



**HARDIN-SIMMONS**  
UNIVERSITY  
PHYSICIAN ASSISTANT PROGRAM

## **Preceptor Guide for Tracking PA Student Competency and Progression During the Clinical Year**

### *Preceptor Guide for End-of-Rotation Evaluation*

#### **Knowledge and Skills**

##### ***Basic and Medical Science Knowledge***

(Rotations 1-3)

Student should demonstrate adequate knowledge base related to clinical rotation. They should be able to research and study any area of weakness (self-identified or preceptor identified) and report back to preceptor in a timely manner. They may need some assistance integrating knowledge base into patient care.

(Rotations 4-6)

Student should demonstrate a good knowledge base related to clinical rotation. Self-identifies areas of knowledge deficit and takes initiative with self-study, requesting clarification from preceptor when necessary. Student is beginning to integrate knowledge base into patient care with minimal assistance.

(Rotations 7-9)

Student should demonstrate a good knowledge base related to clinical rotation. Takes initiative with fortifying knowledge, prepares with self-directed study for upcoming patients when possible, and further investigates topics of interest. Student shows consistent ability to integrate knowledge base into patient care.

##### ***History***

(Rotations 1-3)

Student should be able to obtain a history that is generally accurate. May miss some information on more complex patients. Key problems should be able to be identified, but may need some assistance especially in complex cases. Student may need guidance and feedback with organization and questioning technique. Student should show a beginner's level of sensitivity to patient and recognize/respond to nonverbal cues.

(Rotations 4-6)

Student should be able to obtain a history that is generally accurate and more detailed. Rarely misses critical information and able to identify key problems with less assistance. Organization and questioning techniques are good and only occasionally need guidance. Student shows patient sensitivity as well as recognizes and responds to nonverbal cues.

(Rotations 7-9)

Student should consistently obtain an accurate and detailed history. Rarely misses critical information and identifies key problems regularly. Organization and questioning techniques are good. Student consistently shows patient sensitivity as well as recognizes and responds to nonverbal cues. In general, history taking occurs efficiently, accurately and with minimal guidance.

### ***Physical Exam***

(Rotations 1-3)

Basic examination techniques are demonstrated, but may need guidance with more advanced exam techniques. History and physical usually are linked appropriately. Student should be able to identify gross abnormalities and pertinent normal findings. May need some feedback and guidance to fine tune some exam skills.

(Rotations 4-6)

Proficient examination techniques are demonstrated. Beginning proficiency with more advanced exam techniques should occur with guidance. History and physical are linked appropriately, with the appropriate exam performed most of the time. Abnormal findings and pertinent normal findings are identified consistently. Student beginning to identify more subtle abnormal findings.

(Rotations 7-9)

Mastery of basic physical examination techniques is demonstrated. Proficiency with more advanced exam techniques with minimal guidance. Consistently links history and appropriate physical appropriately. Abnormal findings and pertinent normal findings are identified consistently. Student shows ability to identify more subtle abnormal findings.

### ***Medical Decision Making:***

#### ***Differential diagnosis, Interpretation of Diagnostic Studies, Developing and implementing treatment plans***

(Rotations 1-3)

Student should be able to list at least 3 differential diagnoses, often with the ability to correctly identify the most likely. Clinical reasoning ability should be at a beginner's level and may need frequent feedback to further develop. Is able to select and interpreting appropriate diagnostic tests and develop treatment plans/interventions with assistance. In general, student should demonstrate beginning critical thinking skills to integrate clinical information and medical science knowledge to arrive at the most likely diagnosis.

(Rotations 4-6)

Student should be able to develop a more detailed differential diagnosis with one being the most likely. Clinical reasoning ability is appropriate and developing, may need occasional guidance at times. Appropriate ordering and interpretation of diagnostic tests, treatment plans/interventions are developed with less assistance. In general, student should demonstrate good critical thinking skills to integrate clinical information and medical science knowledge to frequently arriving at the most likely diagnosis.

(Rotations 7-9)

Student is able to consistently create a well-developed differential diagnosis accurately identifying the most likely. Clinical reasoning ability is appropriate and developing requiring less guidance. Appropriate ordering, interpreting diagnostic tests, treatment plans/interventions are developed with minimal assistance. In general, student should demonstrate solid critical thinking skills to integrate clinical information and medical science knowledge to arrive at the most likely diagnosis.

### ***Written and Oral Presentations***

(Rotations 1-3)

Student may show developing efficiency in this area. Written and oral presentations are usually complete, however student may need frequent feedback and guidance to improve organization, conciseness, and clarity.

(Rotations 4-6)

Student should show increasing efficiency in this area. Written and oral presentations should be complete, organized, and clear. May need some feedback to continue to improve conciseness.

(Rotations 7-9)

Student shows proficiency in this area. Written and oral presentations are consistently complete, organized, and clear. Minimal feedback required to continue to improve conciseness.

### ***Technical/Procedural Skills***

(Rotations 1-3)

Student should demonstrate ability and desire to learn common clinical skills related to the rotation. They should be able to demonstrate proper and safe technique with assistance/guidance. Frequent feedback may be necessary to promote learning and skill set improvement.

(Rotations 4-6)

Student should demonstrate ability and desire to learn common clinical skills related to the rotation. They should be able to demonstrate proper and safe technique with only occasional guidance/assistance. Some feedback may be necessary to promote learning and skill set improvement.

(Rotations 7-9)

Student should take initiative and seek out opportunity to learn common clinical skills related to the rotation. They should be able to demonstrate proper and safe technique with little

guidance/assistance. Minimal feedback may be necessary to promote learning and skill set improvement.

## **Behavioral**

### ***Personal/Professional Skills: Attendance, Professional Appearance/Demeanor, Work Habits, Motivation/Attitude, Ethics***

(Rotations 1-3)

Student should demonstrate basic knowledge of ethical principles, may need guidance when applying to patient care. Self-awareness of personal limitations should be recognized however may need guidance recognizing self-awareness of professional limitations. Student should show willingness to work collaboratively and show beginning level of understanding of other healthcare professional roles. Student should be on time, dressed appropriately, reliable, responsible and demonstrate acceptable time management skills.

(Rotations 4-6)

Student should show understanding of ethical principles and ability to apply them to patient care. May need some guidance with more difficult/complex cases. Self-awareness of personal limitations are recognized. Student is able to recognize professional limitations with minimal guidance. Student shows developing ability to work collaboratively and has some understanding other healthcare professional roles. Student should be on time, dressed appropriately, reliable, responsible and demonstrate acceptable time management skills.

(Rotations 7-9)

Student demonstrates understanding of ethical principles and consistent ability to apply them to patient care. May need some guidance with more difficult/complex cases. Self-awareness of personal limitations are recognized. Student is able to recognize professional limitations and seeks consultation appropriately. Student shows ability to work collaboratively and understands other healthcare professional roles. Student is on time, dressed appropriately, reliable, responsible and demonstrates acceptable time management skills.

### ***Knowledge of Healthcare System: Understanding Provider Role, Interpersonal Skills***

(Rotations 1-3)

Student should demonstrate a basic understanding of the healthcare system in terms of the role of PAs and other healthcare professionals. May need guidance in understanding and recognizing legal and regulatory requirements placed upon the System.

(Rotations 4-6)

Student shows increasing understanding of the healthcare system in terms of the role of PAs and other healthcare professionals. Student is beginning to understand and recognize legal and regulatory requirements placed upon the System with less guidance.

(Rotations 7-9)

Student should have a good understanding of the healthcare system in terms of the role of PAs and other healthcare professional. Student has a solid understanding and recognizes legal and regulatory requirements placed upon the System with minimal guidance and takes these into consideration in providing care. Student interacts appropriately within the healthcare team and consistently recognizes their role as it relates to other members of the team.

***Communication Skills: Patient/Family Interactions, PA/Provider Interactions***

(Rotations 1-3)

Student generally should be able to communicate appropriately with patient, families and colleagues in a reliable, collegial, and responsible manner. May need assistance/guidance in more difficult/stressful situations. Should be open to constructive criticism in patient and provider interactions. Patient sensitivity should be demonstrated, may need some guidance in fully understanding how patient sensitivity issues affect quality of patient care. Student should show beginning ability to provide quality care across a lifespan with guidance. Empathy and compassion should be demonstrated.

(Rotations 4-6)

Student should be able to communicate appropriately with patient, families and colleagues in a reliable, collegial and responsible manner in the majority of situations. Student needs less guidance/assistance with more difficult/stressful situations. Able to understand deficiencies and responds well to constructive criticism in patient/provider interactions. Patient sensitivity should be demonstrated and student shows understanding of how patient sensitivity issues affect quality of patient care. Student should be developing ability to provide quality care across a lifespan with occasional guidance. Empathy and compassion should be demonstrated consistently.

(Rotations 7-9)

Student is consistently able to communicate appropriately with patient, families and colleagues in a reliable, collegial and responsible manner. Student needs minimal guidance with more difficult/stressful situations. Consistently incorporates constructive criticism into practice and future patient/provider interactions. Patient sensitivity should be demonstrated and student shows understanding of how patient sensitivity issues affect quality of patient care. Student should be beginning to provide quality care across a lifespan with occasional guidance. Empathy and compassion is consistently evident in all interactions.