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Preceptor Handbook

Preceptor Handbook Table of Contents

	Page Number
Introduction	
Introduction to the University	
Introduction to the Program	
Vision and Mission Statements	
Accreditation	2
Curriculum	2
Preceptor Responsibilities	3
Clinical Experience (CE) Learning Outcomes	4
Family Practice	5
Internal Medicine	6
Emergency Medicine	7
Pediatrics	8
Psychiatry/Behavioral Medicine	9
Women's Health	10
Surgery	11
Elective - Medical Subspecialty	12-29
Elective - Surgical Subspecialty	30-37
Professional Growth Objectives	38
Evaluation Process and Documents	
Clinical Performance Evaluation Process (CE 1-9)	39
Mid-Rotation Evaluation of PA Student's Clinical Performance	45
End-Rotation Evaluation of PA Student's Clinical Performance	46-81
End of Rotation Evaluation of Preceptor	82
End of Rotation Evaluation of Site	83
Benefits Offered by Chatham University for Precepting	
Category I CME Credits	40
Clinical Assistant Professor Appointment	40
Frequently Asked Questions (FAQ) About Precepting	41
Physician Assistant Organizations	42-43
Hiring a Physician Assistant	44
Physician Assistant Facts	44

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 2034**. 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 1. emonstrate 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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.

- 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
 - 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
 - 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:

Preceptors are required to provide formal feedback through either the evaluation link sent from the school at the mid and the end of the rotation, or a paper evaluation provided by the student. If completing a paper 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, 107 Woodland Road

Pittsburgh, PA15232

The evaluation must be completed by the assigned preceptor and/or other clinician at the assigned clinical site who can best evaluate the student's performance. 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

1. Continuing Medical Education Credits

Physicians, Nurse Practitioners receive self-claimed 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 3, 2024, to May 30, 2025. 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.

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 recertification 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.paeaonline.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

Chatham University PA Program Preceptor Handbook

HIRING A PHYSICIAN ASSISTANT

- 1. Employer information can be found at the Pennsylvania Society of Physician Assistants (PSPA) web site: http://pspa.net/employersrecruiters/employer-career-center/ (For those outside of PA, contact your state's board of medicine for details specific to your state.)
- 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#.V RWOUfzF-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:

 $\frac{https://www.cms.gov/Outreach-and-Education/Medicare-Learning-Network-}{MLN/MLNProducts/Downloads/Medicare-Information-for-APRNs-AAs-PAs-Booklet-ICN-901623.pdf}$

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 2024 AAPA Salary Report, the estimated median annual salary for a PA is \$127,000. For the new graduate the average median salary is estimated at \$110,000.
- 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

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 m	
	Borderline or Does Not
	Meet Comment/Individual Expectation Meets Exceeds Learning Plans
Professionalism	
professional demeanor, recognition of personal limitations, respect for patients, honesty and ethics	
Attitude	
initiative, teachability, dependability, team member	
function	
Applied Knowledge general medical knowledge, test selection and	
interpretation, patient education/health promotion,	
integration	
Skill interviewing therapoutic relationships physical even	
interviewing, therapeutic relationships, physical exam, written communication, oral communication,	
management plans.	
Strengths:	Areas for Improvement:
Has the student ever been late or absent? Yes N	lo If yes, how many times?
Preceptor's Signature:	Date:
PA Student Signature:	Date:

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

			CE #:				
receptor Name:			Specialty: FAMILY MEDICINE				
lite Name:				F. Eveention of	4-Abovo		
ease check the appropriate number bas	ed on your final eva	luation of the stude	nt.	5=Exceptional, Average, 3=Avera Average, 1=Poo	ge, 2=Belov		
Student demonstrates proficiency of n populations:	nedical knowledge	pertaining to commo	on family medici i	1e disorders across t	the following		
	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor		
Infant							
Child							
Adolescent							
Adult							
Elderly							
Student demonstrates proficiency of r	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor		
Gynecologic							
Prenatal Behavioral & Mental Health							
Student demonstrates proficiency of n	nedical knowledge	of preventive care a	across the followir	ng populations:			
, ,	5 - exceptional		3 – average	2 – below avg	1 - poor		
Infant	<u>'</u>			 	· ·		
IIIIaiil							
Child							
Child							
Child Adolescent							
Child Adolescent Adult	·		2 average	2 holow avg	1 200		
Child Adolescent Adult Elderly Student performs the following as ap	opropriate to the pati		3 – average	2 – below avg	1 - poor		
Child Adolescent Adult Elderly Student performs the following as ap	·		3 – average	2 – below avg	1 - poor		
Child Adolescent Adult Elderly Student performs the following as ap Problem-focused history Problem-focused physical exam	·		3 – average	2 – below avg	1 - poo		
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Child Adolescent Adult Elderly Student performs the following as ap Problem-focused history Problem-focused physical exam Complete history Complete physical exam	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor		
Child Adolescent Adult Elderly Student performs the following as ap Problem-focused history Problem-focused physical exam Complete history	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - p		



FAMILY MEDICINE

tudent Name				CE #:	
	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - po
Infant		- charter and	o arrange	g	
Child					
Adolescent					
Adult					
Elderly					
	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - po
Gynecologic			o an araiga		
Prenatal					
Behavioral and mental health					
e student creates appropriate c	differential diagnoses 5 - exceptional	for chronic conditi	ons in the following 3 – average	populations / condit	ions: 1 - po
Infant	- CAGOPHONIAI		2 2.0.490		. po
Child					
Adolescent					
Adult					
Elderly					
2140119	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - po
				2 Dolo 11 avg	. 60.
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Gynecologic Prenatal	О ОХООРНОПА	3			
Prenatal Behavioral and mental health					
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Prenatal Behavioral and mental health				ng populations / con 2 – below avg	
Prenatal Behavioral and mental health e student creates appropriate continuous	differential diagnoses	for emergent cond	ditions in the followi		ditions: 1 - poo
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Prenatal Behavioral and mental health e student creates appropriate c Infant Child Adolescent Adult	differential diagnoses	for emergent cond	ditions in the followi		
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Prenatal Behavioral and mental health e student creates appropriate content Infant Child Adolescent Adult Elderly	differential diagnoses	for emergent cond	ditions in the followi	2 – below avg	1 - pod
Prenatal Behavioral and mental health e student creates appropriate c Infant Child Adolescent Adult	differential diagnoses 5 - exceptional	for emergent cond 4 – above avg	ditions in the followi 3 – average	2 – below avg	1 - po
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Prenatal Behavioral and mental health e student creates appropriate companies. Infant Child Adolescent Adult Elderly Gynecologic Prenatal	differential diagnoses 5 - exceptional 5 - exceptional nt's diagnosis based of	for emergent cond 4 – above avg 4 – above avg	ditions in the following average 3 – average 3 – average	2 – below avg 2 – below avg ations:	1 - po
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FAMILY MEDICINE

							OE #	
Infant								
Child								
Adolescent								
Adult								
Elderly								
he student creates appropriate n	non-pharmacological	treatment plar	n for th	ne followin	ng populat	ions:		
	5 - exceptional	4 – above a	avg	3 – av	erage	2 –	below avg	1 - poo
Infant	,				_		Ŭ	'
Child								
Adolescent								
Adult								
Elderly								
The student demonstrates the a patient education in terms the								
patient education in terms the understand. The student identifies conditions surgical management.	he patient can							
patient education in terms the understand.The student identifies conditions	he patient can							
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patient education in terms the understand. The student identifies conditions surgical management. The student demonstrates ability preoperative patient. The student demonstrates ability postoperative patient. The student demonstrates implement infant Child	the patient can which require to care for the to care for the					2 -	below avg	1 - pool
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patient education in terms the understand. The student identifies conditions surgical management. The student demonstrates ability preoperative patient. The student demonstrates ability postoperative patient. The student demonstrates implement infant Child	the patient can which require to care for the to care for the					2 -	below avg	1 - pool

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



Student Name	's Clinical Po	errormance		E#:	JICINE
Joint/limb immobilization				1	
Wound cleansing/dressing					
Tround croamenty, arosoning				<u> </u>	
The student demonstrates the following in relation to co	ommunication with	h those on the	healthcare te	am:	
	5	4	3	2	1
	exceptional	above avg	average	below avg	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)					
The student demonstrates the following in relation to co	mmunication with	h patients and	their families	:	
	5	4	3	2	1
	exceptional	above avg	average	below avg	poor
Ability to develop rapport (professional, positive attitude)					
Cultural humility and curiosity					
The student demonstrates the following self-directed leaders	5 exceptional	4 above avg	3 average	2 below avg	1 pooi
Self-awareness of knowledge limits	·				·
Initiative in pursuing unfamiliar topics					
Applies knowledge gained to future encounters					
The student demonstrates understanding of the following	g legal and publi	c health aspec	cts related to fa	mily medicine:	
	5	4	3	2	1
	exceptional	above avg	average	below avg	poor
Patient safety	·	J	<u> </u>		
Confidentiality / HIPAA					
Scope of practice/ role of PA					
Regulatory Environment					
Billing and coding					
Public health concepts (including mandated reporting)					
The student demonstrates the following professional qu	ıalities [.]				
4.		Τ .		1 -	T .
	5	4	3	2	1
	exceptional	above avg	average	below avg	poo
Self-awareness					<u> </u>
Adaptability					
Punctuality and timeliness					
Initiative / willingness to work					
Openness to feedback					



	End-Rotation Evaluation of PA Student's Clinical Performance Student Name					
ease remark on any items above marked	I 'below average	or poor:				
verall Performance						
Rate the student's overall performance on this rotation.	5 exceptional	4 above avg	3 average	2 below avg	1 poor	
4. Has the student called off from or been If yes, how often has the student called	_	-	Yes Times late Times absent	-		
Additional Comments:						
Preceptor's Signature:			Date	o:		
PA Student Signature:			Date	:		
CHATHAM UNIVERSITY						

PA STUDIES

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

ent Name	CE #:						
eptor Name:			Specialty: Int	Specialty: Internal Medicine			
lame:							
check the appropriate number based	d on your final evalu	ation of the studer	nt.	5=Exceptional, Average, 3=Avera Average, 1=Poo	ge, 2=Below		
	edical knowledge pe	ertaining to commo	n internal medic	ine disorders across	s the		
	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor		
Adult							
Elderly							
udent demonstrates proficiency of m							
Cynagologia	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor		
Deliavioral & Merital Health							
	edical knowledge of 5 - exceptional	preventive care a	cross the followin	g populations: 2 – below avg	1 - poor		
Elderly							
audent performs the following as app	<u> </u>						
Dodley for a History	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor		
1							
. ,							
Complete physical exam							
ne student appropriately selects and ir							
	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor		
ne student creates appropriate differe	ntial diagnoses for	acute conditions in	the following po	pulations/disorders:			
	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor		
Adult							
Elderly							
Gynecologic Behavioral and mental health							
	i	1		i			
t	check the appropriate number based tudent demonstrates proficiency of metallowing populations: Adult Elderly tudent demonstrates proficiency of metallowing Behavioral & Mental Health tudent demonstrates proficiency of metallowing as appoint and the student performs the following as appoint appoint appropriate different performs the student appropriately selects and in the student creates appropriate different Adult Elderly	check the appropriate number based on your final evaluated tudent demonstrates proficiency of medical knowledge per sollowing populations: Adult	tudent demonstrates proficiency of medical knowledge pertaining to commo bllowing populations: S - exceptional 4 - above avg	tudent demonstrates proficiency of medical knowledge pertaining to common internal medical lowing populations: S - exceptional 4 - above avg 3 - average	Check the appropriate number based on your final evaluation of the student. S=Exceptional, Average, 3=Avera Average, 1=Poc		

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



INTERNAL MEDICINE

	Student Name					CE #:	
		5 - exceptiona	I 4 – above	avg 3-a	average	2 – below avg	1 - poor
	Adult						
	Elderly						
	Behavioral and mental health						
. 1	he student creates appropriate diff						
	A 1 16	5 - exceptiona	I 4 – above	avg 3-a	average	2 – below avg	1 - poor
	Adult						
	Elderly						
	Gynecologic						
	Behavioral and mental health						
. 1	The student determines the patient's						
		5 - exceptiona	I 4 – above	avg 3-a	average	2 – below avg	1 - poor
	Adult						
	Elderly						
0. 1	The student creates appropriate pha	armacological tre 5 - exceptiona				: 2 – below avg	1 poor
	A -114	э - ехсериопа	1 4 – above	avg 3-a	average	2 – below avg	1 - poor
	Adult						
	Elderly						
1. 1	. The student creates appropriate ${\bf non-\underline{pharmacolog}}$		al treatment pla	n(s) for the foll	owing popula	tions:	
		5 - exceptiona	I 4 – above	avg 3-a	average	2 – below avg	1 - poor
	Adult						
	Elderly						
		_					
			5	4	3	2	1
		_	exceptional	above avg	average	below avg	poor
ı	The student demonstrates the abilination at the partient education in terms the punderstand						
	The student identifies conditions whe surgical management	nich require					
	The student demonstrates ability to preoperative patient.	care for the					
	The student demonstrates ability to postoperative patient	care for the					
6. 1	The student demonstrates implement	ntation of prevent	ive care for the	following pop	ulations:		
			5	4	3	2	1
			exceptional	above avg	average	e below avg	poor
	Adu	ılt					
	L L						



	Ind-Rotation Evaluation Student Name			erformance		INTERNAL CE #:	
17 Th	ne student demonstrates proficie	ancy in clinical proced	uras common to	o the internal m	adicina sat	ting	
17. 11	ie stadent demonstrates pronoic	5 - exceptional	4 – above av			2 – below avg	1 - poor
	Stool for occult blood	o oxoopiionai	1 4501041	g c ave	ago	z solow avg	. poo.
40 Th	a student demonstrates the fall	owing in relation to one	mmunication wit	h thaga an tha	h a alth a a r	- toom:	
10. 111	e student demonstrates the follo	owing in relation to cor					
			5	4	3	2	1
	Proper use of medical termin	vology	exceptional	above avg	average	e below avg	poor
	Clear oral presentation skills						
	Clear written documentation						
	Understanding role of varied						
	Ability to work within the he						
	(professional, positive attitude)	ude)					
10 T	he student demonstrates the fol	lowing self-directed le	arnina ekille				
19. 1	The student demonstrates the for	lowing sen-unected te	5	4	3	2	1
			exceptional	above avg	averag		-
	Self-awareness of knowledge	e limits	oxeoptional	45010 419	avolug	20.011 4.19	Poor
	Initiative in pursuing unfami						
	Applies knowledge gained to	•					
							I
20. Th	e student demonstrates underst	anding of the following	legal and publi	c health aspec	cts related	to family medicine	:
			5	4	3	2	1
			exceptional	above avg	averag	je below avg	poor
	Patient safety		·		-		
	Confidentiality / HIPAA						
	Scope of practice/ role of PA	1					
	Regulatory Environment						
	Billing and coding						
	Public health concepts (inclu	ding mandated					
	reporting)	•					
04 T '	a atomical demandation (1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.		-1:4:	•	•	•	•
21. Th	e student demonstrates the follo	owing protessional qu	alities:				
			5	4	3	2	1

exceptional

above avg

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

Self-awareness Adaptability

Punctuality and timeliness Initiative / willingness to work Openness to feedback poor

below avg

average



End-Rotation Evaluation of PA Student		Performanc	е	INTERNAL	
Student Name				CE #:	
verall Performance					
	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Rate the student's overall performance on this rotation.					
3. Has the student called off from or been late to as:	signed clinical	<u></u>		No 🗌	
If yes, how often has the student called off or bee	en late?		s late absent	_	
Additional Comments:					
receptor's Signature:			_ Date:		
A Student Signature:			_ Date:		

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Child

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

St	tudent Name					CE #	<u> </u>			
Pı	receptor Name:					Sp	ecialty: Em	erger	cy Medicine	
Si	ite Name:									
lea	ase check the appropriate number ba	sed on your final	eval	uation of t	he stud	dent.		3=/		=Above Average, Below Average,
1.	Student demonstrates proficiency of following populations:	medical knowled	d ge p	pertaining t	o comr	non eme	rgency me	edicir	e disorders a	cross the
		5 - exceptiona	I	4 – above	avg	3 – a	verage	2 -	- below avg	1 - poor
	Child									
	Adolescent									
	Adult									
	Elderly									
2.	Student demonstrates proficiency of			pertaining	to the f	ollow typ	es of cond	itions:		
		5 - exceptiona	I	4 – above	avg	3 – a	verage	2 -	- below avg	1 - poor
	Gynecologic									
	Prenatal									
	Behavioral & Mental Health									
3.	The student performs an appropria	te problem-	exc	5 ceptional	abov	4 ve avg	3 averaç	je	2 below avg	1 poor
	focused history .									
4.	The student performs an appropriation.	te problem-								
5.	The student appropriately selects an diagnostic tests.	nd interprets								
6.	The student creates appropriate diff									
		5 - exceptiona	I	4 – above	avg	3 – a	verage	2 -	below avg	1 - poor
	Child									
	Adolescent									
	Adult									
	Elderly									
	Gynecologic									
	Prenatal									
	Behavioral and mental health									
7.	The student creates appropriate diff	erential diagnose	es f∩	r emergen	t probl	ems in th	e following	ומסמ ו	llations / cond	litions:
•	stadom si satos appropriato um	5 - exceptiona					verage		below avg	1 - poor



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						
	5 - exceptiona	al 4 – above	avg 3-a	average 2	below avg	1 - poor
Child						
Adolescent						
Adult						
Elderly						
9. The student creates appropriate pha						
	5 - exceptiona	al 4 – above	avg 3-a	average 2	below avg	1 - poor
Child						
Adolescent						
Adult						
Elderly						
10. The student creates appropriate non -	pharmacologic				– below avg	1 poor
Child	5 - exceptiona	4 – above	avy 3-a	average 2	- below avg	1 - poor
Adolescent						
Adult						
Elderly						
Elderly						
11. The student demonstrates the ability	to provide patie	ent education in	terms the pati	ent can underst	and.	
	5 - exceptiona	I 4 – above	avg 3 – a	verage 2 -	- below avg	1 - poor
12. The student identifies conditions which						
	5 - exceptiona	d 4 – above	avg 3 – a	verage 2	below avg	1 - poor
13. The student demonstrates proficiency	in the following	clinical proced	ures common	to the emergen	cy medicine settir	ng.
		5	4	3	2	1
		exceptional	above avg	average	below avg	poor
		1				
Stool for occult blood						

Suturing

Suture/staple removal
Incision & Drainage



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

Student Name	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 o	communication wi	th those on the	healthcare to	eam:		
	5	4	3	2	1	
	exceptional	above avg	average	below avg	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 o	communication wi	th patients and	their familie	s :	1	
	exceptional		average	below avg	poor	
Ability to develop rapport	·				·	
(professional, positive attitude) Cultural humility and curiosity						
Cultural Hurrillity and Curiosity						
16. The student demonstrates the following self-directed le	earning skills:					
	5	4	3	2	1	
	exceptional	above avg	average	below avg	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	ng legal aspects	related to emer	gency medicir	ne:		
	5	4	3	2	1	
	exceptional	above avg	average	below avg	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 contracts the following professional contracts the following profession contracts the following	qualities:					
	5	4	3	2	1	

exceptional

above avg

Self-awareness Adaptability

poor

below avg

average



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

Student Name							
Punctuality and timeliness							
Initiative / willingness to work							
Openness to feedback							
Please remark on any items above marked	below average	' or 'poor':					
Overall Performance							
	5	4	3	2	1		
40 D 4 d 4 d 8 d 4 d	exceptional	above avg	average	below avg	poor		
Rate the student's overall performance on this rotation.							
20. Has the student called off from or been la			Yes Times late Times absent	No 🗌			
Additional Comments:							
Preceptor's Signature: PA Student Signature:							
ra student signature.		Date: _					

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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	d on your final evalu	ation of the stude	nt.	5=Exceptional Average, 3=Avera Average, 1=Po	age, 2=Below	
Student demonstrates proficiency of me populations:						
	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor	
Infant						
Child						
Adolescent						
2. Student demonstrates proficiency of me	edical knowledge p 5 - exceptional	ertaining to the foll 4 – above avg	owing types of co	onditions: 2 – below avg	1 - poor	
Gynecologic						
Behavioral & Mental Health						
Student demonstrates proficiency of me		-				
	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor	
Infant						
Child						
Adolescent						
Student performs the following as appropriate the following as approximated the following th						
	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor	
Problem-focused history						
Problem-focused physical exam						
Complete history						
Complete physical exam						
 The student appropriately selects and in 	nterprets diagnostic	tests.				
	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor	
	·				•	



End-Rotation	Evaluation	of PA	Student's	Clinical	Parformanca
EHU-NUIAHUH	Evaluation	ULFA	onucin s	GIIIIIGAI	renonnance

PEDIATRICS

the down Norman				OF #-	
tudent Name				CE #:	
o atudant areatan annuarieta -!!ff	orontial diagraps	for courts conditions	in the fellowing ==	opulations/diserder-	
e student creates appropriate diffe	5 - exceptional	4 – above avg			1 200
Infant	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poo
Child					
Adolescent					
Gynecologic					
Behavioral and mental health					
Denavioral and mental health					
e student creates appropriate diffe	erential diagnoses	for chronic conditio	ns in the following	populations/disorders	S:
	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poc
Infant					
Child					
Adolescent					
Behavioral and mental health					
e student creates appropriate diffe	_	_		<u> </u>	
	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poc
Infant					
Child					
Adolescent					
Gynecologic					
Behavioral and mental health					
e student determines the patient's	e diagnosis hasad o	on presentation for t	ne following nopula	ations:	
le student determines the patients	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poo
Infant	о схоорионал	+ above avg	o average	2 below avg	1 000
Child					
Adolescent					
Adolescent					
e student creates appropriate pha					
	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poo
Infant					
Child					
Adolescent					
e student creates appropriate nor	n-pharmacological	treatment plan(s) fo	r the following popu	ulations:	
are the second of the second o	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poo
Infant	2000				
Child					
Adolescent					



PEDIATRICS

	Student Name				CE #:	
		5 eventional	4	3	2	1
,	The student demonstrates the ability to provide	exceptional	above avg	average	below avg	poor
	patient education in terms the patient/family can					
	understand					
					I.	
	The student identifies conditions which require					
	surgical management					
1	The student demonstrates ability to care for the				Г	
	preoperative patient.					
	properative patient.					
j.	The student demonstrates ability to care for the					
	postoperative patient					
	The student demonstrates implementation of preven	tive care for the	following popu	lations:		
	·	5	4	3	2	1
		exceptional	above avg	average	below avg	poor
	Infant					
	Infant Child Adolescent					
	Child Adolescent					
,	Child	communication	with those on t	he healthcare t	team:	
, -	Child Adolescent	5	4	3	2	1
, .	Child Adolescent The student demonstrates the following in relation to	1	4	T	,	1 poor
, -	Child Adolescent The student demonstrates the following in relation to Proper use of medical terminology	5	4	3	2	
7.	Child Adolescent The student demonstrates the following in relation to the student demonstrates the student de	5	4	3	2	
7.	Child Adolescent The student demonstrates the following in relation to the student demonstrates the studen	5	4	3	2	
7.	Child Adolescent The student demonstrates the following in relation to the student demonstration of the student demonstration to the student demonstration of the student demonstrates the following in relation to the student demonstrates th	5	4	3	2	
, -	Child Adolescent The student demonstrates the following in relation to the student demonstrates the studen	5	4	3	2	

exceptional

above avg

poor

below avg

average



PEDIATRICS

Ability to develop rapport (professional, positive attitude) Cultural humility and curiosity 19. The student demonstrates the following self-directed learning skills \[\begin{array}{cccccccccccccccccccccccccccccccccccc	Student Name	CE #:				
positive attitude) Cultural humility and curiosity 19. The student demonstrates the following self-directed learning skills 5						
positive attitude) Cultural humility and curiosity 19. The student demonstrates the following self-directed learning skills 5	Ability to develop rapport (professional,					
19. The student demonstrates the following self-directed learning skills Self-awareness of knowledge limits Directed learning states Delow avg Delow avg	positive attitude)					
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: S	Cultural humility and curiosity					
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: Self-awareness of knowledge limits Delow avg Delow avg					1	
Exceptional above avg average below avg poor	19. The student demonstrates the following self-directed	d learning skills				
exceptional above avg average below avg poor		5	4	3	2	1
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			above avg	average	below avg	poor
Applies knowledge gained to future encounters 20. The student demonstrates understanding of the following legal and public health aspects related to family medicine: 5	Self-awareness of knowledge limits					
20. The student demonstrates understanding of the following legal and public health aspects related to family medicine: S	Initiative in pursuing unfamiliar topics					
20. The student demonstrates understanding of the following legal and public health aspects related to family medicine: S	Applies knowledge gained to future					
Sample S	encounters					
Sample S						
Patient safety Confidentiality / HIPAA Scope of practice/ role of PA Regulatory Environment Billing and coding Public health concepts (including mandated	20. The student demonstrates understanding of the following	ing legal and pul	olic health asp	ects related to fa	amily medicine:	
Patient safety Confidentiality / HIPAA Scope of practice/ role of PA Regulatory Environment Billing and coding Public health concepts (including mandated		5	4	3	2	1
Confidentiality / HIPAA Scope of practice/ role of PA Regulatory Environment Billing and coding Public health concepts (including mandated		exceptional	above avg	average	below avg	poor
Scope of practice/ role of PA Regulatory Environment Billing and coding Public health concepts (including mandated	Patient safety					
Regulatory Environment Billing and coding Public health concepts (including mandated	Confidentiality / HIPAA					
Billing and coding Public health concepts (including mandated	Scope of practice/ role of PA					
Public health concepts (including mandated	Regulatory Environment					
	Billing and coding					

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

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

22. Rate the student's overall performance



PEDIATRICS

Student Name	 C	E #:	
on this rotation.			
23. Has the student called off from or been late to lif yes, how often has the student called off control of the student called off called o	Yes Times late Times absent	No 🗌	
Additional Comments:			
Preceptor's Signature:	Date:		
PA Student Signature:	Date:		

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

St	tudent Name			CE #:		_		
	receptor Name:			Specialty: PSYCHIATRY				
	ite Name: ase check the appropriate number ba	sed on your final ev	aluation of the stud	dent.	5=Exceptional Average, 3=Aver Average, 1=Po	age, 2=Below		
1.	Student demonstrates proficiency of following populations:	medical knowledge	e pertaining to comr	mon behavioral he	alth disorders acros	ss the		
	31 1	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor		
	Child	·	_			·		
	Adolescent							
	Adult							
	Elderly							
2.	Student performs a complete psych		<u> </u>					
		5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor		
3.	Student performs a problem-focuse	ed psychiatric history 5 - exceptional	as appropriate to t 4 – above avg	he patient encounte 3 – average	er. 2 – below avg	1 - poor		
4.	Student performs a problem-focuse							
		5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor		
5.	Student appropriately selects and into	erprets diagnostic t 5 - exceptional	ests (including stan 4 – above avg	dardized psychiatri	c instruments/scales	s). 1 - poor		
6.	The student creates appropriate diffe		1			1 200		
		5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor		
7.	The student creates appropriate diffe	erential diagnoses fo 5 - exceptional	r chronic behaviora 4 – above avg	al and mental healtl 3 – average	n conditions. 2 – below avg	1 - poor		
8.	The student creates appropriate diffe	erential diagnoses fo	or emergent behavi	oral and mental hea	alth conditions.	1 - poor		



DOVOLUATOV

End-Rotation Evaluation	n of PA Stu	dent	s Clinic	al Pe	ertormanc	9		PSYCHIA	IRY
Student Name				_			C	E #:	
					1				
The student determines the patie	ent's diagnosis ha	ased or	nresentat	ion fo	r the following	nonulati	one.		
The student determines the patte	5 - exception		4 – abov					elow avg	1 - poor
	,					Ü			
The student creates appropriate	nharmacologica	l troatm	nont plan h	ാടവർ (on nationt pro	contation			
The student creates appropriate	5 - exception		4 – abov					elow avg	1 - poor
				3		- 3 -		3 3 3	
The student creates appropriate	-	_	reatment p 4 – abov			-		alaw ava	1
	5 - exception	onai	4 – abov	e avg	3 – ave	erage	2 – 0	elow avg	1 - poor
						"			
The student demonstrates ability	to provide patie i		bove avg		average	niiy can u 2 – belov		tand. 1 - poor	
	exceptional	4-a	bove avg	3-	average	avg	,v	ι - ροσι	
	·								
The student demonstrates the fo	ollowing in relation	n to cor	mmunicatio	n with	those on the		are te	e am :	1
Proper use of medical term	inology		0			<u> </u>			
Clear oral presentation skil	ls								
Clear written documentation									
Understanding role of varie		3							
Ability to work within the h (professional, positive atti									
	·	. 40.000		ماغانىد مى		al 4h a !u fa	!!:		
The student demonstrates the fo	llowing in relation	1 to cor		n with		1		1	
			5 exception	nnal	4 above avg	avera		2 Below avg	1 poc
Ability to develop rapport (professional, pos	sitive	СХССРП	Jilai	above avg	avere	age	Dolow avg	poc
attitude)									
Cultural humility and curio	sity								
The student demonstrates the fol	lowing self-direc	ted lea	rning skills	s:					
			5		4	3		2	1
			excepti	onal	above avg	aver	age	Below avg	pod
Self-awareness of knowled									
Initiative in pursuing unfant Applies knowledge gained	•	oro							
Applies kilowieuge gailleu	to ruture encount	.613							
The student demonstrates under	standing of the fo	llowing	legal and	publi	c health asp	ects relat	ted to	family medicine	e:
			5		4	3	3	2	1
			excepti	onal	above avg	aver		below avg	pod



Student Name			CI	Ξ #: <u> </u>	
Patient safety					
Confidentiality / HIPAA					
Scope of practice/ role of PA					
Regulatory Environment					
Voluntary / Involuntary psychiatric admission					
processes					
Public health concepts (including mandated					
reporting)					
The student demonstrates the following professional qu	alities:				
	5	4	3	2	1
	exceptional	above avg	average	below avg	poor
Self-awareness	-		-		
Adaptability					
Punctuality and timeliness					
Initiative / willingness to work					
Openness to feedback					
ise remark on any items above marked 'below av	erage' or poo	r:			
ase remark on any items above marked 'below av rall Performance	5	4	3	2 bolow avg	1 2007
all Performance			3 average	2 below avg	1 poor
all Performance Rate the student's overall performance	5	4			=
•	5 exceptional gned clinical da	4 above avg ays? Yes Times I	average		=
all Performance Rate the student's overall performance on this rotation. Has the student called off from or been late to assi	5 exceptional gned clinical da	4 above avg ays? Yes Times I	average	below avg	=
all Performance Rate the student's overall performance on this rotation. Has the student called off from or been late to assi	5 exceptional gned clinical da	4 above avg ays? Yes Times I	average	below avg	=
all Performance Rate the student's overall performance on this rotation. Has the student called off from or been late to assi	5 exceptional gned clinical dans late?	4 above avg ays? Yes Times I	average ate bsent	below avg	poor

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

Student Name			CE #:		_
Preceptor Name:			Specialty: W	OMEN'S HEALT	Н
Site Name:					
Please check the appropriate number based	on your final evalua	ation of the student	•	5=Exceptional, 4=A	
riedse check the appropriate number based	Ton your imarevalu	ation of the student	•	3=Average, 2=Below	Average, 1=Poor
Student demonstrates proficiency of m populations:	nedical knowledge	pertaining to comr	non gynecologic d	isorders across the	following
· · [5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adolescent					
Adult					
Elderly					
Student demonstrates proficiency of m and postpartum) disorders.					n, prenatal,
	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
 Student demonstrates proficiency of m populations: 	nedical knowledge	of preventive care	e for gynecologic o	conditions across th	e following
	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adolescent					
Adult					
Elderly					
4. Student demonstrates proficiency of m	nedical knowledge	of preventive care	e pertaining to obst	etrics.	
	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
 Student performs the following as ap 	propriate to the pat	ient 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 inte	rprets diagnostic te	sts.			
	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor



0					05 "	
Student Name					CE #:	
The student creates	appropriate differential	diagnoses fo	or acute conditions	in the following con	ditions:	
	5 - 6	exceptional	4 – above avg	3 – average	2 – below avg	1 - pooi
Gynecologic						
Prenatal						
Postpartum						
The student creates	appropriate differential					4 222
Cympoologia	5 - 6	exceptional	4 – above avg	3 – average	2 – below avg	1 - poo
Gynecologic						
Prenatal						
Postpartum						
The student greates	appropriate differential	diagnasas fo	or amargant conditi	iona in the following	, conditions:	
The student creates	appropriate differential	exceptional	4 – above avg	3 – average	2 – below avg	1 - poo
Gynecologic		,xocptional	+ above avg	o average	2 bolow avg	1 000
Prenatal						
Postpartum						
. 001/0						
The student determine	ines the patient's diagno		•			
	5 - 6	exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adolescent						
Adult						
Elderly						
The student creates	appropriate pharmaco		•	• • •		
	5 - 6	exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adolescent						
Adult						
Elderly						
	appropriate non-pharn	nacological t	reatment plan (inclu	uding surgical plan)	for the following po	oulations:
The student creates	appropriate mem priam					1 - pooi
The student creates	· · · · · <u>· · · · · · · · · · · · · · </u>	exceptional		3 – average	2 – below avg	
	· · · · · <u>· · · · · · · · · · · · · · </u>	exceptional	4 – above avg	3 – average	2 – below avg	
Adolescent	· · · · · <u>· · · · · · · · · · · · · · </u>	exceptional		3 – average	2 – below avg	
Adolescent Adult	· · · · · <u>· · · · · · · · · · · · · · </u>	exceptional		3 – average	2 – below avg	
Adolescent	· · · · · <u>· · · · · · · · · · · · · · </u>	exceptional		3 – average	2 – below avg	
Adolescent Adult	· · · · · <u>· · · · · · · · · · · · · · </u>	exceptional		3 – average	2 – below avg	, , ,
Adolescent Adult Elderly	5 - 6	•	4 – above avg			1.22
Adolescent Adult Elderly	5 - 6	vide patient 	4 – above avg	the patient can unc	derstand.	
Adolescent Adult Elderly	5 - 6	•	4 – above avg			1 - poor
Adolescent Adult Elderly	5 - 6	vide patient 	4 – above avg	the patient can unc	derstand.	

3 – average

4 – above avg

2 - below avg

Adolescent

5 - exceptional

1 - poor



Adult Elderly

PHYSICIAN ASSISTANT STUDIES	
End-Rotation Evaluation of PA Student's Clinical Performance	WOMEN'S HEALTH
Student Name	CE #:

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



oluueni Name				C	E #:	
ne student dem	onstrates the following self-directed	learning skills:				
		5	4	3	2	1
		exceptional	above avg	average	below avg	ро
	ness of knowledge limits					
	pursuing unfamiliar topics					
Applies kno	owledge gained to future encounters					
ne student dem	onstrates understanding of the follow	ving legal aspects re	elated to wome	en's health:		
		5	4	3	2	1
		exceptional	above avg	average	below avg	ро
Patient saf						
	ality / HIPAA					
Scope of p	ractice/ role of PA					
Regulatory	Environment					
regulatory	LITTION					
Informed of						
Informed o						
Informed of Public hear	consent		4	3	2	
Informed of Public hear	consent Ith concepts	5	•	3 average	2 below avg	po
Informed of Public health	consent Ith concepts onstrates the following professional		4 above avg	3 average	2 below avg	po
Informed of Public heather student dem	consent Ith concepts onstrates the following professional ness	5	•	_		
Informed of Public heather student dem Self-aware Adaptabili	consent Ith concepts onstrates the following professional ness ty	5	•	_		
Informed of Public heather student dem Self-aware Adaptabilit Punctuality	consent Ith concepts onstrates the following professional ness	5	•	_		

24. Rate the student's overall performance

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



End-Rotation Evaluation of PA Student's Clinical Performance WOMEN'S HEALTH Student Name CE #:_____ on this rotation. 25. Has the student called off from or been late to assigned clinical days? Yes No Times late If yes, how often has the student called off or been late? Times absent Additional Comments:

Preceptor's Signature:	Date:
PA Student Signature:	Date:

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Adolescent

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	d on your final evaluat	ion of the student.		5=Exceptional, 4=A 3=Average, 2=Below	
Student demonstrates proficiency of r populations:	nedical knowledge ր	pertaining to comn	non surgical disor	ders across the follo	owing
h al a series	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adolescent	'	, ,		Ĭ	·
Adult					
Elderly					
2. Student performs the following as ap	· <u>· </u>		1		1
	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 inte	rprets diagnostic tes 5 - exceptional	ts. 4 – above avg	3 – average	2 – below avg	1 - poor
4. Student creates appropriate differentia					Г
	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adolescent					
Adult					
Elderly					
 Student creates appropriate differentia 	al diagnoses for chro	nic surgical condi	tions in the following	ng populations:	
	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adolescent					
Adult					
Elderly					
6. Student creates appropriate differentia					
	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor
Adolescent					
Adult					
Elderly					
7. The student determines the patient's					
	5 - exceptional	4 – above avg	3 – average	2 – below avg	1 - poor



End-Rotation	Evaluation	of PA	Student's	Clinical	Performance

SURGERY

Student Name					CE #:_		
Adult							
Elderly							
2.00117			<u> </u>				
Student creates appropriate pha	armacological treatme	ent plan for the f	ollowing po	oulations:			
	5 - exceptional	•	•	- average	2 – below	avg	1 - poor
Adolescent							
Adult							
Elderly							
Student creates appropriate noi	·						
	5 - exceptional	4 – above a	avg 3	- average	2 – below	avg	1 - poor
Adolescent Adult							
Elderly							
Elderly							
. Student demonstrates the ability	y to provide patient ed	lucation in term	s the patien	t can unders	stand.		
	5 - exceptional	4 – above a	avg 3	- average	2 – below	avg	1 - poor
. Student identifies conditions whi	5 - exceptional		avg 3	- average	2 – below	avg	1 - poor
2. Student demonstrates ability to	care for the following	types of natient	s·				
Cladoni domonorado domey to	5 - exceptional			- average	2 – below	ava	1 - poor
Preoperative	о охоориона	1 45575	2.9	avolugo	2 20.011	arg	, poo.
Intraoperative							
Postoperative							
3. Student demonstrates proficience	cy in clinical procedure	5	e surgical s	etting.		2	1
		exceptional	above av	g avera	ige bel	ow avg	poor
Aseptic technique before s	surgery						
Assist in surgery							
Preparation and maintenar	nce of sterile field						1
Suturing							
Suture/staple removal							+
· · · · · · · · · · · · · · · · · · ·							+
Foley catheter insertion/ren	noval		ĺ	1			

Wound cleansing/dressing changes



End-Potation	Evaluation	of DA	Student's	Clinical	Performance

SURGERY

Student Name			С	E #:	
4. Student demonstrates the following in relation to comm	unication with the	ose on the hea	Ithcare 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)					
5. Student demonstrates the following in relation to commu	unication with pa	tients and the	ir families:		
	5	4	3	2	1
	exceptional	above avg	average	below avg	poor
Ability to develop rapport (professional, positive					
,					
Cultural Hullillity and curiosity					
	5 exceptional	4 above avg	3 average	2 below avg	1 poor
Applies knowledge gained to future encounters					
7. Student demonstrates understanding of the following leg					
					-
Detient enfaty	exceptional	above avg	average	below avg	poor
				1	
				1	
				1	
				1	
Student demonstrates the following in relation to communication with those on the healthcare team: Proper use of medical terminology					
Public health concepts					
8. Student demonstrates the following professional qualiti	es:				
	_	·	_		
Self-awareness	- CASSPERSITION	assisary	avolugo	20,011 419	Poor
Adaptability					
Punctuality and timeliness					
Initiative / willingness to work					

Openness to feedback



Student Name				CE #:	
Please remark on any items above marked	ʻbelow average	or poor:			
overall Performance					
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 la		·	Times late	No 🗌	
Additional Comments:		-	Times absent	_	
Preceptor's Signature:			Date	:	
PA Student Signature:				:	

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SURGERY

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

St	tudent Name:			CE#	:		
Pı	receptor Name: Specialty:						
Si	te Name:						
Ρ	lease indicate the setting(s) for which you are evaluating the student.						
	Emergency Dept. Inpatient Outpatient	t					
Ple	ease circle the appropriate number based on your final evaluation of the student.			rage,			verage, erage,
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 Problem-focused history	5 5	4 4	3	2	1 1	
3.	Performs a physical examination appropriate to patient presentation. Complete physical examination Problem-focused physical examination	5 5	4 4	3	2 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 pla	ans, includi	ng fol	low-սլ	o 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	healthcar	e tear	n:			
	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	

 Ability to develop rapport (profe 		ion with patient :	s and their fan	nilies:			
0 11 111 111		=	5	4	3	2	1
 Cultural humility and curiosity 	·	·	5	4	3	2	1
11. The student demonstrates the following self-d	lirected learning ski	lls:					
Self-awareness of knowledge ga	ps		5	4	3	2	1
Initiative in pursuing unfamiliar	topics		5	4	3	2	1
Applies knowledge gained to fut	=		5	4	3	2	1
12. The student demonstrates understanding of the	he following legal as	pects 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	g mandated reporting	g)	5	4	3	2	1
13. The student demonstrates the following profe	ssional qualities:						
Self-awareness	•		5	4	3	2	1
Adaptability			5	4	3	2	1
Punctuality and timeliness			5		3	2	1
Initiative / willingness to work			5	4	3	2	1
Openness to feedback			5	4	3	2	1
	average' or 'poor':						
Overall Performance	Exceptional	Above Average	Average	Below	v Aver	rage	Poor
Overall Performance 14. Rate the student's overall performance.			Average	Below	v Aver	rage	Poor
14. Rate the student's overall performance. 15. Has the student called off from or been late If yes, the student has called off from or been Additional Comments	Exceptional to assigned clinical c	Average days? lical days, how o	Yes	No Times I Times a	ate:	t:	

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 Outp	atient				
Please circle the appropriate number based on your final evaluation of the student.	Α	verag	tional, e, 3= <i>l</i> Averaç	vera	ge,
Demonstrates proficiency of medical knowledge appropriate to the specialty.	5	4	3	2	1
 2. Performs a history appropriate to patient presentation. Complete history Problem-focused history 	5 5	4 4	3	2 2	1 1
 3. Performs a physical examination appropriate to patient presentation. Complete physical examination Problem-focused physical examination 	5 5	4 4	3	2 2	1 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 , incl	uding foll	ow-up	for:		
Pharmacologic treatment Non pharmacologic treatment	5	4	3	2 2	1
Non-pharmacologic treatment	5	4	3		1
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 health	care tea	m:			
 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

Overall Performance 18. Rate the student's overall performance. 19. Has the student called off from or been late to lif yes, the student has called off from or been.	Exceptional to assigned clinical c	·	ften?	Below No Times I	ate:		Poo	or]
Please remark on any items above marked 'below a Overall Performance			Average	Below	/ Aver	age	Poo	or
Please remark on any items above marked 'below a			Average	Below	ı Aver	age	Poo	or
	average' or 'poor':							
 Initiative / willingness to work 			5 5	4	3	2	1 1	
 7. The student demonstrates the following profes Self-awareness Adaptability Punctuality and timeliness 	ssional qualities:		5 5 5	4 4 4	3 3 3	2 2 2	1 1 1	
 Public health concepts (including 	g mandated reporting	g)	5 5	4 4	3	2	1	
 Confidentiality / HIPAA Scope of practice/ role of PA Informed consent 			5 5	4	3	2 2 2	1	
6. The student demonstrates understanding of thPatient safety	e following legal as	spects related to	the specialty: 5	4	3	2	1	
 Initiative in pursuing unfamiliar t Applies knowledge gained to futo 	opics		5 5	4	3	2	1	
 The student demonstrates the following self-di Self-awareness of knowledge limit 	_	ills:	5	4	3	2	1	
Ability to develop rapport (profesCultural humility and curiosity	ssional, positive attit	rude)	5 5	4 4	3 3	2 2	1 1	
4. The student demonstrates the following in role	ation to communicat	tion with patient s	s and their fan	nilies:				
4. The student demonstrates the following in rela	are team (profession	onal, positive att	itude)	5 5	4 4	3	2 2	

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: Writte	n comments are mand	atory.							
Comment on the Pre-	ceptor 's strengths. *								
Comment on the Pre	ceptor's areas for improv	vement. *							

Chatham University PA Program Preceptor Handbook

Student signature:

End-Rotation Evaluation of Site

SITE NAME:	SITE NAME:								
PRECEPTOR N	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. *									
	n oko aroao ioi improvo.								
Student signature:									