



CHATHAM UNIVERSITY
PHYSICIAN ASSISTANT STUDIES

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Preceptor Handbook

Preceptor Handbook

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INTRODUCTION

Introduction to the University

Chatham University was founded in 1869 and is located on 32 acres in the Shadyside area of Pittsburgh. Its liberal arts education offers curriculum in the sciences, humanities, fine and performing arts, professional programs, environmental studies, international studies, and global policy studies. Chatham is the home of the Rachel Carson Institute.

Chatham University offers the following Master degree programs to men and women in the health sciences: counseling psychology, nursing, physical therapy, occupational therapy, athletic training, and physician assistant studies. Doctoral programs are also available for psychology, nursing, physical therapy and occupational therapy.

Chatham University is accredited by the Commission on Institutions of Higher Education of the Middle States Association of Colleges and Secondary Schools, the American Chemical Society, the Pennsylvania Department of Education Teacher Certification Program, the Accreditation Council for Occupational Therapy Education, the American Physical Therapy Association and ARC-PA (Accreditation Review Commission on Education for the Physician Assistant, Inc.).

Introduction to the Program

The Master of Physician Assistant Studies (MPAS) Program at Chatham University provides academic and clinical training that prepares its graduates to be certified and licensed to practice as extenders to the practicing physician, especially the primary care physician, in a competent and reliable manner.

Vision and Mission Statements

To strive for excellence in physician assistant education whose graduates are known as outstanding clinicians in the community and leaders in the profession trained by faculty who are recognized for developing and researching innovative curricular methods.

The Chatham University MPAS Program is dedicated to producing knowledgeable, compassionate, ethical, and clinically skillful graduates that are ready to provide healthcare services to all persons without exclusion and who are willing to become the future leaders and educators of the profession. This is accomplished by:

- Providing a student-centered curriculum which promotes self-directed and lifelong learning as well as professionalism and service;
- Educating competent physician assistants to practice as primary care providers to all populations;
- Contributing to the advancement of knowledge in medicine and physician assistant education;
- Encouraging students to serve local, national, and international communities through active involvement in service-oriented programs for medically underserved populations; and
- Promoting participation in professional organizations and the education of future PAs.

INTRODUCTION (continued)

Accreditation

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) has granted **Accreditation-Continued** status to the **Physician Assistant Program** sponsored by **Chatham University**. Accreditation-Continued is an accreditation status granted when a currently accredited program remains in compliance with the ARC-PA *Standards*.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the *Standards*. The approximate date for the next validation review of the program by the ARC-PA will be **March 2024**. The review date is contingent upon continued compliance with the Accreditation *Standards* and ARC-PA policy.

Curriculum

The curriculum is a 24-month (85 credits) professional course of study leading to the Master of Physician Assistant Studies (MPAS) degree. Basic medical sciences, research, clinical methods, and clinical experiences are integrated from the beginning of the program and continued throughout the course of study.

The ultimate goal of Chatham's Physician Assistant Studies Program is to produce physician assistants capable of providing primary medical care in an ethical, legal, safe, and caring manner. To achieve this goal, students must acquire knowledge and the ability to use that knowledge in the practice of medicine. Physician Assistant students must repeatedly apply their knowledge in order to increase its usefulness. They must be able to reason effectively and to retrieve and apply their knowledge appropriately in the care of patients. They must acquire self-directed learning skills in order to keep their knowledge current. Students can learn what is acceptable and appropriate at the time of learning, but as the body of skills, procedures, and knowledge is ever growing and changing, the students must apply the ability to expand their education after leaving school. It is also important that the students develop the ability to interact effectively with patients and other healthcare professionals. They need to understand themselves and others in order to deal with all aspects of the patient's problems.

Chatham University utilizes hybrid model of Problem-Based Learning, lecture, and on-line activity that challenges students to be self-directed and prepares students for the evidence-based, problem-oriented world of clinical medicine. Through actual patient cases, students develop learning issues, research topics using the most up to date resources, work in teams and receive feedback on knowledge base as well as professionalism to prepare them for primary care, problem-focused clinical practice.

PRECEPTOR RESPONSIBILITIES AND EXPECTATIONS

1. Orient the student to the work environment including site safety information and evacuation plans.
2. Make known your expectations of the student's role for the rotation. You can use our "Clinical Objectives" as a reference. Please discuss student's use of smart phones for researching learning issues.
3. Provide **hands-on learning** under your **direct supervision**. It is expected that students will participate in all aspects of patient care in the **outpatient, inpatient and long-term care settings**. Depending on the type of rotation, this may also include hospital rounds, emergency/urgent care and assisting in the operating room.
4. Facilitate the student's learning of your specialty by listening to patient presentations, questioning the student and providing feedback. Challenge the student to identify areas of insufficient knowledge and to use this as an impetus for additional learning.
5. Model appropriate clinical behavior that provides quality patient care in compliance with current laws, regulations, and standards of educational and medical practice.
6. Maintain an ethical approach to the care of patients by serving as a role model for the student and demonstrate cultural humility and respect through interactions with patients.
7. Maintain a professional relationship with the PA student and at all times adhere to appropriate professional boundaries. Social activities and personal relationships outside of the professional learning environment should be appropriate and carefully selected so as not to put the student or preceptor in a compromising situation.
8. Provide at least **32-40 hours per week** of work for the student (an equivalent of **at least 160 hours total** for the entire 5-week rotation), with a maximum of 60 hours per week, including on-call hours. You may set the hours for the student within these parameters, as you feel appropriate.
9. When available, feel free to share resources with our students (books, journal articles, etc.) and provide opportunities to enhance professional development (grand rounds, team meetings, etc.).
10. We ask that if you are not available at any time you are scheduled to precept to let us know immediately so we can reassign the student(s) to another site.
11. If there are any changes in the precepting team, please let us know so we can update their names in our database.
12. If there are any changes in the facilities that the precepting team works at, please let us know so the information can be updated in our database.
13. The program should not rely primarily on resident physicians for didactic or clinical instruction.
14. All instructional faculty serving as supervised clinical practice experience preceptors must hold a valid license that allows them to practice at the clinical site.
15. Physicians should be either **Board Certified** for the specified area of instruction
16. Students must not substitute for clinical or administrative staff during supervised clinical practical experiences.
17. Evaluate the student in a timely fashion.

CLINICAL EXPERIENCE (CE) LEARNING OUTCOMES

- **Family Practice**
- **Internal Medicine**
- **Emergency Medicine**
- **Pediatrics**
- **Psychiatry/Behavioral Medicine**
- **Women's Health**
- **Surgery**
- **Elective - Medical Subspecialty**
- **Elective - Surgical Subspecialty**
- **Professional Growth**

Please note that the instructional objectives and problem lists will be reviewed between the student and preceptor at the beginning of the rotation; the students will bring a copy of the most updated version of the instructional objectives and problem list to the rotation. These are also available upon request by a preceptor at any given time.

Family Practice Learning Outcomes

Upon completion of the **Family Practice Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Students will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common primary care disorders across the infant, child, adolescent, adult, and elderly populations.
2. Demonstrate proficiency of medical knowledge pertaining to common gynecologic, prenatal, and behavioral and mental health disorders in the primary care setting.
3. Demonstrate proficiency of medical knowledge of preventive care across the infant, child, adolescent, adult, and elderly populations.
4. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
5. Select and interpret diagnostic tests as appropriate to the patient encounter.
6. Create a differential diagnosis for acute, chronic, and emergent conditions based on patient presentation for the following populations: infants, children, adolescents, adults, and the elderly.
7. Create a differential diagnosis for acute, chronic, and emergent conditions for patients presenting with gynecologic, prenatal, and behavioral and mental health disorders.
8. Determine diagnosis based on presentation for infants, children, adolescents, adults, and the elderly.
9. Create a treatment plan (pharmacologic and non-pharmacologic) for the following populations: infants, children, adolescents, adults, and the elderly.
10. Provide patient education as appropriate to the diagnosis in terms the patient can understand.
11. Demonstrate ability to identify conditions which require surgical management.
12. Demonstrate ability to evaluate and care for the preoperative and postoperative patient.
13. Demonstrate implementation of preventive care for the infant, child, adolescent, adult, and elderly populations using evidence-based guidelines.
14. Demonstrate proficiency in performance of clinical procedures common to the primary care setting.
15. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
16. Demonstrate proper use of medical terminology.
17. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
18. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
19. Demonstrate an understanding of the legal/financial and public health concepts for the primary care setting, including patient safety, confidentiality, scope of practice, mandated reporting, billing and coding, and the regulatory environment.
20. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
21. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
22. Demonstrate professional behavior in the primary care setting.

Internal Medicine Learning Outcomes

Upon completion of the **Internal Medicine Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Students will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common internal medicine disorders across the adult and elderly populations.
2. Demonstrate proficiency of medical knowledge pertaining to common gynecologic and behavioral and mental health disorders in the internal medicine setting.
3. Demonstrate proficiency of medical knowledge of preventive care across the adult and elderly populations.
4. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
5. Select and interpret diagnostic tests as appropriate to the patient encounter.
6. Create a differential diagnosis for acute, chronic, and emergent conditions based on patient presentation for the following populations: adults and elderly.
7. Create a differential diagnosis for acute, chronic, and emergent conditions for patients presenting with behavioral and mental health disorders.
8. Create a differential diagnosis for acute and emergent conditions for patients presenting with gynecologic disorders.
9. Determine diagnosis based on presentation for adults and the elderly.
10. Create a treatment plan (pharmacologic and non-pharmacologic) for the following populations: adults and the elderly.
11. Provide patient education as appropriate to the diagnosis in terms the patient can understand.
12. Demonstrate ability to identify conditions which require surgical management.
13. Demonstrate ability to evaluate and care for the preoperative and postoperative patient.
14. Demonstrate implementation of preventive care for the adult and elderly populations using evidence-based guidelines.
15. Demonstrate proficiency in performance of clinical procedures common to the internal medicine setting.
16. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
17. Demonstrate proper use of medical terminology.
18. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
19. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
20. Demonstrate an understanding of the legal/financial and public health concepts for the internal medicine setting, including patient safety, confidentiality, scope of practice, mandated reporting, billing and coding, and the regulatory environment.
21. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
22. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
23. Demonstrate professional behavior in the internal medicine setting.

Emergency Medicine Learning Outcomes

Upon completion of the **Emergency Medicine Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common emergency medicine disorders across the child, adolescent, adult, and elderly populations.
2. Demonstrate proficiency of medical knowledge pertaining to common gynecologic, prenatal, and behavioral and mental health disorders in the emergency room setting.
3. Perform a problem-focused history and physical examination as appropriate to the patient encounter.
4. Select and interpret diagnostic tests as appropriate to the patient encounter.
5. Create a differential diagnosis for acute and emergent conditions based on patient presentation for the following populations: child, adolescent, adult, elderly.
6. Create a differential diagnosis for acute and emergent conditions for patients presenting with gynecologic, prenatal, and behavioral and mental health disorders.
7. Determine diagnosis based on presentation for children, adolescents, adults, and the elderly.
8. Create a treatment plan (pharmacologic and non-pharmacologic) for the following populations: children, adolescents, adults, and the elderly.
9. Provide patient education as appropriate to the diagnosis in terms the patient can understand.
10. Demonstrate ability to identify conditions which require surgical management.
11. Demonstrate proficiency in performance of clinical procedures common to the emergency medicine setting.
12. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
13. Demonstrate proper use of medical terminology.
14. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
15. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
16. Demonstrate an understanding of the legal and public health concepts for the emergency medicine setting, including patient safety, confidentiality, scope of practice, EMTALA, mandated reporting and the regulatory environment.
17. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
18. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
19. Demonstrate professional behavior in the emergency medicine setting.

Pediatrics Learning Outcomes

Upon completion of the **Pediatrics Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common pediatric disorders across the infant, child, and adolescent populations.
2. Demonstrate proficiency of medical knowledge pertaining to common gynecologic and behavioral and mental health disorders in the pediatric setting.
3. Demonstrate proficiency of medical knowledge of preventive care across the infant, child, and adolescent populations.
4. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
5. Select and interpret diagnostic tests as appropriate to the patient encounter.
6. Create a differential diagnosis for acute, chronic, and emergent conditions based on patient presentation for the following populations: infant, child, adolescents.
7. Create a differential diagnosis for acute, chronic, and emergent conditions for patients presenting with behavioral and mental health disorders.
8. Create a differential diagnosis for acute and emergent conditions for patients presenting with gynecologic disorders.
9. Determine diagnosis based on presentation for infants, children, and adolescents.
10. Create a treatment plan (pharmacologic and non-pharmacologic) for the following populations: infants, children, adolescents.
11. Provide patient education as appropriate to the diagnosis in terms the patient/family can understand.
12. Demonstrate ability to identify conditions which require surgical management.
13. Demonstrate ability to evaluate and care for the preoperative and postoperative patient.
14. Demonstrate implementation of preventive care for the infant, child, and adolescent populations using evidence-based guidelines.
15. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
16. Demonstrate proper use of medical terminology.
17. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
18. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient/family relationship.
19. Demonstrate an understanding of the legal/financial and public health concepts for the pediatric setting, including patient safety, confidentiality, scope of practice, mandated reporting, billing and coding, and the regulatory environment.
20. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
21. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
22. Demonstrate professional behavior in the pediatric setting.

Psychiatry/Behavioral Medicine Learning Outcomes

Upon completion of the **Psychiatry/Behavioral Medicine Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common behavioral and mental health conditions across the child, adolescent, adult, and elderly populations.
2. Perform a complete or problem-focused psychiatric history as appropriate to the patient encounter.
3. Perform a problem-focused physical examination as appropriate to the patient encounter.
4. Select and interpret diagnostic tests (including standardized psychiatric instruments/scales) as appropriate to the patient encounter.
5. Create a differential diagnosis for acute, chronic, and emergent behavioral and mental health conditions based on patient presentation.
6. Determine diagnosis based on presentation.
7. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
8. Provide patient education as appropriate to the diagnosis in terms the patient/family can understand.
9. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
10. Demonstrate proper use of medical terminology.
11. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
12. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient/family relationship.
13. Demonstrate an understanding of the legal and public health concepts for the behavioral and mental health setting, including patient safety, confidentiality, scope of practice, mandated reporting, voluntary/involuntary admission processes, and the regulatory environment.
14. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
15. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
16. Demonstrate professional behavior in the behavioral and mental health setting.

Women's Health Learning Outcomes

Upon completion of the **Women's Health Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common gynecologic disorders across the adolescent, adult, and elderly populations.
2. Demonstrate proficiency of medical knowledge pertaining to obstetric (including preconception, prenatal, and postpartum) disorders.
3. Demonstrate proficiency of medical knowledge of preventive care for gynecologic conditions in the adolescent, adult, and elderly.
4. Demonstrate proficiency of medical knowledge of preventive care pertaining to obstetrics (including preconception, prenatal, and postpartum).
5. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
6. Select and interpret diagnostic tests as appropriate to the patient encounter.
7. Create a differential diagnosis for acute, chronic, and emergent gynecologic conditions based on patient presentation.
8. Create a differential diagnosis for acute, chronic, and emergent conditions in the prenatal and postpartum populations (including behavioral and mental health conditions).
9. Determine diagnosis based on presentation for adolescents, adults, and the elderly.
10. Create a treatment plan (pharmacologic and non-pharmacologic [including surgical plan]) for the following populations: adolescents, adults, and elderly.
11. Provide patient education as appropriate to the diagnosis in terms the patient can understand.
12. Demonstrate implementation of preventive care for adolescents, adults, and the elderly.
13. Demonstrate knowledge and identification of acute, chronic, and emergent gynecologic conditions which require surgical management.
14. Demonstrate knowledge and identification of acute and emergent prenatal and postpartum conditions which require surgical management.
15. Demonstrate proficiency in performance of clinical procedures common to the gynecologic and obstetric setting.
16. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
17. Demonstrate proper use of medical terminology.
18. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
19. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
20. Demonstrate an understanding of the legal and public health concepts for the gynecologic and obstetrical setting, including patient safety, confidentiality, scope of practice, informed consent, mandated reporting, and the regulatory environment.
21. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
22. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
23. Demonstrate professional behavior in the gynecologic and obstetrical setting.

Surgery Learning Outcomes

Upon completion of the **Surgery Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common surgical disorders across the adolescent, adult, and elderly populations.
2. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
3. Select and interpret diagnostic tests as appropriate to the patient encounter.
4. Create a differential diagnosis for acute, chronic, and emergent surgical conditions based on patient presentation for the following populations: adolescents, adults, and elderly.
5. Determine diagnosis based on presentation for adolescents, adults, and the elderly.
6. Create a treatment plan (pharmacologic and non-pharmacologic [including surgical plan]) for the following populations: adolescents, adults, and elderly.
7. Provide patient education as appropriate to the diagnosis in terms the patient can understand.
8. Demonstrate ability to identify conditions which require surgical management.
9. Demonstrate ability to evaluate and care for the preoperative, intraoperative, and postoperative patient.
10. Demonstrate proficiency in performance of clinical procedures common to the surgical setting.
11. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
12. Demonstrate proper use of medical terminology.
13. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
14. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
15. Demonstrate an understanding of the legal and public health concepts for the surgical setting, including patient safety, confidentiality, scope of practice, informed consent, and the regulatory environment.
16. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
17. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
18. Demonstrate professional behavior in the surgical setting.

Elective – Medical Subspecialty Learning Outcomes

Burn Unit Learning Outcomes

Upon completion of the **Burn Unit Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common burn unit disorders.
2. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
3. Select and interpret diagnostic tests as appropriate to the patient encounter.
4. Create a differential diagnosis based on patient presentation.
5. Determine diagnosis based on presentation.
6. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
7. Provide patient education as appropriate to the diagnosis in terms the patient/family can understand.
8. Demonstrate knowledge of clinical procedures common to the setting.
9. Evaluate and care for the preoperative, intraoperative, and postoperative patient, as indicated.
10. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
11. Demonstrate proper use of medical terminology.
12. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
13. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
14. Demonstrate an understanding of the legal/financial and public health concepts for the setting, including patient safety, confidentiality, scope of practice, informed consent, mandated reporting, and the regulatory environment.
15. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
16. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
17. Demonstrate professional behavior.

Cardiology Learning Outcomes

Upon completion of the **Cardiology Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common cardiac disorders.
2. Demonstrate proficiency of medical knowledge pertaining to preventive care appropriate to the cardiology setting.
3. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient
4. Select and interpret diagnostic tests as appropriate to the patient encounter.
5. Create a differential diagnosis based on patient presentation.
6. Determine diagnosis based on presentation.
7. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
8. Provide patient education as appropriate to the diagnosis in terms the patient can understand.
9. Demonstrate ability to evaluate and care for the preoperative and postoperative patient.
10. Provide appropriate screening recommendations for cardiac testing/workup through evidence-based guidelines.
11. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
12. Demonstrate proper use of medical terminology.
13. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
14. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
15. Demonstrate an understanding of the legal/financial and public health concepts for the setting, including patient safety, confidentiality, scope of practice, mandated reporting, and the regulatory environment.
16. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
17. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
18. Demonstrate professional behavior.

Critical Care Medicine (Adult) Learning Outcomes

Upon completion of the **Critical Care Medicine (Adult) Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common critical care medicine disorders.
2. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
3. Select and interpret diagnostic tests as appropriate to the patient encounter.
4. Create a differential diagnosis based on patient presentation.
5. Determine diagnosis based on presentation.
6. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
7. Provide patient education as appropriate to the diagnosis in terms the patient can understand.
8. Evaluate and care for the preoperative and postoperative patient, as indicated.
9. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
10. Demonstrate proper use of medical terminology.
11. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
12. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
13. Demonstrate an understanding of the legal/financial and public health concepts for the setting, including patient safety, confidentiality, scope of practice, mandated reporting, and the regulatory environment.
14. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
15. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
16. Demonstrate professional behavior.

Dermatology Learning Outcomes

Upon completion of the **Dermatology Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common dermatology disorders.
2. Demonstrate proficiency of medical knowledge pertaining to preventive care appropriate to the dermatology setting.
3. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
4. Select and interpret diagnostic tests as appropriate to the patient encounter.
5. Create a differential diagnosis based on patient presentation.
6. Determine diagnosis based on presentation.
7. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
8. Provide patient education as appropriate to the diagnosis in terms the patient can understand.
9. Provide appropriate screening recommendations through evidence-based guidelines.
10. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
11. Demonstrate proper use of medical terminology.
12. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
13. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
14. Demonstrate an understanding of the legal/financial and public health concepts for the setting, including patient safety, confidentiality, scope of practice, mandated reporting, and the regulatory environment.
15. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
16. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
17. Demonstrate professional behavior.

Ear, Nose, and Throat Learning Outcomes

Upon completion of the **Ear, Nose, and Throat Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common ear, nose, and throat (ENT) disorders.
2. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
3. Select and interpret diagnostic tests as appropriate to the patient encounter.
4. Create a differential diagnosis based on patient presentation.
5. Determine diagnosis based on presentation.
6. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
7. Provide patient education as appropriate to the diagnosis in terms the patient can understand.
8. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
9. Demonstrate proper use of medical terminology.
10. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
11. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
12. Demonstrate an understanding of the legal/financial and public health concepts for the setting, including patient safety, confidentiality, scope of practice, mandated reporting, and the regulatory environment.
13. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
14. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
15. Demonstrate professional behavior.

Gastroenterology Learning Outcomes

Upon completion of the **Gastroenterology Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common gastroenterology disorders.
2. Demonstrate proficiency of medical knowledge pertaining to preventive care appropriate to the gastroenterology setting.
3. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
4. Select and interpret diagnostic tests as appropriate to the patient encounter.
5. Create a differential diagnosis based on patient presentation.
6. Determine diagnosis based on presentation.
7. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
8. Provide patient education as appropriate to the diagnosis in terms the patient can understand.
9. Evaluate and care for the preoperative and postoperative patient, as indicated.
10. Provide appropriate screening recommendations through evidence-based guidelines.
11. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
12. Demonstrate proper use of medical terminology.
13. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
14. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
15. Demonstrate an understanding of the legal/financial and public health concepts for the setting, including patient safety, confidentiality, scope of practice, mandated reporting, and the regulatory environment.
16. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
17. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
18. Demonstrate professional behavior.

Hematology Oncology Learning Outcomes

Upon completion of the **Hematology Oncology Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common hematology/oncology disorders.
2. Demonstrate proficiency of medical knowledge pertaining to preventive care appropriate to the hematology/oncology setting.
3. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
4. Select and interpret diagnostic tests as appropriate to the patient encounter.
5. Create a differential diagnosis based on patient presentation.
6. Determine diagnosis based on presentation.
7. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
8. Provide patient education as appropriate to the diagnosis in terms the patient/family can understand.
9. Provide appropriate screening recommendations through evidence-based guidelines.
10. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
11. Demonstrate proper use of medical terminology.
12. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
13. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
14. Demonstrate an understanding of the legal/financial and public health concepts for the setting, including patient safety, confidentiality, scope of practice, mandated reporting, and the regulatory environment.
15. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
16. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
17. Demonstrate professional behavior.

Infectious Disease Learning Outcomes

Upon completion of the **Infectious Disease Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes

1. Demonstrate proficiency of medical knowledge pertaining to common infectious disease disorders.
2. Demonstrate proficiency of medical knowledge pertaining to preventive care appropriate to the infectious disease setting.
3. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
4. Select and interpret diagnostic tests as appropriate to the patient encounter.
5. Create a differential diagnosis based on patient presentation.
6. Determine diagnosis based on presentation.
7. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
8. Provide patient education as appropriate to the diagnosis in terms the patient can understand.
9. Provide appropriate screening recommendations through evidence-based guidelines.
10. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
11. Demonstrate proper use of medical terminology.
12. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
13. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
14. Demonstrate an understanding of the legal/financial and public health concepts for the setting, including patient safety, confidentiality, scope of practice, mandated reporting, and the regulatory environment.
15. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
16. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
17. Demonstrate professional behavior.

Interventional Radiology Learning Outcomes

Upon completion of the **Interventional Radiology Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common interventional radiology disorders.
2. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
3. Select and interpret diagnostic tests as appropriate to the patient encounter.
4. Create a differential diagnosis based on patient presentation.
5. Determine diagnosis based on presentation.
6. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
7. Provide patient education as appropriate to the diagnosis in terms the patient can understand.
8. Demonstrate ability to evaluate and care for preprocedural and postprocedural patients.
9. Provide appropriate screening recommendations for interventional radiology testing/workup through evidence-based guidelines.
10. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
11. Demonstrate proper use of medical terminology.
12. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
13. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
14. Demonstrate an understanding of the legal/financial and public health concepts for the setting, including patient safety, confidentiality, scope of practice, mandated reporting, and the regulatory environment.
15. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
16. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
17. Demonstrate professional behavior.

Neonatal Intensive Care Unit Learning Outcomes

Upon completion of the **Neonatal Intensive Care Unit Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common NICU disorders.
2. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
3. Select and interpret diagnostic tests as appropriate to the patient encounter.
4. Create a differential diagnosis based on patient presentation.
5. Determine diagnosis based on presentation.
6. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
7. Provide patient education as appropriate to the diagnosis in terms the family can understand.
8. Evaluate and care for the preoperative and postoperative patient, as indicated.
9. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
10. Demonstrate proper use of medical terminology.
11. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
12. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient/family relationship.
13. Demonstrate an understanding of the legal/financial and public health concepts for the setting, including patient safety, confidentiality, scope of practice, mandated reporting, and the regulatory environment.
14. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
15. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
16. Demonstrate professional behavior.

Neurology Learning Outcomes

Upon completion of the **Neurology Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common neurology disorders.
2. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
3. Select and interpret diagnostic tests as appropriate to the patient encounter.
4. Create a differential diagnosis based on patient presentation.
5. Determine diagnosis based on presentation.
6. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
7. Provide patient education as appropriate to the diagnosis in terms the patient can understand.
8. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
9. Demonstrate proper use of medical terminology.
10. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
11. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
12. Demonstrate an understanding of the legal/financial and public health concepts for the setting, including patient safety, confidentiality, scope of practice, mandated reporting, and the regulatory environment.
13. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
14. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
15. Demonstrate professional behavior.

Pediatric Dermatology Learning Outcomes

Upon completion of the **Pediatric Dermatology Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common pediatric dermatology disorders.
2. Demonstrate proficiency of medical knowledge pertaining to preventive care appropriate to the pediatric dermatology setting.
3. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
4. Select and interpret diagnostic tests as appropriate to the patient encounter.
5. Create a differential diagnosis based on patient presentation.
6. Determine diagnosis based on presentation.
7. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
8. Provide patient education as appropriate to the diagnosis in terms the patient/family can understand.
9. Provide appropriate screening recommendations through evidence-based guidelines.
10. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
11. Demonstrate proper use of medical terminology.
12. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
13. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
14. Demonstrate an understanding of the legal/financial and public health concepts for the setting, including patient safety, confidentiality, scope of practice, mandated reporting, and the regulatory environment.
15. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
16. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
17. Demonstrate professional behavior.

Pediatric Endocrinology Learning Outcomes

Upon completion of the **Pediatric Endocrinology Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common pediatric endocrinology disorders.
2. Demonstrate proficiency of medical knowledge pertaining to preventive care appropriate to the pediatric endocrinology setting.
3. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
4. Select and interpret diagnostic tests as appropriate to the patient encounter.
5. Create a differential diagnosis based on patient presentation.
6. Determine diagnosis based on presentation.
7. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
8. Provide patient education as appropriate to the diagnosis in terms the patient/family can understand.
9. Provide appropriate screening recommendations through evidence-based guidelines.
10. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
11. Demonstrate proper use of medical terminology.
12. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
13. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
14. Demonstrate an understanding of the legal/financial and public health concepts for the setting, including patient safety, confidentiality, scope of practice, mandated reporting, and the regulatory environment.
15. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
16. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
17. Demonstrate professional behavior.

Pediatric Ear, Nose, and Throat Learning Outcomes

Upon completion of the **Pediatric Ear, Nose, and Throat Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common pediatric ENT disorders.
2. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
3. Select and interpret diagnostic tests as appropriate to the patient encounter.
4. Create a differential diagnosis based on patient presentation.
5. Determine diagnosis based on presentation.
6. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
7. Provide patient education as appropriate to the diagnosis in terms the patient/family can understand.
8. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
9. Demonstrate proper use of medical terminology.
10. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
11. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
12. Demonstrate an understanding of the legal/financial and public health concepts for the setting, including patient safety, confidentiality, scope of practice, mandated reporting, billing and coding, and the regulatory environment.
13. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
14. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
15. Demonstrate professional behavior.

Pediatric Gastroenterology (Short Gut) Learning Outcomes

Upon completion of the **Pediatric Gastroenterology (Short Gut) Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common pediatric gastroenterology disorders.
2. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
3. Select and interpret diagnostic tests as appropriate to the patient encounter.
4. Create a differential diagnosis based on patient presentation.
5. Determine diagnosis based on presentation.
6. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
7. Provide patient education as appropriate to the diagnosis in terms the patient/family can understand.
8. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
9. Demonstrate proper use of medical terminology.
10. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
11. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
12. Demonstrate an understanding of the legal/financial and public health concepts for the setting, including patient safety, confidentiality, scope of practice, mandated reporting, billing and coding, and the regulatory environment.
13. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
14. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
15. Demonstrate professional behavior.

Pediatric Palliative Care Medicine Learning Outcomes

Upon completion of the **Pediatric Palliative Care Medicine Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common pediatric palliative care disorders.
2. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
3. Select and interpret diagnostic tests as appropriate to the patient encounter.
4. Create a differential diagnosis based on patient presentation.
5. Determine diagnosis based on presentation.
6. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
7. Provide patient education as appropriate to the diagnosis in terms the patient/family can understand.
8. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
9. Demonstrate proper use of medical terminology.
10. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
11. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
12. Demonstrate an understanding of the legal/financial and public health concepts for the setting, including patient safety, confidentiality, scope of practice, mandated reporting, and the regulatory environment.
13. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
14. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
15. Demonstrate professional behavior.

Rheumatology Learning Outcomes

Upon completion of the **Rheumatology Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common rheumatology disorders.
2. Demonstrate proficiency of medical knowledge pertaining to preventive care appropriate to the rheumatology setting.
3. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
4. Select and interpret diagnostic tests as appropriate to the patient encounter.
5. Create a differential diagnosis based on patient presentation.
6. Determine diagnosis based on presentation.
7. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
8. Provide patient education as appropriate to the diagnosis in terms the patient can understand.
9. Provide appropriate screening recommendations through evidence-based guidelines.
10. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
11. Demonstrate proper use of medical terminology.
12. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
13. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
14. Demonstrate an understanding of the legal/financial and public health concepts for the setting, including patient safety, confidentiality, scope of practice, mandated reporting, and the regulatory environment.
15. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
16. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
17. Demonstrate professional behavior.

Urology Learning Outcomes

Upon completion of the **Urology Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common urology disorders.
2. Demonstrate proficiency of medical knowledge pertaining to preventive care appropriate to the urology setting.
3. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
4. Select and interpret diagnostic tests as appropriate to the patient encounter.
5. Create a differential diagnosis based on patient presentation.
6. Determine diagnosis based on presentation.
7. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
8. Provide patient education as appropriate to the diagnosis in terms the patient can understand.
9. Evaluate and care for the preoperative and postoperative patient, as indicated.
10. Provide appropriate screening recommendations through evidence-based guidelines.
11. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
12. Demonstrate proper use of medical terminology.
13. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
14. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
15. Demonstrate an understanding of the legal/financial and public health concepts for the setting, including patient safety, confidentiality, scope of practice, mandated reporting, and the regulatory environment.
16. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
17. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
18. Demonstrate professional behavior.

Elective – Surgical Subspecialty Clinical Performance Objectives

Cardiothoracic Surgery Learning Outcomes

Upon completion of the **Cardiothoracic Surgery Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common cardiothoracic surgery disorders.
2. Demonstrate proficiency of medical knowledge pertaining to preventive care appropriate to the cardiothoracic surgery setting.
3. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
4. Select and interpret diagnostic tests as appropriate to the patient encounter.
5. Create a differential diagnosis based on patient presentation.
6. Determine diagnosis based on presentation.
7. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
8. Provide patient education as appropriate to the diagnosis in terms the patient can understand.
9. Evaluate and care for the preoperative, intraoperative, postoperative patient.
10. Provide appropriate screening recommendations through evidence-based guidelines.
11. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
12. Demonstrate proper use of medical terminology.
13. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
14. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
15. Demonstrate an understanding of the legal/financial and public health concepts for the setting, including patient safety, confidentiality, scope of practice, informed consent, mandated reporting, and the regulatory environment.
16. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
17. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
18. Demonstrate professional behavior.

Cardiovascular Surgery Learning Outcomes

Upon completion of the **Cardiovascular Surgery Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common cardiovascular surgery disorders including vascular surgery and thoracic surgery.
2. Demonstrate proficiency of medical knowledge pertaining to preventive care appropriate to the cardiovascular surgery setting.
3. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
4. Select and interpret diagnostic tests as appropriate to the patient encounter.
5. Create a differential diagnosis based on patient presentation.
6. Determine diagnosis based on presentation.
7. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
8. Provide patient education as appropriate to the diagnosis in terms the patient can understand.
9. Demonstrate knowledge of clinical procedures common to the setting.
10. Evaluate and care for the preoperative, intraoperative, postoperative patient.
11. Provide appropriate screening recommendations through evidence-based guidelines.
12. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
13. Demonstrate proper use of medical terminology.
14. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
15. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
16. Demonstrate an understanding of the legal/financial and public health concepts for the setting, including patient safety, confidentiality, scope of practice, informed consent, mandated reporting, and the regulatory environment.
17. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
18. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
19. Demonstrate professional behavior.

Neurosurgery Learning Outcomes

Upon completion of the **Neurosurgery Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common neurosurgical disorders.
2. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
3. Select and interpret diagnostic tests as appropriate to the patient encounter.
4. Create a differential diagnosis based on patient presentation.
5. Determine diagnosis based on presentation.
6. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
7. Provide patient education as appropriate to the diagnosis in terms the patient can understand.
8. Evaluate and care for the preoperative, intraoperative, and postoperative patient.
9. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
10. Demonstrate proper use of medical terminology.
11. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
12. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
13. Demonstrate an understanding of the legal/financial and public health concepts for the setting, including patient safety, confidentiality, scope of practice, informed consent, mandated reporting, and the regulatory environment.
14. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
15. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
16. Demonstrate professional behavior.

Orthopedic Surgery Learning Outcomes

Upon completion of the **Orthopedic Surgery Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common orthopedic disorders.
2. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
3. Select and interpret diagnostic tests as appropriate to the patient encounter.
4. Create a differential diagnosis based on patient presentation.
5. Determine diagnosis based on presentation.
6. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
7. Provide patient education as appropriate to the diagnosis in terms the patient can understand.
8. Evaluate and care for the preoperative, intraoperative, and postoperative patient, as indicated.
9. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
10. Demonstrate proper use of medical terminology.
11. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
12. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
13. Demonstrate an understanding of the legal/financial and public health concepts for the setting, including patient safety, confidentiality, scope of practice, mandated reporting, and the regulatory environment.
14. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
15. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
16. Demonstrate professional behavior.

Pediatric Thoracic Surgery (General/Thoracic Surgery) Learning Outcomes

Upon completion of the **Pediatric Thoracic Surgery (General/Thoracic Surgery) Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common pediatric thoracic/general surgery disorders.
2. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
3. Select and interpret diagnostic tests as appropriate to the patient encounter.
4. Create a differential diagnosis based on patient presentation.
5. Determine diagnosis based on presentation.
6. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
7. Provide patient education as appropriate to the diagnosis in terms the patient/family can understand.
8. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
9. Demonstrate proper use of medical terminology.
10. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
11. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
12. Demonstrate an understanding of the legal/financial and public health concepts for the setting, including patient safety, confidentiality, scope of practice, mandated reporting, billing and coding, and the regulatory environment.
13. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
14. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
15. Demonstrate professional behavior.

Plastic Surgery Learning Outcomes

Upon completion of the **Plastic Surgery Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common plastic surgery disorders.
2. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
3. Select and interpret diagnostic tests as appropriate to the patient encounter.
4. Create a differential diagnosis based on patient presentation.
5. Determine diagnosis based on presentation.
6. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
7. Provide patient education as appropriate to the diagnosis in terms the patient can understand.
8. Evaluate and care for the preoperative, intraoperative, and postoperative patient.
9. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
10. Demonstrate proper use of medical terminology.
11. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
12. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
13. Demonstrate an understanding of the legal/financial and public health concepts for the setting, including patient safety, confidentiality, scope of practice, informed consent, mandated reporting, and the regulatory environment.
14. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
15. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
16. Demonstrate professional behavior.

Transplant Surgery Learning Outcomes

Upon completion of the **Transplant Surgery Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common transplant surgery disorders.
2. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
3. Select and interpret diagnostic tests as appropriate to the patient encounter.
4. Create a differential diagnosis based on patient presentation.
5. Determine diagnosis based on presentation.
6. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
7. Provide patient education as appropriate to the diagnosis in terms the patient can understand.
8. Evaluate and care for the preoperative, intraoperative, and postoperative patient.
9. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
10. Demonstrate proper use of medical terminology.
11. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
12. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
13. Demonstrate an understanding of the legal/financial and public health concepts for the setting, including patient safety, confidentiality, scope of practice, informed consent, mandated reporting, and the regulatory environment.
14. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
15. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
16. Demonstrate professional behavior.

Trauma Surgery Learning Outcomes

Upon completion of the **Trauma Surgery Clinical Experience**, based on reading and supervised clinical practice, the student will demonstrate knowledge and competence pertaining to each of the Learning Outcomes. Student will demonstrate attainment of a strong knowledge base, clinical skills, self-directed learning, self-assessment, clinical reasoning, professional behavior and team skills.

Learning outcomes:

1. Demonstrate proficiency of medical knowledge pertaining to common trauma surgery disorders.
2. Demonstrate proficiency of medical knowledge pertaining to preventive care appropriate to the trauma surgery setting.
3. Select and perform a complete or problem-focused history and physical examination as appropriate to the patient encounter.
4. Select and interpret diagnostic tests as appropriate to the patient encounter.
5. Create a differential diagnosis based on patient presentation.
6. Determine diagnosis based on presentation.
7. Create a treatment plan (pharmacologic and non-pharmacologic) based on patient presentation.
8. Provide patient education as appropriate to the diagnosis in terms the patient can understand.
9. Evaluate and care for the preoperative, intraoperative, postoperative patient.
10. Provide appropriate screening recommendations through evidence-based guidelines.
11. Demonstrate proper medical documentation and oral presentation skills as appropriate to the patient encounter.
12. Demonstrate proper use of medical terminology.
13. Demonstrate an understanding of the function, and ability to work with, the various team members involved in patient care.
14. Demonstrate professional behavior, cultural humility and curiosity, and positive interpersonal skills that promote a positive caregiver-patient relationship.
15. Demonstrate an understanding of the legal/financial and public health concepts for the setting, including patient safety, confidentiality, scope of practice, informed consent, mandated reporting, and the regulatory environment.
16. Demonstrate initiative in pursuing knowledge of unfamiliar topics.
17. Integrate and apply new knowledge acquired through clinical and self-directed learning to subsequent patient encounters.
18. Demonstrate professional behavior.

PROFESSIONAL GROWTH OBJECTIVES

The student's attitudes and behavior that contribute to Professional Growth will be monitored by core PA faculty and clinical preceptors throughout the clinical experience. The student will demonstrate Professional Growth by:

- A. Developing and maintaining good interpersonal relationships with patients as demonstrated by:
 - 1. encouraging discussion of problems and/or questions
 - 2. recognizing verbal and non-verbal clues
 - 3. offering support and reassurance
 - 4. listening attentively
 - 5. draping appropriately, offering explanations and displaying a professional demeanor during examinations and procedures.
- B. Seeking and maintaining competence by:
 - 1. demonstrating evidence of self-directed learning (reading, research, utilizing principles of evidence-based medicine)
 - 2. completing clinical experience in accordance with assigned schedule, with punctuality
 - 3. adhering to the clinical experience objectives as set forth
- C. Demonstrating professionalism by:
 - 1. recognizing one's limitations and informing preceptors when assigned task are not appropriate to current knowledge and/or skills
 - 2. performing all clinical activities with the awareness of and under the supervision of the site preceptor or his/her designee
 - 3. eliciting and demonstrating receptivity to constructive feedback
 - 4. forming and maintaining positive relationships with patients, peers, staff and supervisors
 - 5. maintaining a calm and reasoned manner in stressful and/or emergency situations
 - 6. showing respect for patients and maintaining appropriate confidentiality of the patient's record
 - 7. demonstrating awareness and sensitivity to patients' cultural beliefs and behaviors
 - 8. displaying a high level of motivation and interest
 - 9. dressing and grooming appropriately
 - 10. adhering to the AAPA Code of Ethics and HIPAA

EVALUATION PROCESS AND DOCUMENTS

Clinical Performance Evaluation (CE 1-9)

- Mid-Rotation Evaluation of PA Student's Clinical Performance
- End-Rotation Evaluation of PA Student's Clinical Performance
- End of Rotation Evaluation of Preceptor
- End of Rotation Evaluation of Site

Evaluation Process

Preceptors are required to provide formal, written feedback regarding the student's performance at the end of each Clinical Experience. The student is responsible for presenting the evaluation form to the preceptor at the appropriate time. Following completion of the evaluation form, the preceptor may return the form to the student, return the form via fax to **(412) 365-2952** or mail the form to:

**Attention: Clinical Coordinator
Chatham University
PA Studies Program Woodland Road
Pittsburgh, PA 15232**

The form must be completed by the assigned preceptor and/or other clinician at the assigned clinical site who can best evaluate the student's performance. We ask that the preceptor keep a copy of the final evaluation for at least 5 weeks after the student leaves the site. The student is also encouraged to seek feedback from others whom he/she has worked with at the site. The evaluations are used by the Clinical Coordinators (in conjunction with a variety of other parameters as outlined in the course syllabi) to assign the final grade for the clinical experience. Preceptors are encouraged to give an honest appraisal of the student's performance, identifying areas of strength and weakness. Written comments are especially helpful in evaluating the student's progress and identifying areas for further study.

Should an issue arise warranting the attention of the Clinical Coordinators, preceptors are encouraged to call the Clinical Coordinators immediately at (412) 365-1170 or (412) 365-2765.

Upon request, we will provide preceptors with a compilation of the students' written comments about the experience with the preceptor and the clinical site.

At the conclusion of each CE assignment, we ask each student and each preceptor to complete evaluation forms based on different criteria relating to their experience. Our students electronically submit their evaluations while the preceptors can manually complete their evaluations. In this handbook are examples of evaluations that the student and the preceptor will be asked to complete. We greatly appreciate any and all feedback we receive from you.

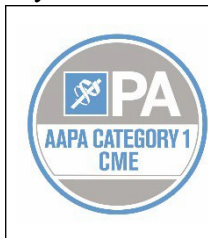
BENEFITS OFFERED BY CHATHAM UNIVERSITY FOR PRECEPTING

Listed below are the Chatham University benefits are you entitled to for precepting.

Please note that before you can receive a Chatham University Identification Card, or Chatham E-mail Account, you must first contact Bette Weger, the Clinical Coordinator Program Assistant at B.Weger@Chatham.edu to have a personal Chatham ID Number created, which will then allow you to request a Chatham ID Card or Chatham E-mail Account.

1. Continuing Medical Education Credits

Physicians receive Category II CME Credits toward the AMA Physician's Recognition Award (PRA).
Physician Assistants receive Category I or II CME Credits.



Chatham University PA Program is approved by the American Academy of Physician Associates to award AAPA Category 1 CME credit to eligible physician assistant preceptors. This approval is valid for one clinical year beginning June 5, 2023, to May 25, 2024. This program was planned in accordance with AAPA's CME Standards. Physician assistants may earn AAPA Category 1 CME credits for clinical precepting during any single calendar year without a limit.

Our program will provide you with your CME certificates or confirmation letter at the completion of the clinical rotation or rotational year at your request. You are responsible for keeping track of your precepting hours and submitting your credits to the appropriate agencies.

2. Clinical Assistant Professor Appointment for the Chatham University Physician Assistant Studies Program.

3. Chatham University E-mail Account

You are entitled to a complimentary Chatham University E-mail Account, which can be utilized on or off campus. You can also use your e-mail account login to access the Jennie King Mellon Library resources and databases through the myChatham web page at <http://my.chatham.edu>. Chatham University email is the preferred account to use for all communication with students and University members.

4. Chatham University Identification Card

You may use your Chatham University ID Card for the following:

Jennie King Mellon Library

All library patrons must present a valid Chatham University ID Card in order to borrow library material. Please call for library hours at (412) 365-1670.

University Events:

You may attend concerts, lectures and sports events held on campus at faculty rates.

Athletic and Fitness Center

All AFC patrons must present a valid Chatham University ID Card in order to utilize the facilities. Please check the website or call the AFC (412-365-1625) for hours of operation.

5. Chatham University Tuition Waiver

The Tuition Waiver is good for three credits of Chatham coursework for the preceptor. At your request, you will be provided with a non-transferable voucher that expires within one year of the date issued. Credits can be used for undergraduate, graduate and on-line courses (excluding Physician Assistant, Physical Therapy and Occupational Therapy). The tuition waiver can be granted annually. The voucher can only be used toward coursework credits leading to a Chatham degree one time per individual, but may be used for non-degree credits during any year(s) in which you are a Clinical Instructor.

6. Tuition Discount Program

Chatham is extending a tuition discount to all employees of your organization. Through this program, you or any of your employees who are considering completing an undergraduate or graduate degree, can receive **20% off the cost of the tuition** at Chatham. There is a range of programs including fully online RN-BSN, MSN and DNP nursing programs; an online MBA with Healthcare Management concentration; a Master of Accounting; online bachelor completers programs in Business Administration and many more (excludes OT, PT, and PA Programs). To participate in this program, please contact gradadmission@chatham.edu. Our Office of Admissions will be glad to work with you to provide materials and/or visit your location to communicate to your employees about this benefit.

FREQUENTLY ASKED QUESTIONS

1. Can my colleagues participate in the training of the student and/or can they cover for me in my absence?

Yes, as long as the PA, MD, DO, or NP is a part of your practice or specialty group.

2. Can the student work on weekends and/or be on-call?

Yes. The student's hours are determined at your discretion.

3. Can the student accompany me on patient rounds at different facilities?

Yes, as long as Chatham University has an affiliation agreement with the facility/facilities. If you have questions about what hospitals, long-term care facilities and nursing homes with which we have affiliation agreements, please contact the clinical coordinators.

4. Can the student document in the patient charts?

The preceptor ultimately decides if a student should document in the charts. If the preceptor permits it, all documentation should be reviewed and signed by the preceptor. Hospitals may have their own guidelines/bylaws. It is the responsibility of the preceptor to know these guidelines and to follow the appropriate procedures, instructing the student accordingly. Currently, there are no provisions for PA students to bill for services under Medicare or any other insurance carrier.

5. What do you want the student to get out of this rotation? Are there any defined Learning Issues?

“Learning Outcomes” (found in this handbook) can be used as a guide for clinical experiences. The student should also identify his or her own specific learning outcomes for the rotation.

6. Can I provide the student with reading assignments? Do the students have assignments for Chatham?

Yes. We welcome the opportunity for you as the clinical preceptor to assign readings or assignments that you feel are beneficial to the student's experience at your site. We also have various assignments specific to each rotation that student must complete.

7. What is the student capable of and allowed to do in the operating room?

During the first year of our Physician Assistant program, the students are familiarized with aseptic technique, surgical scrubbing, surgical instruments, gowning & gloving, suturing, knot tying, and catheterization.

Students are encouraged to act as 1st and 2nd assistants in surgery in order to gain as much “hands-on” surgical experience as possible.

8. What do I do if the student is not performing to my expectations?

First, please address your concerns directly with the student.

If this approach fails, please contact one of the Chatham PA Program Clinical Coordinators at 412-365-2765 or 412-365-1170.

If a student fails a rotation, that student will be placed at a different site to make up the rotation.

9. What if by precepting a PA student, I would like to hire a PA? Where do I go from here?

Please refer to the section in this handbook entitled “Tips on Hiring a Physician Assistant.”

PHYSICIAN ASSISTANT ORGANIZATIONS

American Academy of Physician Associates (AAPA)

The American Academy of Physician Associates (AAPA) is the national professional society for Physician Assistants. Founded in 1968, the Academy has chapters in all 50 states, the District of Columbia, and Guam. They also have chapters that represent physician assistants working for the Public Health Service, the Department of Veteran's Affairs, and all branches of the military.

The mission of the AAPA is to "promote quality, cost effective, and accessible health care and to promote the professional and personal development of Physician Assistants". Major activities to accomplish this goal include government relations, public education, research and data collection, and professional development.

Eighty percent of all practicing physician assistants are members of AAPA. Members are graduates of accredited physician assistant programs and/or those who are nationally certified. Students at accredited programs are also eligible for membership.

The AAPA's Physician Assistant Foundation (PAF) provides funds for scholarships and research on the PA profession. The web site for AAPA provides a variety of information on the profession.

For more information, contact:

American Academy of Physician Associates
950 North Washington Street
Alexandria, VA 22314-1552
Phone: (703) 836-2272
Fax: (703) 684-1924
Web site: www.aapa.org
E-mail: aapa@aapa.org

National Commission on Certification of Physician Assistants (NCCPA)

The National Commission on Certification of Physician Assistants (NCCPA) is an independent organization established to assure the competency of physician assistants. The NCCPA was formed in 1975 by the AAPA and other health professional associations in order to administer a national certifying examination to graduates of accredited PA programs. The initial examination (PANCE) and the re-certification examination (PANRE) are designed to test the medical knowledge and clinical skills of Physician Assistants.

For more information, contact:

NCCPA
12000 Findley Road, Suite 200
Duluth, GA 30097-1409
Phone: (678) 417-8100
Fax: (678) 417-8135
Web site: www.nccpa.net
E-mail: nccpa@nccpa.net

PHYSICIAN ASSISTANT ORGANIZATIONS (continued)

Physician Assistant Education Association (PAEA)

Founded in 1972 to help maintain the high quality of PA education, PAEA's objectives are to encourage communication among the programs and to serve as a national information center on PA education.

PAEA publishes the "National Directory of PA Programs", giving complete information on the names, locations, requirements, tuition, length, and degree(s) awarded for each of the accredited PA programs. The directory is available to the public for a small fee.

For more information, contact:

Physician Assistant Education Association
655 K Street NW Suite 700
Washington, DC 20001
Phone: (703) 548-5538
Fax: (703) 684-1924
Web site: www.paeonline.org

Pennsylvania Society of Physician Assistants (PSPA)

The Pennsylvania Society of Physician Assistants (PSPA) was established in 1976 to act as a representative of all physician assistants within the Commonwealth of Pennsylvania.

For more information, contact:

Pennsylvania Society of Physician Assistants
PO Box 128
Greensburg, PA 15601
Phone: (724) 836-6411
Fax: (724) 836-4449
Web site: www.pspa.net
E-mail: pspa@pspa.net

HIRING A PHYSICIAN ASSISTANT

1. Employer information can be found at the Pennsylvania Society of Physician Assistants (PSPA) web site: <http://pspa.net/employment/employersrecruiters/employer-career-center/>
(For those outside of PA, contact your state's board of medicine for details specific to your state.)
2. Various forms from the State Board of Medicine (such as the Application for Registration as a Supervising Physician of a Physician Assistant) can be found at the Pennsylvania Department of State web site:
<http://www.dos.pa.gov/ProfessionalLicensing/BoardsCommissions/Medicine/Pages/default.aspx#.VRWQUfzF-OU>
3. Physician Assistant information about reimbursement can be found at the web site for the DEPARTMENT OF HEALTH AND HUMAN SERVICES Centers for Medicare & Medicaid Services:
<https://www.cms.gov/Outreach-and-Education/Medicare-Learning-Network-MLN/MLNProducts/Downloads/Medicare-Information-for-APRNs-AAs-PAs-Booklet-ICN-901623.pdf>

PHYSICIAN ASSISTANT FACTS

1. There are an estimated 168,318 practicing physician assistants, according to the NCCPA 2022 Statistical Profile of Certified Physician Assistants.
2. There are 254 Physician Assistant programs that are accredited by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). ARC-PA is recognized by the Council for Higher Education Accreditation (CHEA).
3. Typical PA programs last for 24-32 months.
4. All 50 states, the District of Columbia and Guam have laws that authorize PA's to prescribe medications.
5. According to the 2022 AAPA Salary Report, the estimated median annual salary for a PA is \$120,000. For the new graduate the average median salary is estimated at \$106,464.
6. Every state along with the District of Columbia, Guam, the Commonwealth of the Northern Mariana Islands, the Virgin Islands and Puerto Rico has its own laws and regulations governing PA practice.
7. Only graduates of an accredited PA school can take the Physician Assistant National Certification Exam (PANCE).
8. A PA must take the Physician Assistant National Recertification Exam every ten years depending on his/her current recertification cycle. Recertification requirements may depend on the state in which they practice.
9. Every two years a PA must obtain 100 hours of continuing medical education to maintain his/her national certification.
10. Certification and licensure requirements may vary by state. Please see <https://www.aapa.org/WorkArea/DownloadAsset.aspx?id=599> or your state's medical board for current requirements. <https://www.aapa.org/threecolumnlanding.aspx?id=347>



CHATHAM UNIVERSITY PHYSICIAN ASSISTANT STUDIES

Woodland Road • Pittsburgh, PA 15232

412-365-1829 • fax: 412-365-2952

Mid-Rotation Evaluation of PA Student's Clinical Performance

Student Name: _____ CE #: _____

Preceptor Name: _____ Specialty: _____

Site Name: _____

Please check the appropriate box based on your mid-rotation evaluation of the student.

	Borderline or Does Not Meet Expectation	Meets	Exceeds	Comment/Individual Learning Plans
<u>Professionalism</u> professional demeanor, recognition of personal limitations, respect for patients, honesty and ethics				
<u>Attitude</u> initiative, teachability, dependability, team member function				
<u>Applied Knowledge</u> general medical knowledge, test selection and interpretation, patient education/health promotion, integration				
<u>Skill</u> interviewing, therapeutic relationships, physical exam, written communication, oral communication, management plans.				

Strengths:

Areas for Improvement:

Has the student ever been late or absent? Yes No If yes, how many times? _____

Preceptor's Signature: _____

Date: _____

PA Student Signature: _____

Date: _____

End-Rotation Evaluation of PA Student's Clinical Performance
FAMILY MEDICINE

Student Name _____

CE #: _____

Preceptor Name: _____

Specialty: **FAMILY MEDICINE**

Site Name: _____

Please check the appropriate number based on your final evaluation of the student. **5=Exceptional, 4=Above Average, 3=Average, 2=Below Average, 1=Poor**

1. Student demonstrates proficiency of **medical knowledge** pertaining to common **family medicine** disorders across the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Infant					
Child					
Adolescent					
Adult					
Elderly					

2. Student demonstrates proficiency of **medical knowledge** pertaining to the following types of conditions:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Gynecologic					
Prenatal					
Behavioral & Mental Health					

3. Student demonstrates proficiency of **medical knowledge** of **preventive** care across the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Infant					
Child					
Adolescent					
Adult					
Elderly					

4. Student performs the following as appropriate to the patient encounter:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Problem-focused history					
Problem-focused physical exam					
Complete history					
Complete physical exam					

5. The student appropriately selects and interprets **diagnostic tests**.

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor

6. The student creates appropriate **differential diagnoses** for **acute** conditions in the following populations / disorders:

End-Rotation Evaluation of PA Student's Clinical Performance
FAMILY MEDICINE

Student Name _____

CE #: _____

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Infant					
Child					
Adolescent					
Adult					
Elderly					
	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Gynecologic					
Prenatal					
Behavioral and mental health					

 7. The student creates appropriate **differential diagnoses** for **chronic** conditions in the following populations / conditions:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Infant					
Child					
Adolescent					
Adult					
Elderly					
	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Gynecologic					
Prenatal					
Behavioral and mental health					

 8. The student creates appropriate **differential diagnoses** for **emergent** conditions in the following populations / conditions:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Infant					
Child					
Adolescent					
Adult					
Elderly					
	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Gynecologic					
Prenatal					
Behavioral and mental health					

 9. The student determines the patient's **diagnosis** based on presentation for the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Infant					
Child					
Adolescent					
Adult					
Elderly					

 10. The student creates appropriate **pharmacological** treatment plan for the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor

End-Rotation Evaluation of PA Student's Clinical Performance

FAMILY MEDICINE

Student Name _____

CE #: _____

Infant					
Child					
Adolescent					
Adult					
Elderly					

11. The student creates appropriate **non-pharmacological** treatment plan for the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Infant					
Child					
Adolescent					
Adult					
Elderly					

12. The student demonstrates the ability to provide **patient education** in terms the patient can understand.

5 exceptional	4 above avg	3 average	2 below avg	1 poor

13. The student identifies conditions which require **surgical management**.

--	--	--	--	--

14. The student demonstrates ability to care for the **preoperative** patient.

--	--	--	--	--

15. The student demonstrates ability to care for the **postoperative** patient.

--	--	--	--	--

16. The student demonstrates implementation of **preventive care** for the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Infant					
Child					
Adolescent					
Adult					
Elderly					

17. The student demonstrates proficiency in **clinical procedures** common to the family medicine setting.

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Incision & Drainage					
Stool for occult blood					
Suturing					
Local anesthesia					
Suture/staple removal					

End-Rotation Evaluation of PA Student's Clinical Performance
FAMILY MEDICINE

Student Name _____

CE #: _____

Joint/limb immobilization					
Wound cleansing/dressing					

 18. The student demonstrates the following in relation to communication with those on the **healthcare team**:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Proper use of medical terminology					
Clear oral presentation skills					
Clear written documentation skills					
Understanding role of varied team members					
Ability to work within the healthcare team (professional, positive attitude)					

 19. The student demonstrates the following in relation to communication with **patients and their families**:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Ability to develop rapport (professional, positive attitude)					
Cultural humility and curiosity					

 20. The student demonstrates the following **self-directed learning** skills:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Self-awareness of knowledge limits					
Initiative in pursuing unfamiliar topics					
Applies knowledge gained to future encounters					

 21. The student demonstrates understanding of the following **legal and public health aspects** related to family medicine:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Patient safety					
Confidentiality / HIPAA					
Scope of practice/ role of PA					
Regulatory Environment					
Billing and coding					
Public health concepts (including mandated reporting)					

 22. The student demonstrates the following **professional qualities**:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Self-awareness					
Adaptability					
Punctuality and timeliness					
Initiative / willingness to work					
Openness to feedback					

End-Rotation Evaluation of PA Student's Clinical Performance

FAMILY MEDICINE

Student Name _____

CE #: _____

Please remark on any items above marked 'below average' or poor:

Overall Performance

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
23. Rate the student's overall performance on this rotation.					

24. Has the student called off from or been late to assigned clinical days? Yes No

If yes, how often has the student called off or been late? Times late _____
 Times absent _____

Additional Comments:

Preceptor's Signature: _____

Date: _____

PA Student Signature: _____

Date: _____

End-Rotation Evaluation of PA Student's Clinical Performance

INTERNAL MEDICINE

Student Name _____

CE #: _____

Preceptor Name: _____

Specialty: **Internal Medicine**

Site Name: _____

Please check the appropriate number based on your final evaluation of the student.

5=Exceptional, 4=Above Average, 3=Average, 2=Below Average, 1=Poor

1. Student demonstrates proficiency of **medical knowledge** pertaining to common **internal medicine** disorders across the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adult					
Elderly					

2. Student demonstrates proficiency of **medical knowledge** pertaining to the following types of conditions:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Gynecologic					
Behavioral & Mental Health					

3. Student demonstrates proficiency of **medical knowledge** of **preventive care** across the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adult					
Elderly					

4. Student performs the following as appropriate to the patient encounter:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Problem-focused history					
Problem-focused physical exam					
Complete history					
Complete physical exam					

5. The student appropriately selects and interprets **diagnostic tests**.

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor

6. The student creates appropriate **differential diagnoses** for **acute** conditions in the following populations/disorders:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adult					
Elderly					
Gynecologic					
Behavioral and mental health					

7. The student creates appropriate differential diagnoses for **chronic** conditions in the following populations/disorders:

End-Rotation Evaluation of PA Student's Clinical Performance

INTERNAL MEDICINE

Student Name _____

CE #: _____

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adult					
Elderly					
Behavioral and mental health					

8. The student creates appropriate **differential diagnoses** for **emergent** conditions in the following population/disorders:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adult					
Elderly					
Gynecologic					
Behavioral and mental health					

9. The student determines the patient's **diagnosis** based on presentation for the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adult					
Elderly					

10. The student creates appropriate **pharmacological** treatment plan(s) for the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adult					
Elderly					

11. The student creates appropriate **non-pharmacological** treatment plan(s) for the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adult					
Elderly					

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
12. The student demonstrates the ability to provide patient education in terms the patient can understand					

13. The student identifies conditions which require surgical management					
--	--	--	--	--	--

14. The student demonstrates ability to care for the preoperative patient.					
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15. The student demonstrates ability to care for the postoperative patient					
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16. The student demonstrates implementation of **preventive care** for the following populations:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Adult					
Elderly					

End-Rotation Evaluation of PA Student's Clinical Performance
INTERNAL MEDICINE

Student Name _____

CE #: _____

 17. The student demonstrates proficiency in **clinical procedures** common to the internal medicine setting.

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Stool for occult blood					

 18. The student demonstrates the following in relation to communication with those on the **healthcare team**:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Proper use of medical terminology					
Clear oral presentation skills					
Clear written documentation skills					
Understanding role of varied team members					
Ability to work within the healthcare team (professional, positive attitude)					

 19. The student demonstrates the following **self-directed learning** skills

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Self-awareness of knowledge limits					
Initiative in pursuing unfamiliar topics					
Applies knowledge gained to future encounters					

 20. The student demonstrates understanding of the following **legal and public health aspects** related to family medicine:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Patient safety					
Confidentiality / HIPAA					
Scope of practice/ role of PA					
Regulatory Environment					
Billing and coding					
Public health concepts (including mandated reporting)					

 21. The student demonstrates the following **professional qualities**:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Self-awareness					
Adaptability					
Punctuality and timeliness					
Initiative / willingness to work					
Openness to feedback					

Please remark on any items above marked 'below average' or 'poor':

End-Rotation Evaluation of PA Student's Clinical Performance

INTERNAL MEDICINE

Student Name _____

CE #: _____

Overall Performance

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
22. Rate the student's overall performance on this rotation.					

23. Has the student called off from or been late to assigned clinical days? Yes No

If yes, how often has the student called off or been late? Times late _____
 Times absent _____

Additional Comments:

Preceptor's Signature: _____

Date: _____

PA Student Signature: _____

Date: _____

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End-Rotation Evaluation of PA Student's Clinical Performance Emergency Medicine

Student Name _____

CE #: _____

Preceptor Name: _____

Specialty: **Emergency Medicine**

Site Name: _____

Please check the appropriate number based on your final evaluation of the student. **5=Exceptional, 4=Above Average, 3=Average, 2=Below Average, 1=Poor**

1. Student demonstrates proficiency of **medical knowledge** pertaining to common **emergency medicine** disorders across the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Child					
Adolescent					
Adult					
Elderly					

2. Student demonstrates proficiency of **medical knowledge** pertaining to the follow types of conditions:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Gynecologic					
Prenatal					
Behavioral & Mental Health					

3. The student performs an appropriate problem-focused **history**.

	5 exceptional	4 above avg	3 average	2 below avg	1 poor

4. The student performs an appropriate problem-focused **physical examination**.

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5. The student appropriately selects and interprets **diagnostic tests**.

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6. The student creates appropriate **differential diagnoses** for **acute** problems in the following populations / conditions:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Child					
Adolescent					
Adult					
Elderly					
Gynecologic					
Prenatal					
Behavioral and mental health					

7. The student creates appropriate **differential diagnoses** for **emergent** problems in the following populations / conditions:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Child					

End-Rotation Evaluation of PA Student's Clinical Performance - Emergency Medicine

Student Name _____

CE #: _____

Adolescent					
Adult					
Elderly					
Gynecologic					
Prenatal					
Behavioral and mental health					

8. The student determines the patient's **diagnosis** based on presentation for the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Child					
Adolescent					
Adult					
Elderly					

9. The student creates appropriate **pharmacological** treatment plan for the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Child					
Adolescent					
Adult					
Elderly					

10. The student creates appropriate **non-pharmacological** treatment plan for the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Child					
Adolescent					
Adult					
Elderly					

11. The student demonstrates the ability to provide **patient education** in terms the patient can understand.

5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor

12. The student identifies conditions which require **surgical management**.

5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor

13. The student demonstrates proficiency in the following **clinical procedures** common to the emergency medicine setting.

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Stool for occult blood					
Suturing					
Suture/staple removal					
Incision & Drainage					

End-Rotation Evaluation of PA Student's Clinical Performance - Emergency Medicine

Student Name _____

CE #: _____

Wound cleansing & dressing					
Joint/limb immobilization					
Local anesthesia administration					
Preparation and maintenance of sterile field					

 14. The student demonstrates the following in relation to communication with those on the **healthcare team**:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Proper use of medical terminology					
Clear oral presentation skills					
Clear written documentation skills					
Understanding role of varied team members					
Ability to work within the healthcare team (professional, positive attitude)					

 15. The student demonstrates the following in relation to communication with **patients and their families**:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Ability to develop rapport (professional, positive attitude)					
Cultural humility and curiosity					

 16. The student demonstrates the following **self-directed learning** skills:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Self-awareness of knowledge limits					
Initiative in pursuing unfamiliar topics					
Applies knowledge gained to future encounters					

 17. The student demonstrates understanding of the following **legal aspects** related to emergency medicine:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Patient safety					
Confidentiality / HIPAA					
Scope of practice/ role of PA					
Regulatory Environment					
EMTALA					
Public health concepts (including mandated reporting)					

 18. The student demonstrates the following **professional qualities**:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Self-awareness					
Adaptability					

End-Rotation Evaluation of PA Student's Clinical Performance - Emergency Medicine

Student Name _____

CE #: _____

Punctuality and timeliness					
Initiative / willingness to work					
Openness to feedback					

Please remark on any items above marked 'below average' or 'poor':

Overall Performance

19. Rate the student's **overall performance** on this rotation.

5 exceptional	4 above avg	3 average	2 below avg	1 poor

20. Has the student called off from or been late to assigned clinical days? Yes No

If yes, how often has the student called off or been late?

Times late _____

Times absent _____

Additional Comments:

Preceptor's Signature: _____

Date: _____

PA Student Signature: _____

Date: _____

End-Rotation Evaluation of PA Student's Clinical Performance
PEDIATRICS

Student Name _____

CE #: _____

Preceptor Name: _____

Specialty: **PEDIATRICS**

Site Name: _____

Please check the appropriate number based on your final evaluation of the student.

5=Exceptional, 4=Above Average, 3=Average, 2=Below Average, 1=Poor

1. Student demonstrates proficiency of **medical knowledge** pertaining to common pediatric disorders across the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Infant					
Child					
Adolescent					

2. Student demonstrates proficiency of **medical knowledge** pertaining to the following types of conditions:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Gynecologic					
Behavioral & Mental Health					

3. Student demonstrates proficiency of **medical knowledge** of **preventive care** across the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Infant					
Child					
Adolescent					

4. Student performs the following as appropriate to the patient encounter:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Problem-focused history					
Problem-focused physical exam					
Complete history					
Complete physical exam					

5. The student appropriately selects and interprets **diagnostic tests**.

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor

End-Rotation Evaluation of PA Student's Clinical Performance

PEDIATRICS

Student Name _____

CE #: _____

6. The student creates appropriate **differential diagnoses** for **acute** conditions in the following populations/disorders:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Infant					
Child					
Adolescent					
Gynecologic					
Behavioral and mental health					

7. The student creates appropriate **differential diagnoses** for **chronic** conditions in the following populations/disorders:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Infant					
Child					
Adolescent					
Behavioral and mental health					

8. The student creates appropriate **differential diagnoses** for **emergent** conditions in the following population/disorders:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Infant					
Child					
Adolescent					
Gynecologic					
Behavioral and mental health					

9. The student determines the patient's **diagnosis** based on presentation for the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Infant					
Child					
Adolescent					

10. The student creates appropriate **pharmacological** treatment plan(s) for the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Infant					
Child					
Adolescent					

11. The student creates appropriate **non-pharmacological** treatment plan(s) for the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Infant					
Child					
Adolescent					

End-Rotation Evaluation of PA Student's Clinical Performance
PEDIATRICS

Student Name _____

CE #: _____

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
12. The student demonstrates the ability to provide patient education in terms the patient/family can understand					

13. The student identifies conditions which require surgical management					
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14. The student demonstrates ability to care for the preoperative patient.					
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15. The student demonstrates ability to care for the postoperative patient					
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 16. The student demonstrates implementation of **preventive care** for the following populations:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Infant					
Child					
Adolescent					

 17. The student demonstrates the following in relation to communication with those on the **healthcare team**:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Proper use of medical terminology					
Clear oral presentation skills					
Clear written documentation skills					
Understanding role of varied team members					
Ability to work within the healthcare team (professional, positive attitude)					

 18. The student demonstrates the following in relation to communication with **patients and their families**:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor

End-Rotation Evaluation of PA Student's Clinical Performance
PEDIATRICS

Student Name _____

CE #: _____

Ability to develop rapport (professional, positive attitude)					
Cultural humility and curiosity					

 19. The student demonstrates the following **self-directed learning** skills

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Self-awareness of knowledge limits					
Initiative in pursuing unfamiliar topics					
Applies knowledge gained to future encounters					

 20. The student demonstrates understanding of the following **legal and public health aspects** related to family medicine:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Patient safety					
Confidentiality / HIPAA					
Scope of practice/ role of PA					
Regulatory Environment					
Billing and coding					
Public health concepts (including mandated reporting)					

 21. The student demonstrates the following **professional qualities**:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Self-awareness					
Adaptability					
Punctuality and timeliness					
Initiative / willingness to work					
Openness to feedback					

Please remark on any items above marked 'below average' or 'poor':
Overall Performance

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
22. Rate the student's overall performance					

End-Rotation Evaluation of PA Student's Clinical Performance

PEDIATRICS

Student Name _____

CE #: _____

on this rotation.

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23. Has the student called off from or been late to assigned clinical days? Yes No

If yes, how often has the student called off or been late?

Times late _____

Times absent _____

Additional Comments:

Preceptor's Signature: _____

Date: _____

PA Student Signature: _____

Date: _____

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PA STUDIES

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End-Rotation Evaluation of PA Student's Clinical Performance PSYCHIATRY

Student Name _____

CE #: _____

Preceptor Name: _____

Specialty: **PSYCHIATRY**

Site Name: _____

Please check the appropriate number based on your final evaluation of the student.

5=Exceptional, 4=Above Average, 3=Average, 2=Below Average, 1=Poor

1. Student demonstrates proficiency of **medical knowledge** pertaining to common **behavioral health** disorders across the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Child					
Adolescent					
Adult					
Elderly					

2. Student performs a **complete** psychiatric history as appropriate to the patient encounter.

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor

3. Student performs a **problem-focused** psychiatric history as appropriate to the patient encounter.

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor

4. Student performs a **problem-focused** physical examination.

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor

5. Student appropriately selects and interprets **diagnostic tests** (including standardized psychiatric instruments/scales).

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor

6. The student creates appropriate differential diagnoses for **acute** behavioral and mental health conditions.

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor

7. The student creates appropriate differential diagnoses for **chronic** behavioral and mental health conditions.

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor

8. The student creates appropriate differential diagnoses for **emergent** behavioral and mental health conditions.

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor

End-Rotation Evaluation of PA Student's Clinical Performance

PSYCHIATRY

Student Name _____

CE #: _____

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9. The student determines the patient's diagnosis based on presentation for the following populations:

5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor

10. The student creates appropriate **pharmacological** treatment plan based on patient presentation.

5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor

11. The student creates appropriate **non-pharmacological** treatment plan based on patient presentation.

5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor

12. The student demonstrates ability to provide **patient education** in terms the patient/family can understand.

5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor	

13. The student demonstrates the following in relation to communication with those on the **healthcare team**:

	5	4	3	2	1
Proper use of medical terminology					
Clear oral presentation skills					
Clear written documentation skills					
Understanding role of varied team members					
Ability to work within the healthcare team (professional, positive attitude)					

14. The student demonstrates the following in relation to communication with **patients and their families**:

	5 exceptional	4 above avg	3 average	2 Below avg	1 poor
Ability to develop rapport (professional, positive attitude)					
Cultural humility and curiosity					

15. The student demonstrates the following **self-directed learning** skills:

	5 exceptional	4 above avg	3 average	2 Below avg	1 poor
Self-awareness of knowledge limits					
Initiative in pursuing unfamiliar topics					
Applies knowledge gained to future encounters					

16. The student demonstrates understanding of the following **legal and public health aspects** related to family medicine:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
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End-Rotation Evaluation of PA Student's Clinical Performance

PSYCHIATRY

Student Name _____

CE #: _____

Patient safety					
Confidentiality / HIPAA					
Scope of practice/ role of PA					
Regulatory Environment					
Voluntary / Involuntary psychiatric admission processes					
Public health concepts (including mandated reporting)					

17. The student demonstrates the following **professional qualities**:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Self-awareness					
Adaptability					
Punctuality and timeliness					
Initiative / willingness to work					
Openness to feedback					

Please remark on any items above marked 'below average' or poor:

Overall Performance

18. Rate the student's **overall performance** on this rotation.

	5 exceptional	4 above avg	3 average	2 below avg	1 poor

19. Has the student called off from or been late to assigned clinical days? Yes No

If yes, how often has the student called off or been late?

Times late _____

Times absent _____

Additional Comments:

Preceptor's Signature: _____

Date: _____

PA Student Signature: _____

Date: _____

End-Rotation Evaluation of PA Student's Clinical Performance
WOMEN'S HEALTH

Student Name _____

CE #: _____

Preceptor Name: _____

Specialty: **WOMEN'S HEALTH**

Site Name: _____

Please check the appropriate number based on your final evaluation of the student.

5=Exceptional, 4=Above Average,
 3=Average, 2=Below Average, 1=Poor

1. Student demonstrates proficiency of **medical knowledge** pertaining to common **gynecologic** disorders across the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adolescent					
Adult					
Elderly					

2. Student demonstrates proficiency of **medical knowledge** pertaining to common **obstetric** (including preconception, prenatal, and postpartum) disorders.

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor

3. Student demonstrates proficiency of **medical knowledge** of **preventive** care for **gynecologic** conditions across the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adolescent					
Adult					
Elderly					

4. Student demonstrates proficiency of **medical knowledge** of **preventive** care pertaining to **obstetrics**.

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor

5. Student performs the following as appropriate to the patient encounter:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Problem-focused history					
Problem-focused physical exam					
Complete history					
Complete physical exam					

6. Student appropriately selects and interprets diagnostic tests.

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor

End-Rotation Evaluation of PA Student's Clinical Performance

WOMEN'S HEALTH

Student Name _____

CE #: _____

7. The student creates appropriate differential diagnoses for **acute** conditions in the following conditions:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Gynecologic					
Prenatal					
Postpartum					

8. The student creates appropriate differential diagnoses for **chronic** conditions in the following conditions:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Gynecologic					
Prenatal					
Postpartum					

9. The student creates appropriate differential diagnoses for **emergent** conditions in the following conditions:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Gynecologic					
Prenatal					
Postpartum					

10. The student determines the patient's diagnosis based on presentation for the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adolescent					
Adult					
Elderly					

11. The student creates appropriate **pharmacological** treatment plan for the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adolescent					
Adult					
Elderly					

12. The student creates appropriate **non-pharmacological** treatment plan (including surgical plan) for the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adolescent					
Adult					
Elderly					

13. The student demonstrates the ability to provide **patient education** in terms the patient can understand.

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor

14. The student demonstrates implementation of **preventive** care for the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adolescent					

End-Rotation Evaluation of PA Student's Clinical Performance

WOMEN'S HEALTH

Student Name _____

CE #: _____

Adult					
Elderly					

15. The student identifies the following **acute** conditions which require surgical management:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Gynecologic					
Prenatal					
Postpartum					

16. The student identifies the following **chronic** conditions which require surgical management:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Gynecologic					

17. The student identifies the following **emergent** conditions which require surgical management:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Gynecologic					
Prenatal					
Postpartum					

18. The student demonstrates proficiency in clinical procedures common to the **gynecologic and obstetric** setting.

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Pelvic examination					
Pap smear					

19. The student demonstrates the following in relation to communication with those on the **healthcare team**:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Proper use of medical terminology					
Clear oral presentation skills					
Clear written documentation skills					
Understanding role of varied team members					
Ability to work within the healthcare team (professional, positive attitude)					

20. The student demonstrates the following in relation to communication with **patients and their families**:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Ability to develop rapport (professional, positive attitude)					
Cultural humility and curiosity					

End-Rotation Evaluation of PA Student's Clinical Performance
WOMEN'S HEALTH

Student Name _____

CE #: _____

 21. The student demonstrates the following **self-directed learning** skills:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Self-awareness of knowledge limits					
Initiative in pursuing unfamiliar topics					
Applies knowledge gained to future encounters					

 22. The student demonstrates understanding of the following **legal aspects** related to **women's health**:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Patient safety					
Confidentiality / HIPAA					
Scope of practice/ role of PA					
Regulatory Environment					
Informed consent					
Public health concepts					

 23. The student demonstrates the following **professional qualities**:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Self-awareness					
Adaptability					
Punctuality and timeliness					
Initiative / willingness to work					
Openness to feedback					

Please remark on any items above marked 'below average' or poor:
Overall Performance

 24. Rate the student's **overall performance**

	5 exceptional	4 above avg	3 average	2 below avg	1 poor

End-Rotation Evaluation of PA Student's Clinical Performance

WOMEN'S HEALTH

Student Name _____

CE #: _____

on this rotation.

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25. Has the student called off from or been late to assigned clinical days? Yes No

If yes, how often has the student called off or been late?

Times late _____

Times absent _____

Additional Comments:

Preceptor's Signature: _____

Date: _____

PA Student Signature: _____

Date: _____

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End-Rotation Evaluation of PA Student's Clinical Performance SURGERY

Student Name _____

CE #: _____

Preceptor Name: _____

Specialty: **SURGERY**

Site Name: _____

Please check the appropriate number based on your final evaluation of the student.

5=Exceptional, 4=Above Average,
 3=Average, 2=Below Average, 1=Poor

1. Student demonstrates proficiency of **medical knowledge** pertaining to common **surgical** disorders across the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adolescent					
Adult					
Elderly					

2. Student performs the following as appropriate to the patient encounter:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Problem-focused history					
Problem-focused physical exam					
Complete history					
Complete physical exam					

3. Student appropriately selects and interprets **diagnostic tests**.

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor

4. Student creates appropriate differential diagnoses for **acute** surgical conditions in the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adolescent					
Adult					
Elderly					

5. Student creates appropriate differential diagnoses for **chronic** surgical conditions in the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adolescent					
Adult					
Elderly					

6. Student creates appropriate differential diagnoses for **emergent** conditions in the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adolescent					
Adult					
Elderly					

7. The student determines the patient's diagnosis based on presentation for the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adolescent					

End-Rotation Evaluation of PA Student's Clinical Performance

SURGERY

Student Name _____

CE #: _____

Adult					
Elderly					

8. Student creates appropriate **pharmacological** treatment plan for the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adolescent					
Adult					
Elderly					

9. Student creates appropriate **non-pharmacological** treatment plan (including surgical plan) for the following populations:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adolescent					
Adult					
Elderly					

10. Student demonstrates the ability to provide **patient education** in terms the patient can understand.

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor

11. Student identifies conditions which require **surgical management**.

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor

12. Student demonstrates ability to care for the following types of patients:

	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Preoperative					
Intraoperative					
Postoperative					

13. Student demonstrates proficiency in clinical procedures common to the **surgical** setting.

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Aseptic technique before surgery					
Assist in surgery					
Preparation and maintenance of sterile field					
Suturing					
Suture/staple removal					
Foley catheter insertion/removal					
Wound cleansing/dressing changes					

End-Rotation Evaluation of PA Student's Clinical Performance

SURGERY

Student Name _____

CE #: _____

14. Student demonstrates the following in relation to communication with those on the **healthcare team**:

	5	4	3	2	1
Proper use of medical terminology					
Clear oral presentation skills					
Clear written documentation skills					
Understanding role of varied team members					
Ability to work within the healthcare team (professional, positive attitude)					

15. Student demonstrates the following in relation to communication with **patients and their families**:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Ability to develop rapport (professional, positive attitude)					
Cultural humility and curiosity					

16. Student demonstrates the following **self-directed learning** skills:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Self-awareness of knowledge limits					
Initiative in pursuing unfamiliar topics					
Applies knowledge gained to future encounters					

17. Student demonstrates understanding of the following **legal aspects** related to emergency medicine:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Patient safety					
Confidentiality / HIPAA					
Scope of practice/ role of PA					
Regulatory Environment					
Informed consent					
Public health concepts					

18. Student demonstrates the following **professional qualities**:

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Self-awareness					
Adaptability					
Punctuality and timeliness					
Initiative / willingness to work					
Openness to feedback					

End-Rotation Evaluation of PA Student's Clinical Performance

SURGERY

Student Name _____

CE #: _____

Please remark on any items above marked 'below average' or poor:

Overall Performance

	5 exceptional	4 above avg	3 average	2 below avg	1 poor
19. Rate the student's overall performance on this rotation.					

20. Has the student called off from or been late to assigned clinical days? Yes No

If yes, how often has the student called off or been late?
 Times late _____
 Times absent _____

Additional Comments:

Preceptor's Signature: _____

Date: _____

PA Student Signature: _____

Date: _____

CHATHAM UNIVERSITY
PA STUDIES

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Medical Elective End-Rotation Evaluation of PA Student's Clinical Performance

Student Name: _____

CE #: _____

Preceptor Name: _____ Specialty: _____

Site Name: _____

Please indicate the setting(s) for which you are evaluating the student.

Emergency Dept. Inpatient Outpatient

Please circle the appropriate number based on your final evaluation of the student. 5=Exceptional, 4=Above Average,
3=Average, 2=Below Average,
1=Poor

1. Demonstrates proficiency of **medical knowledge** appropriate to the specialty. 5 4 3 2 1

2. Performs a **history** appropriate to patient presentation.

- Complete history 5 4 3 2 1
- Problem-focused history 5 4 3 2 1

3. Performs a **physical examination** appropriate to patient presentation.

- Complete physical examination 5 4 3 2 1
- Problem-focused physical examination 5 4 3 2 1

4. Creates an appropriate **differential diagnosis** based on patient presentation. 5 4 3 2 1

5. Selects and interprets **diagnostic tests** appropriate to the patient presentation. 5 4 3 2 1

6. Determines **diagnosis** based on patient presentation. 5 4 3 2 1

7. The student generates and implements appropriate short- and long-term **treatment plans**, including follow-up for:

- Pharmacologic treatment 5 4 3 2 1
- Non-pharmacologic treatment 5 4 3 2 1

8. Provides **patient education** appropriate to the diagnosis and in terms the patient can understand. 5 4 3 2 1

9. The student demonstrates the following in relation to communication with those on the **healthcare team**:

- Proper use of medical terminology 5 4 3 2 1
- Clear oral presentation skills 5 4 3 2 1
- Clear written documentation skills 5 4 3 2 1
- Understanding role of varied team members 5 4 3 2 1
- Ability to work within the healthcare team (professional, positive attitude) 5 4 3 2 1

10. The student demonstrates the following in relation to communication with patients and their families :					
• Ability to develop rapport (professional, positive attitude)	5	4	3	2	1
• Cultural humility and curiosity	5	4	3	2	1
11. The student demonstrates the following self-directed learning skills:					
• Self-awareness of knowledge gaps	5	4	3	2	1
• Initiative in pursuing unfamiliar topics	5	4	3	2	1
• Applies knowledge gained to future encounters	5	4	3	2	1
12. The student demonstrates understanding of the following legal aspects related to the specialty:					
• Patient safety	5	4	3	2	1
• Confidentiality / HIPAA	5	4	3	2	1
• Scope of practice/ role of PA	5	4	3	2	1
• Public health concepts (including mandated reporting)	5	4	3	2	1
13. The student demonstrates the following professional qualities :					
• Self-awareness	5	4	3	2	1
• Adaptability	5	4	3	2	1
• Punctuality and timeliness	5	4	3	2	1
• Initiative / willingness to work	5	4	3	2	1
• Openness to feedback	5	4	3	2	1

Please remark on any items above marked 'below average' or 'poor':

Overall Performance	Exceptional	Above Average	Average	Below Average	Poor
14. Rate the student's overall performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Has the student **called off from or been late** to assigned clinical days? Yes No

If yes, the student has called off from or been late to assigned clinical days, **how often**?

Times late:

Times absent:

Additional Comments

Preceptor's Signature: _____

Date: _____

PA Student Signature: _____

Date: _____



Surgical Elective End-Rotation Evaluation of PA Student's Clinical Performance

Student Name: _____

CE #: _____

Preceptor Name: _____ Specialty: _____

Site Name: _____

Please indicate the setting(s) for which you are evaluating the student.

Operating Room Emergency Dept. Inpatient Outpatient

Please circle the appropriate number based on your final evaluation of the student. **5=Exceptional, 4=Above Average, 3=Average, 2=Below Average, 1=Poor**

1. Demonstrates proficiency of medical knowledge appropriate to the specialty.	5	4	3	2	1
2. Performs a history appropriate to patient presentation.					
• Complete history	5	4	3	2	1
• Problem-focused history	5	4	3	2	1
3. Performs a physical examination appropriate to patient presentation.					
• Complete physical examination	5	4	3	2	1
• Problem-focused physical examination	5	4	3	2	1
4. Creates an appropriate differential diagnosis based on patient presentation.	5	4	3	2	1
5. Selects and interprets diagnostic tests appropriate to the patient presentation.	5	4	3	2	1
6. Determines diagnosis based on patient presentation.	5	4	3	2	1
7. The student generates and implements appropriate short- and long-term treatment plans , including follow-up for:					
• Pharmacologic treatment	5	4	3	2	1
• Non-pharmacologic treatment	5	4	3	2	1
8. Provides patient education appropriate to the diagnosis and in terms the patient can understand.	5	4	3	2	1
9. Evaluates and cares for the preoperative patient .	5	4	3	2	1
10. Evaluates and cares for the intraoperative patient .	5	4	3	2	1
11. Evaluates and cares for the postoperative patient .	5	4	3	2	1
12. Implements appropriate preventive care based on patient's age.	5	4	3	2	1
13. The student demonstrates the following in relation to communication with those on the healthcare team :					
• Proper use of medical terminology	5	4	3	2	1
• Clear oral presentation skills	5	4	3	2	1
• Clear written documentation skills	5	4	3	2	1

- Understanding role of varied team members 5 4 3 2 1
- Ability to work within the healthcare team (professional, positive attitude) 5 4 3 2 1

14. The student demonstrates the following in relation to communication with **patients and their families**:

- Ability to develop rapport (professional, positive attitude) 5 4 3 2 1
- Cultural humility and curiosity 5 4 3 2 1

15. The student demonstrates the following **self-directed learning** skills:

- Self-awareness of knowledge limits 5 4 3 2 1
- Initiative in pursuing unfamiliar topics 5 4 3 2 1
- Applies knowledge gained to future encounters 5 4 3 2 1

16. The student demonstrates understanding of the following **legal aspects** related to the specialty:

- Patient safety 5 4 3 2 1
- Confidentiality / HIPAA 5 4 3 2 1
- Scope of practice/ role of PA 5 4 3 2 1
- Informed consent 5 4 3 2 1
- Public health concepts (including mandated reporting) 5 4 3 2 1

17. The student demonstrates the following **professional qualities**:

- Self-awareness 5 4 3 2 1
- Adaptability 5 4 3 2 1
- Punctuality and timeliness 5 4 3 2 1
- Initiative / willingness to work 5 4 3 2 1
- Openness to feedback 5 4 3 2 1

Please remark on any items above marked 'below average' or 'poor':

Overall Performance	Exceptional	Above Average	Average	Below Average	Poor
18. Rate the student's overall performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Has the student **called off from or been late** to assigned clinical days? Yes No

If yes, the student has called off from or been late to assigned clinical days, **how often**?

Times late:

Times absent:

Additional Comments:

Preceptor's Signature: _____

Date: _____

PA Student Signature: _____

Date: _____

End-Rotation Evaluation of Preceptor

PRECEPTOR NAME:

SITE NAME:

STUDENT NAME:

CE:

The preceptor facilitated my learning experience by listening to patient presentations, questioning me about my learning issues and providing appropriate feedback.

5 = Exceptionally 4 = Above Average 3 = Average 2 = Below Average 1 = Poorly N/A

The preceptor provided opportunity for additional work in areas of self- identified needs.

5 = Exceptionally 4 = Above Average 3 = Average 2 = Below Average 1 = Poorly N/A

The preceptor provided opportunities to mature as a clinician by incremental increases in direct patient care, enabling the development of "autonomy" within the confines of the setting and the PA role.

5 = Exceptionally 4 = Above Average 3 = Average 2 = Below Average 1 = Poorly N/A

Based on the above, rate the preceptor overall.

5 = Exceptional 4 = Above Average 3 = Average 2 = Below Average 1 = Poor N/A

Instructions: Written comments are mandatory.

Comment on the Preceptor 's strengths. *

Comment on the Preceptor's areas for improvement. *

Student signature:

End-Rotation Evaluation of Site

SITE NAME:

PRECEPTOR NAME:

STUDENT NAME:

CE:

The site provided a supportive learning environment which provided the student the opportunity to achieve the learning outcomes.

5 = Exceptionally 4 = Above Average 3 = Average 2 = Below Average 1 = Poorly N/A

Rate the site overall.

5 = Exceptional 4 = Above Average 3 = Average 2 = Below Average 1 = Poor N/A

Instructions: Written comments are mandatory.

Comment on rotation site strengths. *

Comment on rotation site areas for improvement. *

Student signature: