory studies, and formulate differential diagnoses, assessments, and management plans for behavioral and mental health care symptoms/conditions (listed in Psychiatry/Behavioral Health Clinical Rotation Topics above) in a psychiatry/behavioral health setting.	
	Psychiatry/Behavioral Health instructional objective: Demonstrate an age-appropriate problem-focused history and physical exam for patients with behavioral and mental health conditions in a psychiatric/behavioral health setting. (PC PLO-1, PC-PLO-2)
	Psychiatry/Behavioral Health instructional objective: Select and interpret appropriate diagnostic and laboratory studies related to behavioral and mental health care conditions listed in the Psychiatry/Behavioral Clinical Rotation Topics (above) in a psychiatry/behavioral health setting. (PC-PLO3)
	Psychiatry/Behavioral Health instructional objective: Formulate an appropriate differential diagnosis for behavioral and mental health conditions based on history, physical examination, diagnostic data, and clinical reasoning in a psychiatry/behavioral health setting. (PC-PLO4)

	Psychiatry/Behavioral Health instructional objective: Develop an appropriate assessment, management care plan, and disposition of patients with behavioral and mental health conditions, given all pertinent medical data, including history, physical exam, laboratory, and diagnostic data in a psychiatry/behavioral health setting. (PC-PLO4)
	Psychiatry/Behavioral Health instructional objective: Actively participate in the management of patients with behavioral and mental health conditions listed in the Psychiatry/Behavioral Health Clinical Rotation Topics (above) in a psychiatry/behavioral health setting. (PC-PLO4)
Students will proficiently demonstrate the clinical skills essential for the care of patients with behavioral and mental health conditions, as outlined in the Psychiatry/Behavioral Health Clinical and Technical Skills list.	
	Psychiatry/Behavioral Health instructional objective: Demonstrate the ability to obtain a comprehensive substance use history, using open-ended questions to assess type, frequency, and quantity of use; explore patterns and their implications for health and behavior; evaluate the impact on daily life and relationships; and inquire about past attempts to quit or reduce use. (PC-PLO1)
	Psychiatry/Behavioral Health instructional objective: Screen for signs of substance use disorders using validated tools and apply clinical reasoning to develop an assessment and management plan tailored to the patient's needs. (PC-PLO1)
	Psychiatry/Behavioral Health instructional objective: Access and interpret Michigan Automated Prescription System (MAPS) reports to identify trends in controlled substance prescribing, differentiate between appropriate and concerning prescribing practices, correlate findings with the patient's medical history, and incorporate them into

	clinical reasoning for developing a patient-centered assessment and plan. (PC-PLO3)
	Psychiatry/Behavioral Health instructional objective: Prescribe medications for behavioral and mental health conditions. (MK PLO-3)
	Psychiatry/Behavioral Health 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 psychiatry/behavioral health, including behavioral and mental health patient encounters.	
	Psychiatry/Behavioral Health instructional objective: Document a medical note for a behavioral and mental health encounter. (ICS-PLO2)
	Psychiatry/Behavioral Health instructional objective: Document information clearly and accurately at an appropriate level for patients, colleagues, and teachers. (ICS-PLO2)
	Psychiatry/Behavioral Health instructional objective: Ensure that psychiatric documentation respects patient confidentiality and adheres to behavioral health privacy standards (ICS-PLO2)
	Psychiatry/Behavioral Health instructional objective: Document behavioral and mental health information clearly and objectively, using language that is sensitive to patient needs and avoids stigma. (ICS-PLO2)
Students will listen empathetically and effectively, communicate clearly, utilize shared decision-making, and provide patient education and counseling for patients seeking care for behavioral and mental health conditions.	

	Psychiatry/Behavioral Health 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 for patients seeking care for behavioral and mental conditions. (ICS-PLO1)
	Psychiatry/Behavioral Health 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 for patients seeking care for behavioral and mental health conditions. (ICS-PLO3)
	Psychiatry/Behavioral Health 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)
	Psychiatry/Behavioral Health 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)
	Psychiatry/Behavioral Health 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, for patients seeking care for behavioral and mental health conditions. (ICS PLO-5)

	Psychiatry/Behavioral Health instructional objective: Deliver age-appropriate patient-centered education and counseling to patients, including health promotion, disease prevention, and evidence-based written materials tailored to the patient's needs and health literacy, seeking behavioral and mental health care. (ICS-PLO5)
Students will facilitate difficult health care conversations regarding behavioral and mental health conditions.	
	Psychiatry/Behavioral Health 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)
	Psychiatry/Behavioral Health 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)
	Psychiatry/Behavioral Health instructional objective: Demonstrate sensitivity and cultural competence in addressing sensitive topics, such as substance use disorder, suicidal ideation, or difficult treatment decisions, while respecting diverse perspectives and values. (ICS PLO-4)
	Psychiatry/Behavioral Health instructional objective: Provide emotional support and connect patients and their families with appropriate resources to help them cope with difficult emotions and navigate the healthcare system effectively. (ICS PLO-4)
Students will demonstrate compassion, integrity, respect, patient responsiveness, and accountability while providing care to patients with behavioral and mental health conditions.	

	Psychiatry/Behavioral Health 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 while providing care to patients with behavioral and mental health conditions (P-PLO1)
	Psychiatry/Behavioral Health instructional objective: Respect patient confidentiality and privacy, ensuring that sensitive information is handled appropriately and securely while providing care to patients with behavioral and mental health conditions. (P-PLO1)
	Psychiatry/Behavioral Health instructional objective: Use inclusive language and cultural sensitivity while providing care to patients with behavioral and mental health conditions and interacting with patients and their families to foster trust and respect. (P-PLO1)
	Psychiatry/Behavioral Health 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)
	Psychiatry/Behavioral Health 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)
	Psychiatry/Behavioral Health instructional objective: Demonstrate flexibility, attentiveness, and responsiveness in addressing patient concerns and unexpected changes. (P-PLO2)
	Psychiatry/Behavioral Health instructional objective: Take accountability for actions, decisions, and the quality of care provided, ensuring continuous evaluation and improvement. (P-PLO3)

	Psychiatry/Behavioral Health instructional objective: Evaluate and integrate community resources to support patient care in psychiatry/behavioral health. (P PLO-3)
	Psychiatry/Behavioral Health instructional objective: Demonstrate motivation and desire to learn. (P PLO-3)
	Psychiatry/Behavioral Health instructional objective: Demonstrate knowledge of the legal and regulatory requirements of the role of a physician assistant. (P-PLO4)
	Psychiatry/Behavioral Health 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 behavioral and mental health conditions.	
	Psychiatry/Behavioral Health 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)
	Psychiatry/Behavioral Health instructional objective: Develop action plans based on feedback including specific goals and timelines for implementation. (PBL PI-PLO1)
	Psychiatry/Behavioral Health instructional objective: Recognize personal and professional limitations, and locate assistance from preceptors, colleagues, and reference materials to address areas needing improvement. (PBL PI-PLO1)
	Psychiatry/Behavioral Health instructional objective: Monitor progress towards goals over time, adjusting action plans as necessary based on ongoing reflection and feedback. (PBL PI PLO-2)

	Psychiatry/Behavioral Health instructional objective: Develop the ability to learn from practice. (PBL PI PLO-2)
	Psychiatry/Behavioral Health instructional objective: Demonstrate lifelong learning by interpreting independent readings, assessing medical evidence, and applying decision-making tools to provide evidence-based patient care concerning behavioral and mental health care. (PBL PI-PLO3)
	Psychiatry/Behavioral Health instructional objective: Recognize the importance of lifelong learning in the medical field. (PBL PI PLO-3)
	Psychiatry/Behavioral Health 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)
	Psychiatry/Behavioral Health 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 a psychiatry/behavioral health 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.	
	Psychiatry/Behavioral Health instructional objective: Operate under the rules of HIPAA to preserve patient confidentiality in a psychiatry/behavioral health setting. (SBP PLO-1)
	Psychiatry/Behavioral Health instructional objective: Practice according to policy and

	procedures set forth by the health care facility. (SBP PLO-1)
	Psychiatry/Behavioral Health instructional objective: Identify barriers and challenges to implementing quality improvement initiatives in a psychiatry/behavioral health setting and propose strategies to overcome them. (SBP PLO-2)
	Psychiatry/Behavioral Health instructional objective: Discuss the appropriate use of controlled substances and statewide tracking systems to ensure ethical and legal patient care in a psychiatry/behavioral health setting. (SBP PLO-2)
	Psychiatry/Behavioral Health 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 a psychiatry/behavioral health setting. (SBP-PLO3)
	Psychiatry/Behavioral Health 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 a psychiatry/behavioral health setting. (SBP-PLO3)
	Psychiatry/Behavioral Health instructional objective: Employ a professional relationship with the preceptors and other healthcare team members in a psychiatry/behavioral health setting. (SBP-PLO4)
	Psychiatry/Behavioral Health instructional objective: Efficiently manage patient flow and patient scheduling to optimize access to care and minimize wait times for patients seeking care in a psychiatry/behavioral health setting. (SBP-PLO5)
	Psychiatry/Behavioral Health 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 a

	psychiatry/behavioral health setting. (SBP-PLO4, SBP-PLO5)
	Psychiatry/Behavioral Health instructional objective: Evaluate cost-effective healthcare resources that do not compromise the quality of care for patients in a psychiatry/behavioral health setting. (SBP PLO-6)
	Psychiatry/Behavioral Health 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 a psychiatry/behavioral health setting. (SBP PLO-6)
	Psychiatry/Behavioral Health instructional objective: Describe common practice models in a psychiatry/behavioral health setting. (SBP PLO-6)
	Psychiatry/Behavioral Health instructional objective: Demonstrate an understanding of the roles and responsibilities of PAs and other healthcare professionals in a psychiatry/behavioral health setting, including their contributions to population health, care coordination, and cost reduction through preventive services and chronic disease management. (SBP PLO-6)
	Psychiatry/Behavioral Health instructional objective: Choose appropriate billing codes for payment services under the direct supervision of the preceptor in a psychiatry/behavioral health setting (SBP-PLO7)
	Psychiatry/Behavioral Health instructional objective: Identify funding sources and payment systems, including eligible patient populations for Medicaid and Medicare, in a psychiatry/behavioral health setting. (SBP-PLO7)

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Psychiatry/Behavioral Health 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 behavioral and mental health conditions (listed in Psychiatry/Behavioral Health Clinical Rotation Topics above).	Preceptor Evaluation (80% average score on Medical Knowledge competency section)	Medical Knowledge and Competence in Patient Care	MK #2
	End-of-rotation examination ($\geq 70\%$)		MK#3
Students will elicit a detailed and accurate patient history, perform an appropriate physical examination, appropriately use and interpret diagnostic testing and laboratory studies, and formulate differential diagnoses, assessments, and management plans for behavioral and mental health care symptoms/conditions (listed in Psychiatry/Behavioral Health Clinical Rotation Topics	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

above) in a psychiatry/behavioral health setting.			
Students will proficiently demonstrate the clinical skills essential for the care of patients with behavioral and mental health conditions, as outlined in the Psychiatry/Behavioral Health 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 psychiatry/behavioral health, including behavioral and mental health patient encounters.	Preceptor Evaluation (80% average score on Interpersonal and Communication Skills competency section)	Medical Knowledge and Patient Care	ICS#2
Students will listen empathetically and effectively, communicate clearly, utilize shared decision-making, and provide patient education and counseling for patients seeking care for behavioral and mental health conditions.	Preceptor Evaluation (80% average score on Interpersonal and Communication Skills competency section)	Medical Knowledge and Patient Care Collaborative Practice	ICS #1 ICS #3 ICS #5

Students will facilitate difficult health care conversations regarding behavioral and mental health conditions.	Preceptor Evaluation (80% average score on Interpersonal and Communication Skills competency section)	Collaborative Practice	ICS #4
Students will demonstrate compassion, integrity, respect, patient responsiveness, and accountability while providing care to patients with behavioral and mental health conditions.	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 behavioral and mental health conditions.	Preceptor Evaluation (80% average score on Practice-Based Learning and Proficiency Improvement competency section)	Lifelong Learning	PBLPI #1
			PBLPI #2
			PBLPI #3
In a psychiatry/behavioral health 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	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

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.			
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Psychiatry/Behavioral Health Preceptor Evaluation of the Student

Psychiatry/Behavioral Health 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 psychiatry and behavioral health, including behavioral and mental health conditions (MK#2, 3):						
Student demonstrated medical knowledge of patient presentations for common conditions encountered in psychiatry and behavioral health, including behavioral and mental health conditions (MK#2,3):						
Student demonstrated medical knowledge of differential diagnosis for patients seeking medical care for common conditions encountered in psychiatry and behavioral health, including behavioral and mental health conditions (MK#2,3):						
Student demonstrated medical knowledge of the diagnostic work-up for patients seeking medical care for common conditions encountered in psychiatry and behavioral health, including behavioral and mental health conditions (MK#2,3):						

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

Student organized information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for patients seeking care in a psychiatry and behavioral health setting, for behavioral and mental health symptoms and conditions (PC#4):						
Student organized information from the interview, diagnostic testing, and physical examination to formulate assessments for symptoms/conditions commonly encountered for patients seeking care in a psychiatry and behavioral health setting, for behavioral and mental health symptoms and conditions (PC#4):						
Student organized information from the interview, diagnostic testing, and physical examination to formulate management plans for symptoms/conditions commonly encountered for patients seeking care in a psychiatry and behavioral health setting, for behavioral and mental health symptoms and conditions (PC#4):						
<u>Student demonstrated basic clinical skills common to the care of patients with behavioral and mental health conditions, including:</u>						
Demonstrating ability to obtain a comprehensive substance use history						
Screening for substance use disorders using validated screening tools						
Accessing and interpreting Michigan Automated Prescription System (MAPS) reports						
Select appropriate medications						
Select appropriate dose for medications						
Prescribe medications for behavioral health conditions						
Prescribe medications for mental health 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 in psychiatry and behavioral health during behavioral and mental health care encounters (ICS#2):						
Student listened empathetically and effectively to patients seeking care in psychiatry and behavioral health during behavioral and mental health care encounters (ICS#1):						
Student communicated information clearly to patients seeking care psychiatry and behavioral health during behavioral and mental health encounters (ICS#3):						
Student utilized shared decision making for patients seeking care in psychiatry and behavioral health during behavioral and mental health encounters (ICS#5):						
Student provided patient education and counseling for patients seeking care in psychiatry and behavioral health during behavioral and mental health encounters (ICS#5):						
Student facilitated difficult health care conversations in psychiatry and behavioral health for patients seeking care in psychiatry and behavioral health during behavioral and mental health encounters (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 psychiatry and behavioral health.						
	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 psychiatry and behavioral health during behavioral and mental health encounters (P#1):						

Student demonstrated patient responsiveness while providing care to patients in psychiatry and behavioral health during behavioral and mental health encounters (P#2):						
Student showed accountability while providing care to patients in psychiatry and behavioral health during behavioral and mental health encounters (P#3):						
Additional Comments:						
Practice-Based Learning and Proficiency Improvement: This section evaluates the student's ability to acquire, appraise, and apply evidence-based medicine to patient care and accurately assess and improve clinical performance based on constant self-evaluation and lifelong learning.						
	60% (Failing)	70% (D+/ C-)	80% (C+/ B)	90% (B+/ A-)	100% (A)	N/A
Student sought, implemented, and accepted feedback related to psychiatry and behavioral health during behavioral and mental health encounters (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 psychiatry and behavioral health (PBLPI#2):						
Student located, appraised, and integrated evidence-based studies related to psychiatry and behavioral health, including behavioral and mental health conditions (PBLPI#3):						
Additional Comments:						
Systems-Based Practice: This section evaluates the student's ability to engage with other healthcare professionals in a manner that optimizes care within the context of the larger healthcare system.						
	60% (Failing)	70% (D+/ C-)	80% (C+/ B)	90% (B+/ A-)	100% (A)	N/A
Student promoted a safe environment for patients seeking care in a psychiatry and behavioral health setting (SBP#1)						

Student demonstrated knowledge of quality improvement methodologies and metrics in a psychiatry and behavioral health setting (SBP#2)						
Student recognized the unique roles of PAs and those of other healthcare professions in a psychiatry and behavioral health setting (SBP#3)						
Student worked effectively with other health professionals to provide collaborative, patient-centered care in a psychiatry and behavioral health setting (SBP#4)						
Student worked effectively in a psychiatry and behavioral health setting (SBP#5)						
Student incorporated considerations of cost awareness and funding sources into patients seeking care in a psychiatry and behavioral health setting (SBP#6)						
Student described basic health payment systems and practice models for a psychiatry and behavioral health 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: