

**Women's Health Rotation Information (including Rotation Learning Outcomes,
Instructional Objectives, Preceptor Evaluation of Student Form, and Rotation-Specific
Curriculum Integration Table)**

Instructor of Record for Women's Health Rotation:

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Women's Health Clinical Rotation Topics

Genitourinary System (Female)

Bladder disorders: Incontinence, Overactive bladder, Prolapse

Vesicoureteral reflux

Infectious disorders: Cystitis, Pyelonephritis, Urethritis

Neoplasms: Bladder cancer

Nephrolithiasis/urolithiasis

Urethral disorders: Prolapse, Stricture

Reproductive System

Breast disorders: Abscess, Fibroadenoma, Fibrocystic changes, Galactorrhea, Gynecomastia, Mastitis

Cervical disorders: Cervicitis, Dysplasia

Contraceptive methods

Human sexuality and gender identity

Infertility

Menopause

Menstrual disorders

Neoplasms of the breast and reproductive tract: Benign, Malignant

Ovarian disorders: Cysts, Polycystic ovarian syndrome, Torsion

Pelvic inflammatory disease

Pregnancy: Abruptio placentae, Breech presentation, Cervical insufficiency, Cesarean and operative delivery, Classifications of abortion, Ectopic pregnancy, Gestational diabetes, Gestational trophoblastic disease, Hypertensive disorders of pregnancy, Labor/delivery, Multiple gestation, Placenta previa, Postnatal/postpartum care, Postpartum hemorrhage, Postpartum pituitary disorders, Postpartum psychiatry disorders, Preconception/prenatal care, Prelabor rupture of membranes, Rh incompatibility, Shoulder dystocia, Umbilical cord prolapse

Trauma in pregnancy: Physical, Psychological, Sexual

Uterine disorders: Endometriosis, Leiomyoma, Prolapse

Vaginal/vulvar disorders: Bartholin gland cysts, Cystocele, Prolapse, Rectocele, Vaginitis

Women's Health Clinical and Technical Skills	
Clinical Skills	
	Elicit a detailed and accurate history on patients seeking prenatal care (RLO2)
	Elicit a detailed and accurate history on patients seeking gynecologic care (RLO2)
	Perform an appropriate prenatal physical examination (RLO2)
	Perform an appropriate gynecologic physical examination (RLO2)
	Demonstrate proper technique for a breast exam (RLO3, Clinical and Technical Skills Checklist)
	Appropriately identifies clinical findings on breast examination through inspection and palpation (RLO3)
	Demonstrate proper technique for a pelvic examination (RLO3, Clinical and Technical Skills Checklist)
	Appropriately identifies clinical findings on pelvic examination through inspection and palpation (RLO3)
	Demonstrate proper technique for fundal height measurement (RLO3, Clinical and Technical Skills Checklist)
	Interpret fundal height measurements (RLO3)
	Document prenatal care encounters (RLO4)
	Document postpartum care encounters (RLO4)
	Document gynecologic care encounters (RLO4)
	Peri/postmenopausal encounters (RLO4)
	Genetic counseling encounters (RLO4)
	Interpret cervical cytology results (RLO3)
	Select appropriate medications (RLO3)
	Select appropriate dose for medications (RLO3)
	Prescribe medications for prenatal and gynecologic conditions (RLO3)
Technical Skills	
	Collect a cervical specimen (RLO3, Clinical and Technical Skills Checklist)
	Demonstrating proper technique for fetal heart rate assessment using a Doppler probe (RLO3, Clinical and Technical Skills Checklist)

Women's Health Rotation Learning Outcomes and Instructional Objectives

Upon completion of the women's health clinical rotation,

Rotation Learning Outcome	Instructional Objective
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 Women's Health Clinical Rotation Topics above) encountered in prenatal and gynecologic care.	
	Women's Health instructional objective: Explain the pathophysiology of the clinical presentations of prenatal and gynecologic conditions listed in the Women's Health Clinical Rotation Topics (above). (MK-PLO3)
	Women's Health instructional objective: Describe the etiology and epidemiology of prenatal and gynecologic conditions listed in the Women's Health Clinical Rotation Topics (above). (MK-PLO3)
	Women's Health instructional objective: Identify the patient presentation of prenatal and gynecologic conditions listed in the Women's Health Clinical Rotation Topics (above). (MK-PLO3)
	Women's Health instructional objective: Differentiate how disease processes listed in the Women's Health Clinical Rotation Topics (above) present. (MK-PLO3)
	Women's Health instructional objective: Explain the appropriate diagnostic workup of patients receiving prenatal and gynecologic care for the clinical conditions listed in the Women's Health Clinical Rotation Topics (above). (MK-PLO3)
	Women's Health instructional objective: Formulate a differential diagnosis for patient presentations of prenatal and gynecologic conditions listed in the Women's Health Clinical Rotation Topics (above). (MK-PLO3)

	Women's Health instructional objective: Compare and contrast the risks and benefits of diagnostic studies and treatment plans for prenatal and gynecologic conditions listed in the Women's Health Clinical Rotation Topics (above). (MK-PLO3)
	Women's Health instructional objective: Summarize the indications and contraindications of procedures commonly used in the treatment of prenatal and gynecologic conditions listed in the Women's Health Clinical Rotation Topics (above). (MK PLO-2)
	Women's Health instructional objective: Compare and contrast the risks and benefits of procedures indicated for prenatal and gynecologic conditions listed in the Women's Health Clinical Rotation Topics (above). (MK PLO-3)
	Women's Health instructional objective: Outline the appropriate management of prenatal and gynecologic conditions listed in the Women's Health Clinical Rotation Topics (above). (MK-PLO3)
	Women's Health instructional objective: Identify the common medication problems specific to prenatal and gynecologic care. (MK-PLO3)
	Women's Health instructional objective: Describe health promotion in relation to the management of prenatal and gynecologic conditions listed in the Women's Health Clinical Rotation Topics (above). (MK-PLO3)
	Women's Health instructional objective: Describe disease prevention for prenatal and gynecologic conditions listed in the Women's Health Clinical Rotation Topics (above). (MK-PLO3)
	Women's Health instructional objective: Identify national screening guidelines for the applicable prenatal and gynecologic conditions listed in the Women's Health Clinical Rotation Topics (above). (MK-PLO2)

	Women's Health instructional objective: Recognize when it is appropriate to obtain informed consent for patients receiving prenatal and gynecologic care. (MK-PLO3)
	Women's Health instructional objective: Identify signs of abuse and how to report suspected abuse for patients receiving prenatal and gynecologic care. (MK PLO-3)
	Women's health instructional objective: Discuss medications commonly used for patients receiving prenatal and gynecologic care for conditions listed in the Women's 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)
	Women's health instructional objective: Interpret and apply healthcare guidelines for patients receiving prenatal and gynecologic care. (MK PLO-3)
	Women's health instructional objective: Select appropriate prescription medication(s) and dosing for the treatment of conditions listed in the Women's Health Clinical Rotation Topics (above) in patients seeking prenatal and gynecologic care. (MK PLO-3)
	Women's health instructional objective: Actively participate in the management of patients receiving prenatal and gynecologic care. (MK- PLO3)
	Women's health instructional objective: Explain the normal course of the reproductive cycle and menopause. (MK PLO-2)
	Women's health instructional objective: Outline the key physiological processes involved in reproductive function. (MK PLO-2)

<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 Women's Health Clinical Rotation Topics above) commonly encountered in patients seeking gynecologic and prenatal care in a women's health setting.</p>	
	<p>Women's health instructional objective: Perform comprehensive prenatal and gynecological history and physical exam in a women's health setting. (PC PLO-1, PC-PLO-2)</p>
	<p>Women's health instructional objective: Demonstrate an age-appropriate problem-focused history and physical exam for prenatal, postpartum, perimenopausal, postmenopausal, and gynecologic conditions in a women's health setting. (PC PLO-1, PC-PLO-2)</p>
	<p>Women's health instructional objective: Select and interpret appropriate diagnostic and laboratory studies related to prenatal and gynecologic care for conditions listed in the Women's Health Clinical Rotation Topics (above) in a women's health setting. (PC-PLO3)</p>
	<p>Women's health instructional objective: Formulate an appropriate differential diagnosis for prenatal and gynecologic conditions based on history, physical examination, diagnostic data, and clinical reasoning for patients in a women's health setting. (PC-PLO4)</p>
	<p>Women's health instructional objective: Develop an appropriate assessment, management care plan, and disposition of patients with prenatal and gynecologic conditions, given all pertinent medical data, including history, physical exam, laboratory, and diagnostic data in a women's health setting. (PC-PLO4)</p>

	Women's health instructional objective: Actively participate in the management of patients with prenatal and gynecologic conditions listed in the Women's Health Clinical Rotation Topics (above) in a women's health setting. (PC- PLO4)
Students will proficiently demonstrate the clinical and technical skills essential for prenatal and gynecologic care, as outlined in the Women's Health Clinical and Technical Skills list.	
	Women's Health instructional objective: Demonstrate proper technique for a breast exam, appropriately identifies clinical findings through inspection and palpation. (PC-PLO2)
	Women's Health instructional objective: Demonstrate proper technique for a pelvic exam, identifying normal and abnormal findings through inspection and palpation. (PC-PLO2)
	Women's health instructional objective: Prepare for and perform cervical specimen collection using proper technique, and interpret pap smear results, distinguishing between normal and abnormal findings and integrating results with the patient's clinical presentation. (PC-PLO5)
	Women's health instructional objective: Demonstrate proper technique for measuring fundal height using anatomical landmarks, correlate measurements with gestational age, and identify normal and abnormal fetal growth patterns. (PC-PLO2)
	Women's health instructional objective: Demonstrate proper use of a Doppler probe to locate and assess fetal heart rate, accurately distinguishing between maternal and fetal heart rates, and identifying normal and abnormal findings. (PC-PLO5)
	Women's 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)

	Women's health instructional objective: Prescribe medications for prenatal and gynecologic conditions. (MK PLO-3)
Students will document information clearly and appropriately in women's health, including prenatal and gynecologic encounters.	
	Women's health instructional objective: Document a medical note for prenatal, postpartum, gynecologic, peri/postmenopausal, and genetic counseling evaluations. (ICS-PLO2)
	Women's health instructional objective: Document information clearly and accurately at an appropriate level for patients, colleagues, and teachers. (ICS-PLO2)
	Women's health instructional objective: Document information in a manner that respects sensitivity, confidentiality, and the unique aspects of prenatal and gynecologic care. (ICS-PLO2)
Students will listen empathetically and effectively, communicate clearly, utilize shared decision-making, and provide patient education and counseling for patients seeking prenatal and gynecologic care.	
	Women's 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 prenatal and gynecologic care. (ICS-PLO1)
	Women's 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 prenatal and gynecologic care. (ICS-PLO3)

	Women's 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)
	Women's 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)
	Women's 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 prenatal and gynecologic care. (ICS PLO-5)
	Women's 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 prenatal and gynecologic care. (ICS-PLO5)
	Women's health instructional objective: Provide patient-centered counseling that addresses emotional, psychological, and social concerns (ICS-PLO5)
	Women's health 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 regarding prenatal and gynecologic care.	

	Women's 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)
	Women's 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)
	Women's health instructional objective: Demonstrate sensitivity and cultural competence in addressing sensitive topics, contraception, fetal demise, sexually transmitted infections, or difficult treatment decisions, while respecting diverse perspectives and values. (ICS PLO-4)
	Women's 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 prenatal and gynecologic care.	
	Women's 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 prenatal and gynecologic care. (P-PLO1)
	Women's health instructional objective: Respect patient confidentiality and privacy, ensuring that sensitive information is handled appropriately and securely while providing prenatal and gynecologic care. (P-PLO1)

	Women's health instructional objective: Use inclusive language and cultural sensitivity while providing prenatal and gynecologic care and interacting with patients and their families to foster trust and respect. (P-PLO1)
	Women's 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)
	Women's 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)
	Women's health instructional objective: Demonstrate flexibility, attentiveness, and responsiveness in addressing patient concerns and unexpected changes. (P-PLO2)
	Women's Health instructional objective: Take accountability for actions, decisions, and the quality of care provided, ensuring continuous evaluation and improvement. (P-PLO3)
	Women's health instructional objective: Evaluate and integrate community resources to support patient care in women's health. (P PLO-3)
	Women's health instructional objective: Demonstrate motivation and desire to learn. (P PLO-3)
	Women's health instructional objective: Demonstrate knowledge of the legal and regulatory requirements of the role of a physician assistant. (P-PLO4)
	Women's 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 prenatal and gynecologic care.	

	Women's 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)
	Women's health instructional objective: Develop action plans based on feedback including specific goals and timelines for implementation. (PBL PI-PLO1)
	Women's 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)
	Women's health instructional objective: Monitor progress towards goals over time, adjusting action plans as necessary based on ongoing reflection and feedback. (PBL PI PLO-2)
	Women's health instructional objective: Develop the ability to learn from practice. (PBL PI PLO-2)
	Women's 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 women's health care. (PBL PI-PLO3)
	Women's health instructional objective: Recognize the importance of lifelong learning in the medical field. (PBL PI PLO-3)
	Women's 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)
	Women's 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)

<p>In a women's 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.</p>	
	<p>Women's health instructional objective: Operate under the rules of HIPAA to preserve patient confidentiality in a women's health setting. (SBP PLO-1)</p>
	<p>Women's health instructional objective: Practice according to policy and procedures set forth by the health care facility. (SBP PLO-1)</p>
	<p>Women's health instructional objective: Identify barriers and challenges to implementing quality improvement initiatives in a women's health setting and propose strategies to overcome them. (SBP PLO-2)</p>
	<p>Women's health instructional objective: Discuss the appropriate use of controlled substances and statewide tracking systems to ensure ethical and legal patient care in a women's health setting. (SBP PLO-2)</p>
	<p>Women's 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 women's health setting. (SBP-PLO3)</p>
	<p>Women's 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 women's health setting. (SBP-PLO3)</p>
	<p>Women's health instructional objective: Employ a professional relationship with the</p>

	preceptors and other healthcare team members in a women's health setting. (SBP-PLO4)
	Women's health instructional objective: Efficiently manage patient flow and patient encounters to optimize access to care and minimize wait times for patients seeking care in a women's health setting. (SBP-PLO5)
	Women's 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 women's health setting. (SBP-PLO4, SBP-PLO5)
	Women's health instructional objective: Evaluate cost-effective healthcare <u>resources</u> that do not compromise the quality of care for patients in a women's health setting. (SBP PLO-6)
	Women's 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 women's health setting. (SBP PLO-6)
	Women's health instructional objective: Describe common practice models in a <u>women's health</u> setting. (SBP PLO-6)
	Women's health instructional objective: Demonstrate an understanding of the roles and responsibilities of PAs and other healthcare professionals in a women's health setting, including their contributions to population health, care coordination, and cost reduction through preventive services and chronic disease management. (SBP PLO-6)
	Women's health instructional objective: Choose appropriate billing codes for payment services under the direct supervision of the preceptor in a women's health setting. (SBP-PLO7)
	Women's health instructional objective: Identify funding sources and payment systems, including eligible patient populations

	for Medicaid and Medicare, in a women's health setting. (SBP-PLO7)
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Women's 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 conditions (listed in Women's Health Clinical Rotation Topics above) encountered in prenatal and gynecologic care.	Preceptor Evaluation (80% average score on Medical Knowledge competency section)	Medical Knowledge and Competence in Patient Care	MK #2 MK#3
	End of rotation examination ($\geq 70\%$)		
Students will elicit a detailed and accurate patient history, perform an appropriate physical examination, appropriately use	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 interpret diagnostic testing and laboratory studies, and formulate differential diagnoses, assessments, and management plans for symptoms/conditions (listed in Women's Health Clinical Rotation Topics above) commonly encountered in patients seeking gynecologic and prenatal care in a women's health setting.			
Students will proficiently demonstrate the clinical and technical skills essential for prenatal and gynecologic care, as outlined in the Women's Health Clinical and Technical Skills list.	Preceptor Evaluation (80% average score on Patient Care competency section)	Medical Knowledge and Competence in Patient Care	PC #5
	Clinical and Technical Skills Checklist (Pass/Fail)		
Students will document information clearly and appropriately in women's health, including prenatal and gynecologic 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 prenatal and gynecologic care.	Preceptor Evaluation (80% average score on Interpersonal and Communication Skills competency section)	Medical Knowledge and Patient Care	ICS #1
		Collaborative Practice	ICS #3 ICS #5
Students will facilitate difficult health care conversations regarding prenatal and gynecologic care.	Preceptor Evaluation (80% average score on Interpersonal and Communication Skills competency section)	Collaborative Practice	ICS #4
Students will demonstrate compassion, integrity, respect, patient responsiveness, and accountability while providing prenatal and gynecologic care.	Preceptor Evaluation (80% average score on Professionalism competency section)	Professionalism	P #1 P #2 P #3
Students will (a) seek, implement, and accept feedback, (b) reflect on performance and develop plans for self-improvement, and (c) locate, appraise, and integrate evidence-based studies related to prenatal and gynecologic care.	Preceptor Evaluation (80% average score on Practice-Based Learning and Proficiency Improvement competency section)	Lifelong Learning	PBLPI #1 PBLPI #2 PBLPI #3

<p>In a women's 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.</p>	<p>Preceptor Evaluation (80% average score on Systems-Based Practice competency section)</p>	<p>Medical Knowledge and Patient Care</p>	<p>SBP #1 SBP #6</p>
		<p>Lifelong Learning</p>	<p>SBP #2</p>
		<p>Collaborative Practice</p>	<p>SBP #3 SBP #4 SBP #5 SBP #7</p>

Women's Health Preceptor Evaluation of the Student

Women's 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% (Failing)	70% (D+/ C-)	80% (C+/ B)	90% (B+/ A-)	100% (A)
Student demonstrated medical knowledge in pathophysiology, etiology, and epidemiology for patients seeking medical care for common conditions encountered in women's health, including (MK#2, 3):					
Prenatal care					
Gynecologic care					
Student demonstrated medical knowledge of patient presentations for common conditions encountered in women's health, including (MK#2,3):					
Prenatal care					
Gynecologic care					
Student demonstrated medical knowledge of differential diagnosis for patients seeking medical care for common conditions encountered in women's health, including (MK#2,3):					
Prenatal care					
Gynecologic care					
Student demonstrated medical knowledge of the diagnostic work-up for patients seeking medical care for common conditions encountered in women's health, including (MK#2,3):					
Prenatal care					
Gynecologic care					
Student demonstrated medical knowledge of patient management strategies for patients seeking medical care for common conditions encountered in women's health, including (MK#2,3):					
Prenatal care					

Gynecologic care					
Student demonstrated medical knowledge of health promotion and disease prevention for patients seeking medical care for common conditions encountered in women's health, including (MK#2, 3):					
Prenatal care					
Gynecologic care					
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)
Student elicited a detailed and accurate history for patients seeking care in a women's health setting, including (PC#1):					
Prenatal care					
Gynecologic care					
Student performed an appropriate physical examination for patients seeking care in a women's health setting, including (PC#1):					
Prenatal care					
Gynecologic care					
Student demonstrated knowledge of the appropriate use and interpretation of diagnostic testing for patients seeking care in a women's health setting, including (PC#3):					
Prenatal care					
Gynecologic care					
Student demonstrated knowledge of the appropriate use and interpretation of laboratory studies for patients seeking care in a women's health setting, including (PC#3):					
Prenatal care					
Gynecologic care					
Student organized information from the interview, diagnostic testing, and physical examination to formulate differential diagnoses for patients seeking care in a women's health setting, including (PC#4):					
Prenatal care					
Gynecologic care					

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 women's health setting, including (PC#4):					
Prenatal care					
Gynecologic care					
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 women's health setting, including (PC#4):					
Prenatal care					
Gynecologic care					
Student demonstrated basic clinical and technical skills common to prenatal and gynecologic care, including (PC#5):					
	60% (Failing)	70% (D+/ C-)	80% (C+/ B)	90% (B+/ A-)	100% (A)
Demonstrating proper technique for a breast examination					
Appropriately identifies clinical findings on breast examination through inspection and palpation					
Demonstrating proper technique for a pelvic examination					
Appropriately identifies clinical findings on pelvic examination through inspection and palpation					
Collect a cervical specimen					
Interpreting cervical cytology results					
Demonstrating proper technique for fundal height measurement					
Interpreting fundal height measurements					
Demonstrating proper technique for fetal heart rate assessment using a Doppler probe					
Appropriately identifies fetal heart rate					
Selecting appropriate medications					
Selecting appropriate dose for medications					
Prescribe medications for prenatal conditions					
Prescribe medications for gynecologic 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% (Failing)	70% (D+/ C-)	80% (C+/ B)	90% (B+/ A-)	100% (A)
Student documented information clearly and appropriately for the following encounters in women's health, including (ICS#2):					
Prenatal care encounters					
Postpartum care encounters					
Gynecologic care encounters					
Peri/postmenopausal care encounter					
Postmenopausal care encounter					
Genetic counseling encounter					
Student listened empathetically and effectively to patients seeking care in women's health, including (ICS#1):					
Prenatal care					
Gynecologic care					
Student communicated information clearly to patients seeking care in women's health, including (ICS#3):					
Prenatal care					
Gynecologic care					
Student utilized shared decision making for patients seeking care in women's health, including (ICS#5):					
Prenatal care					
Gynecologic care					
Student provided patient education and counseling for patients seeking care in women's health, including (ICS#5):					
Prenatal care					
Gynecologic care					
Student facilitated difficult health care conversations for patients seeking care in women's health, including (ICS#4):					
Prenatal care					
Gynecologic care					
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 women's health.					
Student demonstrated compassion, integrity, and respect to patients seeking care in women's health, including (P#1):					
Prenatal care					
Gynecologic care					
Student demonstrated patient responsiveness while providing care to patients in women's health, including (P#2):					
Prenatal care					
Gynecologic care					
Student showed accountability while providing care to patients in women's health, including (P#3):					
Prenatal care					
Gynecologic care					
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)
Student sought, implemented, and accepted feedback related to women's health, including (PBLPI#1):					
Prenatal care					
Gynecologic care					
Student reflected on their performance to identify strengths and deficiencies in their knowledge and expertise and develop a plan for self-improvement related to women's health, including (PBLPI#2):					
Prenatal care					
Gynecologic care					
Student located, appraised, and integrated evidence-based studies related to women's health, including (PBLPI#3):					
Prenatal care					
Gynecologic care					

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)
Student promoted a safe environment for patients seeking care in a women's health setting (SBP#1)					
Student demonstrated knowledge of quality improvement methodologies and metrics in a women's health setting (SBP#2)					
Student recognized the unique roles of PAs and those of other healthcare professions in a women's health setting (SBP#3)					
Student worked effectively with other health professionals to provide collaborative, patient-centered care in a women's health setting (SBP#4)					
Student worked effectively in a women's health setting (SBP#5)					
Student incorporated considerations of cost awareness and funding sources into patients seeking care in a women's health setting (SBP#6)					
Student described basic health payment systems and practice models for a women's health setting (SBP#7)					

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: