



Physician Assistant

MPAS 780 & 785

Supervised Clinical Practice Experience in Elective Medicine I and II

Course Information

Course Number and Title: MPAS 780 and 785 Supervised Clinical Practice Experience in Elective Medicine I and II

Course Credits: 3 hours

Course Start and End Dates: 5 weeks during semesters 5-7, varies by student schedule.

Delivery Method: On-campus; Predominant Face to Face; Synchronous

Meeting Days and Times: Students follow the schedule provided by the preceptor. *Note: Students may not negotiate schedules or request schedule changes without the permission of the Course Director(s).*

Meeting Location: Based on specific site and preceptor schedule.

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Course Pre-requisites and/or Co-requisites

Successful completion of Semesters 1-4.

Course Description

This course is a 5-week supervised clinical practice experience in elective medicine that is designed to provide students with the opportunity to learn proper management of conditions related to the assigned field of medicine. Students will apply knowledge and skills learned in the didactic portion of the program through hands-on learning in various settings (outpatient, inpatient, emergency department, or



operating room), dependent upon the selected rotation. This course allows students the opportunity to refine clinical and technical skills through the care of patients across the lifespan in a variety of encounters under the supervision of a preceptor.

Course Goal

The goal of this course is to provide students with supervised clinical experiences in the selected elective medicine setting in preparation for clinical practice. Students will have the opportunity to enhance skills learned through evaluation, assessment, and management of patients. Through patient encounters, students will refine communication, clinical reasoning and problem-solving skills, and develop professional attributes emphasizing professional maturity and accountability.

Student Learning Outcomes

Following the program's competencies, the learning outcomes outline the expected knowledge, skills, and attitudes necessary to demonstrate entry-level proficiency for PA practice in the selected field of medicine. Upon completion of this course, the student will be able to:

General Learning Outcomes

1. Apply evidence-based medical knowledge to aid in clinical decision-making.
2. Order laboratory and diagnostic testing appropriately.
3. Interpret laboratory and diagnostic testing accurately.
4. Apply clinical reasoning to develop a differential diagnosis based on history, physical examination, and review of diagnostic studies.
5. Establish appropriate referral strategies for specialty care.
6. Create thorough written documentation of patient encounters.
7. Demonstrate effective exchange of information when interacting with patients, families, preceptors, and other health professionals.
8. Demonstrate the professional attributes of a physician assistant (PA).
9. Collaborate with other members of the healthcare team.

Elective Care Learning Outcomes-The term "common conditions" listed in the following LOs and IOs are found in Appendix A which includes a list of topics for specific disciplines related to the scheduled elective rotation.

10. Demonstrate an understanding of scientific concepts and the knowledge necessary for evaluating patients with common conditions encountered in this specialty.
11. Elicit an appropriate history for a patient with common conditions encountered in this specialty.
12. Correlate abnormal physical examination findings to common conditions in this specialty.
13. Demonstrate appropriate technique in performing specific technical skills related to this specialty (See Appendix B).
14. Appropriately prescribe and dose medications for patients with common conditions in this specialty.
15. Formulate a management plan for common conditions encountered in this specialty.
16. Provide appropriate patient education on the management of common conditions encountered in this specialty.
17. Recommend appropriate disposition of patients according to the severity of patients with common conditions in this specialty.



18. Counsel patients on appropriate health maintenance and promotion for common conditions in this specialty.
19. Recognize medical ethical issues related to this specialty.
20. Use resources appropriately for this specialty.

Required Textbooks and Materials

Stethoscope, white coat, and ODU PA student badge.

Supplemental Course Materials and Teaching Resources

Blueprint Prep, Osmosis and other resources as recommended by the program and/or preceptor(s).

Course Content

Instructional Methods

The instructional methods of this course consist primarily of patient encounters with preceptors at assigned clinical sites. Clinical preceptors provide supervised experiences to help achieve course objectives and outcomes through patient encounters. Students should also self-direct their learning through didactic textbooks, notes, and resources listed in this syllabus to guide additional study.

Participation Expectations

Students are expected to engage with the course content through self-directed learning and to attend the rotation following the schedule the preceptor and site provide. Students are expected to actively participate in patient care throughout the rotation schedule and engage with their preceptor to facilitate learning. The following outlines requirements of the course.

Patient Logs and Timesheets

PAs are expected to maintain up-to-date, thorough, and accurate medical documentation; therefore, students will gain this practice through Patient Logs. Students are required to log all patient encounters (Patient Logs) and work hours (Timesheets) through Exxat. Accuracy and thoroughness in completing Patient Logs and Timesheets is vital. The program utilizes this information to monitor progress and student learning outcomes and to ensure adequate clinical experiences. Incomplete and inaccurate logging may place students at risk for additional clinical experiences, which may result in an extension of graduation. Patient logs and timesheets must be completed in Exxat by midnight the Sunday following the completion of the rotation.

End of Course Evaluations

Students are required to complete three end-of-course evaluations. The Student Evaluation of the Preceptor, Student Evaluation of the Site, and SCPE course evaluation. Evaluations of the preceptor and site are valuable for the program as we ensure students are receiving sufficient and effective education. The SCPE course evaluation assesses the management of the course, the course directors, and clinical coordinators. The program relies on the student's honest, thorough, and constructive feedback. The evaluations of the preceptor and site are to be completed through Exxat by midnight the Sunday following the completion of the rotation. The course evaluations will be completed through Canvas.



Rotation Specific/Site Requirements

Students will be required to complete site- and rotation-specific compliance requirements as required by our affiliated sites and hospitals. In addition, annual institutional training and requirements must be completed. All large, affiliated institutions hosting students for clinical rotations require applications, orientation, and electronic health record (EHR) training. It is the student's responsibility to ensure the review and completion of each SCPE's requirements. Students are also expected to complete an attestation by way of the student review confirmation checkbox in Exxat for each rotation. This attestation is an acknowledgment that the student has read and understands all the information listed on the Placement Details page. This includes general and location requirements, reference documents, notes, and any other documents that may be provided to the program by the preceptor or site contact. It is the student's responsibility to read and understand the information. Preceptors may inquire about the information included on this page during the first day of the rotation. Failure to review and address these requirements could result in a delayed start of the rotation.

Evaluation and Grading

The course grade is calculated from the grading components listed below in the following table and description. Students receiving an NP score for the course should refer to the [PA Program Student Handbook](#).

- Mid-Rotation Performance Check-In
- Mid-Rotation Self-Reflection Form
- Case Presentation and SOAP note
- Preceptor Evaluation of Student
- Technical Skills Competency

Mid-Rotation Clinical Performance Check-In

During the midpoint of each rotation, preceptors will complete a Mid-Rotation formative assessment. The preceptor will observe the student during a focused history and physical exam and provide formative feedback on development of differential, assessment and plan, medications, and patient education. Additionally, the preceptor will provide feedback on identified overall strengths and areas for improvement thus far in the rotation. Students are responsible for meeting with the preceptor to complete the check-in and discuss the results. The preceptor will complete the evaluation in Exxat during the second week of the SCPE.

Self-Reflection Form

Students are required to complete a self-reflection form at the midpoint of the rotation. This process is designed to support a focused discussion with the preceptor regarding rotation progress and next steps for improvement. The student will complete the reflection to reinforce formative feedback from the Mid-Rotation Clinical Performance Check-In. This evaluation form is accessed and submitted through Exxat>Learning Activities and completed by the Sunday following the second week of the SCPE, see table below-Due Dates for Assignments.



Case Presentation and SOAP Note

Students will complete a formal assessment of medical knowledge, clinical reasoning, and communication skills. This includes a detailed presentation of a patient case, where they will demonstrate their ability to synthesize and analyze clinical data effectively. Additionally, students will prepare a SOAP note, which will be graded for accuracy, thoroughness, and adherence to professional standards. Together, these components evaluate student readiness to apply their training in real-world clinical settings. The rubric for this assignment can be found in Appendix C.

Preceptor Evaluation of Student

The Preceptor Evaluation of Student is completed by the preceptor and reflects the student’s performance in medical knowledge, clinical and technical skills, clinical reasoning and problem-solving, interpersonal and communication skills, and professional behaviors during the course. Evaluations are completed by the primary preceptor. The student must achieve a score of 70% or higher on the Preceptor Evaluation of Student to pass. Students receiving a non-passing score (below 70%) on the evaluation should refer to [PA Program Student Handbook](#).

Technical Skills Competency

Students are required to demonstrate competence in the technical skills associated with each elective rotation, according to the discipline in which they are training. Appendix B identifies the required technical skills for each discipline and includes the related instructional objectives. Preceptors will observe and assess students’ competence in these skills during the rotation.

Graded Element	Points	Student Learning Outcomes Assessed	% of Final SCP Score
Self-reflection	25	SLO 8	10%
Mid-Rotation Clinical Performance Check-In*	25	SLO 4, 11-12, 14-18	10%
Case Presentation and SOAP note	75	SLO 1, 6-8	30%
Preceptor Evaluation of Student*	100	SLO 1-20	40%
Technical Skills Competency*	25	SLO 13	10%
Total Points	250		100%

*These assessments are completed by the preceptor through Exxat.

Due Dates for Assignments		
SCPE	Self-reflection	Case Presentation/SOAP
1	Sunday, May 24, 2026	June 14, 2026
2	Sunday, June 28, 2026	July 19, 2026
3	Sunday, August 2, 2026	August 23, 2026
4	Sunday, September 13, 2026	October 4, 2026
5	Sunday, October 18, 2026	November 8, 2026
6	Sunday, November 22, 2026	December 13, 2026
7	Sunday, January 24, 2027	February 14, 2027
8	Sunday, March 7, 2027	March 28, 2027
9	Sunday, April 11, 2027	May 2, 2027



Grading Scale

All EVMS SHP programs for which the Macon & Joan Brock Virginia Health Sciences at Old Dominion University serves as the school of record will use the following grading scale for those courses in which grades affect the Grade Point Average (GPA). Mathematical rules for rounding to the nearest whole number based on two decimal places apply. For example, a final grade of 93.45 would round to a 94 (A). A final grade of 93.44 would round to a 93 (A-).

Table 1: Grades Not Affecting GPA

Code	Description
H	Honors
HP	High Pass
P	Pass
NP	Non-Pass

Table 2: Course Points Equating to Grade Specific to Course

Course Points	Letter Grade
90-100	H
80-89	HP
70-79	P
69 or less	NP

Table 3: Grades Not Affecting GPA*

Code	Description
I	Incomplete
P	Pass
W	Official Withdrawal
WF	Unofficial Withdrawal

Policies

Attendance

Financial Services must verify participation of all students in all classes to initiate Financial Aid disbursements. In face-to-face courses, participation is verified by physical attendance. In online courses, completion of week one BioSig activities is verification of presence and participation in each course. Failure to participate (absences, failure to log in via the Learning Management System [LMS], missing important deadlines, additional BioSig verifications) may lead to withdrawal from this course in accordance with the program/institution handbook. Refer to Section: Attendance Policies of the [PA Program Student Handbook](#) for complete details of the Attendance Policies.

To facilitate and maximize learning opportunities, attendance as per the preceptor is mandatory. Negotiating and requesting schedule changes with preceptors or sites is prohibited. Students are expected to follow the schedule provided by the preceptor which may include nights, weekends, on call shifts, and extended hours. Students are expected to be on time for clinic. Students who are absent or late must follow the policies outlined in the Attendance Policies of the [PA Program Student Handbook](#). Additionally, it is the student’s responsibility to notify the preceptor and site of lateness and absences.

Professionalism

Professionalism is an important attribute. Behavior in the clinic may be considered an indicator of future behavior as a practicing PA. Students are expected to adhere to the professional standards described in the [PA Program Student Handbook](#).

Examination Policy

EOR examinations are administered by the EVMS Student Testing Center or MonitorEDU, when necessary. MonitorEDU is an online, remote proctoring service. This option is available for students traveling outside the local area. Students must have a secure internet connection to utilize MonitorEDU. All students are expected to comply with the examination procedures distributed by the program. Program administration will provide details regarding the use of MonitorEDU. Refer to the EVMS MPA Program Student Handbook for complete details on examination policies.

Late Work

Submission of work past the due date will result in the deduction of points from the above Evaluation and Grading section. All assignments are required to be completed to progress through the clinical year.

Academic Integrity

All students in the EVMS School of Health Professions must meet high expectations for academic integrity. In addition to being required to maintain the guidelines outlined for Monarch Citizenship through the Honor Code, Honor Pledge, and Monarch Creed, students enrolled in the EVMS School of Health Professions must adhere to the Expectations for Health Professions Student Behavior Policy.

Artificial Intelligence Use Policy

In this course, you may not use AI tools such as ChatGPT and DALL•E 2, to generate content (including text, images, digital art, sound, video, and programming code). Generative AI use is strictly prohibited. You must complete all course assignments on your own or with your classmates. Using AI tools to create content for your assignments is a form of academic dishonesty and a violation of the University Honor Code.

Course Schedule

The date and location of the first day of the rotation will be posted in Exxat. The remaining schedule details will be provided by the site on the first day. The start times and locations may have previous student details but will be updated with your specific information by the weekend before the first day of the rotation.

Instructional Objectives

Students may not encounter each of the instructional objectives during this course. Through patient encounters and self-directed learning at the end of this SCPE, the student should be able to demonstrate the following knowledge, skills, and attitudes. Students should refer to Appendix A for a list of conditions referred to in the following objectives related to their specific elective discipline.

General Learning Outcomes (Program Competencies)

LO1. Apply evidence-based medical knowledge to aid in clinical decision-making (MKb).

- Research current clinical practice guidelines for patient encounters.
- Utilize clinical decision support tools in conjunction with patient data to guide treatment decisions.

- Apply knowledge of basic sciences (anatomy, physiology, pathophysiology, microbiology, and genetics) to diagnose and manage conditions.
 - Identify underlying disease processes for conditions encountered in the selected field of medicine.
 - Recognize disease associations and complications through knowledge of scientific concepts.
 - Recognize risk factors for preventable diseases.
 - Utilize evidence-based medicine for evaluating best practices to increase knowledge and improve patient care.
- LO2. Order laboratory and diagnostic testing appropriately (CTSc).
- Identify the most relevant diagnostic studies based on the patient's reason for visit and suspected diagnosis.
 - Evaluate the clinical relevance of diagnostic studies considering the patient's age, gender, comorbidities, and other individual factors.
 - Identify the risks and benefits of diagnostic studies.
- LO3. Interpret laboratory and diagnostic testing accurately (CTSc).
- Identify abnormal findings for laboratory tests and diagnostic studies.
 - Determine the clinical significance of the results.
 - Synthesize results of diagnostic studies with clinical data to understand the patient's condition.
- LO4. Apply clinical reasoning to develop a differential diagnosis based on history, physical examination, and review of diagnostic studies (MKa, CRPSa).
- Elicit an appropriate history and physical examination.
 - Establish a differential diagnosis by prioritizing potential conditions based on clinical presentation.
 - Integrate findings from the patient's history, physical examination, and diagnostic studies to refine the differential diagnosis.
 - Utilize clinical reasoning to rule in or rule out potential diagnoses.
 - Revise the differential diagnosis through ongoing patient evaluation and interpretation of diagnostic study results.
- LO5. Establish appropriate referral strategies for specialty care (CRPSb).
- Assess clinical scenarios to determine when specialty care is necessary, considering the severity of the condition and the patient's overall health status.
 - Identify specialty disciplines and care provided.
 - Identify conditions that require referral or consultation with a specialist.
 - Determine coordinated care plans, ensuring continuity of care.
- LO6. Create thorough written documentation of patient encounters (ICSa).
- Document patient encounters in a clear, organized, and professional manner, adhering to legal, ethical, and institutional guidelines.
 - Demonstrate attention to detail when documenting patient history, physical findings, differential diagnoses, and treatment plans.
 - Use electronic health records (EHR) systems effectively, maintaining accuracy and confidentiality in patient documentation.
- LO7. Demonstrate effective exchange of information when interacting with patients, families, preceptors, and other health professionals (ICSa).
- Participate in discussions with the preceptor ensuring clear communication of relevant clinical information.
 - Demonstrate effective communication when counseling patients on management plans.
 - Present patient encounters in a logical and concise manner.

- Communicate patient information with healthcare team members to coordinate care.
- Utilize sensitive and respectful communication when educating patients and families about difficult topics.

LO8. Demonstrate the professional attributes of a physician assistant (PA) (PBa).

- Adhere to ethical guidelines and standards of practice in all patient interactions, demonstrating honesty, integrity, and confidentiality.
- Show professional conduct by seeking feedback, reflecting on practices, and making improvements based on self-assessment.
- Take initiative in learning and in patient care while respecting the contributions of all team members.
- Apply appropriate patient safety measures (e.g., Universal Protocol, mandated reporting).
- Recognize risk management and the legal and policy issues relevant to patient populations.
- Identify how culture, religious beliefs, and health disparities influence healthcare.
- Establish the professional identity of a PA upholding the standards of the profession.
 - Model integrity, responsibility, and ethical conduct.
 - Show initiative to learn
 - Respond well to constructive feedback
 - Adapt to change
 - Recognize the limitations and boundaries of a PA
 - Adhere to policies and procedures of the practice
 - Engage in a self-directed approach to learning.
- Recognize medical ethical issues and the PA role in addressing them.
 - Provider-patient relationship
 - Informed consent
 - Equitable resource allocation
 - Patient Safety
 - Confidentiality
 - End-of-Life decision making (e.g. code status, advance directives, and organ donation)

LO9. Collaborate with other members of the healthcare team (PBa).

- Determine the roles and responsibilities of various members of the healthcare team.
- Respect the expertise of other healthcare team members, working towards patient-centered care and mutual respect.
- Engage in resolving conflict when team disagreements arise maintaining focus on patient care and well-being.

Elective Care Learning Outcomes-The term "common conditions" listed in the following LOs and IOs are found in Appendix A which includes a list of topics for specific disciplines related to the scheduled elective rotation.

LO10. Demonstrate an understanding of scientific concepts and the knowledge necessary for evaluating patients with common conditions encountered in this specialty (MKb).

- Identify scientific principles relevant to the specialty, including pathophysiology, diagnostics, and treatment modalities.
- Apply evidence-based practices when assessing patient conditions specific to the specialty.
- Identify differential diagnoses based on patient presentation and scientific evidence.

LO11. Elicit an appropriate history for a patient with common conditions encountered in this specialty (CTSa).

- Demonstrate the ability to ask focused, relevant questions to obtain a comprehensive patient history based on presenting symptoms and clinical context.
 - Identify psychosocial and cultural factors that may influence the patient's history and care.
 - Recognize pertinent review of systems questions to complete a thorough patient history.
- LO12. Correlate abnormal physical examination findings to common conditions in this specialty (MKb).
- Identify abnormal physical examination findings and associate them with specific disease processes or conditions.
 - Analyze physical examination results in the context of the patient's history to form a differential diagnosis.
- LO13. Demonstrate appropriate technique in performing specific technical skills related to this specialty. (CTSb).
- See Appendix B for specific instructional objectives for each technical skill based on specialty assigned.
- LO14. Appropriately prescribe and dose medications for patients with common conditions in this specialty (CRPSb).
- Identify appropriate medications based on the patient's diagnosis, medical history, and current clinical guidelines.
 - Calculate the correct medication dosing, considering factors such as age, weight, renal and hepatic function, drug interactions, and route of administration.
 - Adjust medication regimens as necessary based on patient response, side effects, and lab results.
- LO15. Formulate a management plan for common conditions encountered in this specialty (MKb, CRPSb).
- Develop evidence-based management plans tailored to specific conditions encountered in the specialty, incorporating clinical guidelines and best practices.
 - Prioritize interventions in a management plan, considering factors such as severity, comorbidities, and patient preferences.
 - Modify management plans based on patient progress, response to treatment, and emerging clinical findings.
- LO16. Provide appropriate patient education on management of common conditions encountered in this specialty (MKb, CRPSb).
- Communicate clear, accurate, and understandable information to patients about their condition, treatment options, and expected outcomes.
 - Identify the individual's health literacy level, cultural background, and learning preferences when providing patient education.
 - Instruct patients on self-management strategies, including lifestyle modifications, medication adherence, and symptom monitoring.
 - Provide resources and support to help patients understand and manage potential side effects or complications of treatment.
 - Evaluate patient comprehension and address any questions or concerns to ensure effective understanding of their management plan.
- LO17. Recommend appropriate disposition of patients according to the severity of patients with common conditions encountered in this specialty (CRPSb).
- Assess the severity of a patient's presenting problem to determine the appropriate level of care, including outpatient management, urgent care, or emergency referral.
 - Identify high-risk factors that warrant immediate intervention or higher-level care.
 - Collaborate with the healthcare team to ensure safe and effective patient transitions, including appropriate follow-up plans and referrals if needed.

LO18. Counsel patients on appropriate health maintenance and promotion for common conditions encountered in this specialty(MKb, CRPSb).

- Provide individualized health maintenance recommendations based on the patient's age, medical history, lifestyle, and risk factors.
- Educate patients on preventive care measures, such as screenings, vaccinations, and healthy lifestyle choices to reduce disease risk.
- Counsel patients on the importance of regular physical activity, nutrition, and stress management as part of a comprehensive health promotion plan.

LO19. Recognize medical ethical issues related to this specialty (PBa).

- Identify common ethical dilemmas encountered in the specialty, such as informed consent, confidentiality, and patient autonomy.
- Apply ethical principles, including beneficence, non-maleficence, and justice, to clinical decision-making in specialty-specific situations.

LO20. Use resources appropriately (PBa).

- Identify relevant clinical guidelines, medical literature, and specialty-specific resources to inform patient care decisions.
- Demonstrate effective use of electronic health records (EHR), diagnostic tools, and databases to enhance patient assessment and management.
- Appropriately incorporate community resources, support services, and educational materials into patient care plans.
- Evaluate the cost-effectiveness of resources and treatments, balancing clinical needs with patient access and healthcare system constraints.

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Disclaimer

Every attempt has been made to provide a complete, detailed syllabus that accurately provides both the overview and expectations of this course. However, unforeseen circumstances and events may make it necessary for the Course Director/faculty to modify the syllabus during the semester. Changes to this document will be assessed in light of the course purpose, program mission, and overall benefit to the student. Changes will be made public promptly and through various methods including but not limited to in-class announcements, emails, LMS announcements, and changes to the Program Calendar. It is the responsibility of the student to ensure compliance.

Students are encouraged to self-disclose disabilities that the Office of Educational Accessibility has verified by providing Accommodation Letters to their instructors early in the semester in order to start receiving accommodations. Accommodations will not be made until the Accommodation Letters are provided to instructors each semester.

Please consult the EVMS School of Health Professions Student Handbook and other applicable policies and handbooks, and the [program-specific handbook](#) for descriptions of additional policies to

be applied uniformly across classes within this program. Old Dominion University academic and university policies may apply. Consult Library Services, and Offices of Financial Aid, or Student Affairs, for additional support.

Appendix A

This appendix includes a list of common conditions associated with the specialty area of your assigned elective rotation. This list is intended to guide your study and preparation for both the rotation experience and the related assessments. You should use the learning outcomes and instructional objectives outlined in the syllabus in conjunction with the common conditions list below to ensure comprehensive preparation and to support your achievement of the required competencies.

General Medical Electives:

Note for disciplines related to core rotations see topic list for those specific rotations: Family Medicine, Internal Medicine, Psychiatry, Women’s Health, Pediatrics, Emergency Medicine and General Surgery

Dermatology	Pulmonology	Gastroenterology
Skin cancer: squamous cell, basal cell, malignant melanoma	Chronic obstructive pulmonary disease	Gastro-esophageal reflux disease
Seborrheic keratosis	Asthma	Colon cancer
Actinic keratosis	Obstructive sleep apnea	Fatty liver
Acne vulgaris	Pneumonia	Irritable bowel syndrome
Hemangioma	Pulmonary nodule	Constipation
Atopic dermatitis	Lung cancer	Colon polyps
Seborrheic dermatitis	Interstitial lung disease	Diarrhea
Psoriasis	Bronchiectasis	Diverticular diseases
Hypertrophic scar	Pulmonary hypertension	Hepatitis
Xerosis cutis	Pleural effusion	Inflammatory bowel disease
Cardiology	Urgent Care	Hematology/Oncology
Essential hypertension	Acute sinusitis	Iron deficiency anemia
Hyperlipidemia	Sexually transmitted infection	Lung cancer
Atherosclerotic heart disease	Urinary tract infection	Prostate cancer
Atrial fibrillation	Pharyngitis	Endometrial cancer
Heart failure	Bronchitis	Lymphoma
Aortic stenosis	Musculoskeletal injury	Anemia of chronic disease
Cardiomyopathy	Contact dermatitis	Multiple myeloma
Myocardial infarction	Headache	Leukemia
Supraventricular tachycardia	Upper respiratory infection	Breast cancer
Peripheral artery disease	Laceration/abrasion	Vitamin B12 deficiency
Pulmonary/Critical Care	Infectious Disease	Endocrinology
Pneumonia	Bacteremia	Diabetes mellitus
Acute kidney failure	Human immunodeficiency virus	Hypothyroidism

Sepsis	Endocarditis	Thyroiditis
Gastrointestinal hemorrhage	Pneumonia	Osteoporosis
Acute respiratory failure	Sepsis	Goiter
Cardiac arrest	Retropharyngeal abscess	Thyrotoxicosis
Septic shock	Necrotizing fasciitis	Pituitary tumor
Cardiogenic shock	Disseminated intravascular coagulation	Thyroid cancer
Traumatic subdural hemorrhage	Pneumonitis	Testicular hypofunction
Pulmonary embolism	Osteomyelitis	Adrenal disorders
Addiction	Interventional Radiology	Neurology
Alcohol use disorder	Pleural effusion	Parkinson disease
Nicotine dependence	Dysphagia	Essential tremor
Opioid use disorder	Ascites	Gait abnormalities
Cannabis use disorder	Thyroid nodule	Mood disorders
Methamphetamine use disorder	Gastro-esophageal reflux disease	Multiple sclerosis
Prescription misuse	Lung cancer	Migraine
Depression	Ovarian cancer	Restless leg syndrome
Generalized anxiety disorder	Anemia	Mild cognitive impairment
Bipolar disorder	Management of vascular access devices	Epilepsy
Withdrawal	Feeding access/gastrostomy	Peripheral neuropathy
Nephrology	Critical Care Unit/Cardiac Critical Care	Urology
Chronic kidney disease	Cardiogenic shock	Prostatitis
Hyponatremia	Respiratory failure	Prostatic hypertrophy
Hyperkalemia	Prosthetic heart valve	Testicular hypofunction
Kidney transplantation	Mitral insufficiency	Erectile dysfunction
Kidney failure	Myocardial infarction	Prostate cancer
Rhabdomyolysis	Congestive heart failure	Urinary incontinence
End-stage renal disease	Aortic stenosis	Hematuria
Anemia of chronic disease	Sepsis	Kidney calculus
Kidney transplant rejection	Aortic dissection	Hydrocele
Acute kidney injury	Valvular disease	Bladder cancer
Pain Management	Ear, nose, and throat	Palliative Care
Fibromyalgia	Allergic rhinitis	Cancer
Migraine	Hearing loss	Dementia
Chronic pain syndrome	Impacted cerumen	Parkinson's disease
Sacroiliitis	Deviated nasal septum	Heart failure
Radiculopathy	Chronic sinusitis	Advanced lung disease
Muscle strain	Eustachian tube dysfunction	Pain
Arthritis	Tinnitus	Dyspnea
Neuropathy	Epistaxis	Delirium
Compression fracture	Obstructive sleep apnea	Nausea/vomiting
Cancer-related pain	Thyroid nodule/cancer	Anxiety

Nutrition and Weight Loss	Ophthalmology
Obesity	Cataracts
Overweight with comorbidities	Glaucoma
Diabetes, type 2	Dry eye disease
Dyslipidemia	Diabetic retinopathy
Hypertension	Age-related macular degeneration
Metabolic syndrome	Corneal abrasion
Menopause/perimenopause	Blepharitis
Testosterone deficiency	Retinal detachment
Nutrition counseling	Chalazion/hordeolum
Hypogonadism	Vitreous detachment

Surgical Electives

Vascular Surgery	Neurosurgery
Peripheral vascular disease	Spinal stenosis
Carotid artery stenosis	Low back pain
Pulmonary embolism	Brain cancer
Cerebral infarction	Radiculopathy
Gangrene	Benign neoplasm of the meninges
Venous insufficiency	Intracranial hemorrhage
Arterial aneurysm lower extremity	Degenerative disc disease
Transient ischemic attack	Spondylosis
Deep vein thrombosis	Hydrocephalus
Cellulitis lower leg	Cerebral aneurysm
Orthopedics	Pre-Anesthesia
Osteoarthritis	Hypertension
Bursitis	Chronic obstructive pulmonary disease
Tenosynovitis	Coronary artery disease
Radiculopathy	Diabetes
Carpal tunnel syndrome	Obesity
Meniscal injury	Asthma
Rotator cuff tear	Gastroesophageal reflux disease
Epicondylitis	Liver disease
Sacroiliitis	Kidney disease
Shoulder dislocation	Coagulation disorders
Plastic Surgery	Trauma Surgery
Surgical follow-up	Gun shot
Cosmetic surgery	Subarachnoid hemorrhage
Suture removal	Burns
Hypertrophy of the breast	Altered mental status
Breast cancer	Acute respiratory failure

Breast reconstruction	Cervical spine fracture
Obesity	Rib fractures
Squamous cell carcinoma	Hypotension
Redundant skin	Subdural hemorrhage
Pressure ulcers	Pneumothorax
Orthopedic Trauma	Cardiothoracic Surgery
Neck fracture	Atherosclerotic heart disease
Hip fracture	Aortocoronary bypass graft
Femur fracture	Non-ST elevation myocardial infarction
Tibia fracture	Mitral insufficiency
Wrist fracture	Heart failure
Osteoporosis with pathological fracture	Hyperlipidemia
Pelvic fracture	Atrial fibrillation
Cellulitis lower leg	Aortic aneurysm
Removal of wound dressing	Cardiogenic shock
Dislocations	Postoperative complications
Surgical Oncology	Hand Surgery
Prostate cancer	Carpal tunnel syndrome
Breast cancer	Trigger finger
Colorectal cancer	DeQuervain's tenosynovitis
Lung cancer	Dupuytren's contracture
Melanoma	Hand and wrist fractures
Stomach cancer	Carpometacarpal (CMC) arthritis
Sarcoma	Tendon lacerations
Thyroid cancer	Neuropathies
Pancreatic cancer	Mallet finger
Hepatobiliary cancer	Ligament injuries

Pediatric Electives

Pediatric-ED	NICU	Pediatric-Ortho
Fever	Respiratory distress	Scoliosis
Gastritis	bronchopulmonary dysplasia	Fractures
Pilonidal cyst	Low birth weight	ACL injury
Appendicitis	Apnea	Sprin
Suicidal ideations	Anemia of prematurity	Meniscal injury
Laceration	Preterm newborn	Congenital hip deformity
Urinary tract infection	Neonatal hypoglycemia	Osteochondritis dissecans
Pneumonia	Neonatal jaundice	Patellofemoral disorders
Obstructive laryngitis (croup)	Transient tachypnea	Cerebral Palsy
Asthma exacerbation	Effect of maternal hypertensive disorder	Dislocations
Pediatric-UC	Pediatric-Child Advocacy	Pediatric-Dermatology

Pharyngitis	Sexual abuse	Atopic dermatitis
Otitis media	Skull fracture	Acne vulgaris
Influenza	Physical abuse	Diaper dermatitis
Exanthems	Malnutrition	Viral warts
Bronchitis	Retinal hemorrhage	Molluscum contagiosum
Constipation	Subdural hemorrhage	Impetigo
Gastritis	Pathological fractures	Tinea infections
Upper respiratory infection	Sexual assault	Seborrheic dermatitis
Pneumonia	Burns	Scabies
Sprains	Neglect	Hemangioma
Pediatric-Cardiology	Pediatric-ENT	Pediatric-Gastroenterology
Ventricular septal defect	Myringotomy tubes	Constipation
Coarctation of the aorta	Otitis media	Functional abdominal pain
Atrial septal defect	Hypertrophic tonsils	Reflux/GERD
Paralysis of vocal cords/larynx	Obstructive sleep apnea	Diarrhea-chronic
Tetralogy of Fallot	Recurrent tonsillitis	Gastritis
Chylous effusion	Hearing loss	Celiac disease
Mediastinitis	Impacted cerumen	Irritable bowel syndrome
Hypoplastic left heart syndrome	Epistaxis	Lactose intolerance
Benign cardiac murmurs	Snoring	Inflammatory bowel disease
Supraventricular tachycardia	Allergic rhinitis	Infant colic

Pediatric-Neurology	Pediatric-Allergy and Immunology	Pediatric-Plastic Surgery
Epilepsy	Allergic rhinitis	Cleft palate conditions
Cerebral palsy	Asthma	Craniofacial abnormalities
Headache	Atopic dermatitis	Hemangioma
Developmental delay	Food allergy	Hypertrophic scars/keloids
Autism spectrum disorder	Urticaria	Vascular birthmarks
Neurofibromatosis	Anaphylaxis	Trauma
Brain tumors	Immunodeficiency	Hair conditions
Muscular dystrophy	Drug allergies	Burn/scar reconstruction
Sleep disorders	Venom/insect allergies	Cutaneous lesions
Concussion	Contact dermatitis	Facial paralysis

Appendix B

The following table outlines the technical skills required for each discipline and their associated instructional objectives. Preceptors will observe and evaluate students' achievement of competence during the rotation.

Elective Discipline	Instructional Objectives	Instructional Objectives
Cardiac/Intensive Care Unit	Perform point-of-care ultrasound using proper technique.	Identify standard ultrasound views. Obtain focused bedside ultrasound images.
Cardiology, adult and pediatric	Demonstrate the ability to obtain an accurate electrocardiogram.	Position leads correctly for electrocardiogram acquisition. Obtain a readable electrocardiogram tracing.
Cardiothoracic	Perform appropriate scrubbing, gowning, and gloving in preparation for a surgical case.	Prepare for sterile entry into the operating room. Maintain sterile technique during surgical setup.
Dermatology, adult and pediatric	Demonstrate proper technique in obtaining a fungal culture.	Prepare the wound. Use proper technique for obtaining a fungal culture from the skin.
Ear, nose, and throat-pediatrics	Demonstrate proper technique for ear irrigation.	Prepare equipment for ear irrigation. Perform ear irrigation safely.
Ear, Nose, and Throat	Assist in performing nasal endoscopy.	Prepare equipment for nasal endoscopy. Assist with nasal endoscopy setup and support.
Emergency Medicine, adult and pediatric	Perform wound closure using proper technique.	Identify the appropriate indications for wound closure, including types of wounds (e.g., lacerations, incisions, abrasions), and the factors influencing the decision to close a wound. Gather appropriate equipment necessary to perform wound closure. Perform wound closure using the appropriate technique (e.g., suturing, stapling, or adhesive) while ensuring proper sterile technique, tissue handling, and wound tension management.
Endocrinology	Perform a finger-stick glucose (Accu-chek) test accurately.	Prepare supplies for finger-stick glucose testing. Perform a finger-stick glucose test accurately.

Family Medicine	Perform proper intramuscular injection.	<p>Recall proper technique for administering an intramuscular (IM) injection, including appropriate site selection (e.g., deltoid, ventrogluteal), needle size, and angle of injection.</p> <p>Gather appropriate tools necessary to complete an intramuscular injection.</p> <p>Provide patient comfort and safety by explaining the procedure, preparing the medication correctly, and following aseptic techniques to prevent infection.</p>
Gastroenterology, adult and pediatric	Perform proper fecal occult blood testing.	<p>Prepare materials for fecal occult blood testing.</p> <p>Perform fecal occult blood testing accurately.</p>
General Surgery	Perform appropriate scrubbing, gowning, and gloving in preparation for a surgical case.	<p>Perform a thorough surgical hand scrub using the correct technique, including the appropriate duration and sequence, to effectively reduce the risk of surgical site infections.</p> <p>Don a sterile surgical gown, ensuring that the gown remains sterile throughout the process.</p> <p>Don sterile surgical gloves, ensuring that the gloves remain sterile throughout the process.</p>
Hand Surgery	Perform appropriate scrubbing, gowning, and gloving in preparation for a surgical case.	<p>Perform a thorough surgical hand scrub using the correct technique, including the appropriate duration and sequence, to effectively reduce the risk of surgical site infections.</p> <p>Don a sterile surgical gown, ensuring that the gown remains sterile throughout the process.</p> <p>Don sterile surgical gloves, ensuring that the gloves remain sterile throughout the process.</p>
Hematology/Oncology	Demonstrate proper venipuncture technique to obtain venous blood samples.	<p>Select an appropriate venipuncture site.</p> <p>Obtain a venous blood sample using proper technique.</p>
Infectious Disease	Demonstrate proper isolation precautions, including use of personal protective equipment.	<p>Select appropriate personal protective equipment.</p> <p>Apply isolation precautions correctly.</p>

Internal Medicine	Perform point-of-care blood glucose testing (Accu-Chek) using proper technique.	<p>Identify required supplies to perform the procedure.</p> <p>Prepare the patient using proper infection control.</p> <p>Demonstrate correct capillary fingerstick technique.</p> <p>Operate the glucometer to obtain an accurate blood glucose result.</p>
Interventional Radiology	Assist with fluoroscopy-guided procedures.	<p>Prepare the procedural environment for fluoroscopy guidance.</p> <p>Assist with fluoroscopy-guided procedure flow.</p>
Neonatal Intensive Care Unit	Demonstrate proper technique for endotracheal intubation.	<p>Prepare neonatal intubation equipment appropriately.</p> <p>Demonstrate endotracheal intubation technique under supervision.</p>
Nephrology	Demonstrate proper technique for obtaining bladder scan.	<p>Position the patient for bladder scanning.</p> <p>Obtain a bladder scan measurement accurately.</p>
Neurology	Assist in the proper programming of deep-brain stimulation.	<p>Identify components of deep-brain stimulation programming.</p> <p>Assist with device programming support.</p>
Neurosurgery	Perform appropriate scrubbing, gowning, and gloving in preparation for a surgical case.	<p>Prepare for sterile entry into the operating room.</p> <p>Maintain sterile technique during surgical setup.</p>
Nutrition/Weight loss management	Demonstrate proper technique for an intramuscular injection.	<p>Select the appropriate intramuscular injection site.</p> <p>Administer an intramuscular injection safely.</p>
Ophthalmology	Demonstrate proper use of the slit lamp.	<p>Position the patient properly for slit lamp examination.</p> <p>Operate the slit lamp using appropriate technique.</p>
Ortho Trauma	Perform appropriate scrubbing, gowning, and gloving in preparation for a surgical case.	<p>Prepare for sterile entry into the operating room.</p> <p>Maintain sterile technique during surgical setup.</p>
Orthopedics, adult and pediatric	Demonstrate proper application of durable medical equipment (i.e. splint, brace, crutches, etc.).	<p>Apply durable medical equipment appropriately.</p> <p>Instruct patients in safe equipment use.</p>
Pain	Demonstrate appropriate technique in administering therapeutic injections.	<p>Prepare supplies for therapeutic injection procedures.</p>

		Administer therapeutic injections using proper technique.
Palliative Care	Demonstrate proper enteral tube care.	Provide routine enteral tube care. Recognize common enteral tube complications.
Pediatric Allergy and Immunology	Demonstrate proper technique for peak flow measurement.	Prepare equipment for peak flow measurement. Perform peak flow measurement accurately.
Pediatric Neurology	Assist in performing a lumbar puncture.	Prepare supplies for lumbar puncture. Assist with lumbar puncture support.
Pediatric Plastic Surgery	Perform appropriate scrubbing, gowning, and gloving in preparation for a surgical case.	Prepare for sterile entry into the operating room. Maintain sterile technique during surgical setup.
Pediatrics	Perform pharyngeal swab collection using proper technique.	Demonstrate the proper technique for performing a pharyngeal swab collection, including the correct positioning of the patient, use of appropriate swab materials, and ensuring thorough contact with the tonsils or pharyngeal wall to obtain an adequate sample. Utilize proper infection control protocols during the swab collection process, including proper hand hygiene, use of gloves, and safe disposal of materials. Recognize potential complications during pharyngeal swab collection, such as gagging, bleeding, or injury to the mucosal surface.
Plastic & Reconstructive Surgery	Perform appropriate scrubbing, gowning, and gloving in preparation for a surgical case.	Prepare for sterile entry into the operating room. Maintain sterile technique during surgical setup.
Pre Anesthesia	Perform proper technique for peripheral intravenous (IV) placement.	Select an appropriate site for peripheral IV placement. Perform peripheral IV placement using proper technique.
Pulmonary Disease and Critical Care	Demonstrate proper technique for endotracheal intubation.	Prepare airway equipment for intubation. Demonstrate endotracheal intubation technique under supervision.
Psychiatry	Conduct an appropriate psychiatric screening.	Use thorough screening tools. Ask appropriate questions.

Pulmonology	Demonstrate proper sterile and aseptic technique during clinical procedures.	Apply sterile and aseptic technique correctly. Maintain procedural sterility throughout patient care tasks.
Surgical Oncology	Perform appropriate scrubbing, gowning, and gloving in preparation for a surgical case.	Prepare for sterile entry into the operating room. Maintain sterile technique during surgical setup.
Trauma	Perform appropriate scrubbing, gowning, and gloving in preparation for a surgical case.	Prepare for sterile entry into the operating room. Maintain sterile technique during surgical setup.
Urgent Care, adult	Demonstrate proper application of durable medical equipment (i.e. splint, brace, crutches, etc.).	Apply durable medical equipment appropriately. Instruct patients in safe equipment use.
Urgent Care, pediatric	Demonstrate proper technique for obtaining nasopharyngeal swab.	Prepare supplies for nasopharyngeal swab collection. Obtain a nasopharyngeal specimen using proper technique.
Urology	Demonstrate appropriate technique in inserting a Foley catheter.	Prepare supplies for Foley catheter insertion. Insert a Foley catheter using proper technique.
Vascular Surgery	Demonstrate proper sterile and aseptic technique during clinical procedures.	Apply sterile and aseptic technique correctly. Maintain procedural sterility throughout patient care tasks.
Women's Health	Assess fetal heart tones using Doppler US.	<p>Recognize how to perform Doppler ultrasound to assess fetal heart tones.</p> <p>Identify normal fetal heart rate findings, including rate and rhythm.</p> <p>Recognize abnormal fetal heart rate findings that may indicate complications.</p> <p>Interpret Doppler ultrasound results in the context of the patient's clinical history and prenatal course, providing accurate assessments of fetal heart tones.</p>

Appendix C

Rubric for the Elective Case Presentation and SOAP note

Elective Case Presentation and SOAP Note Rubric							
Presentation							
Category	Explanation	Meets Expectation	Pts	Developing	Pts	Below Expectation	Pts
Introduction	Introduction of the topic that includes pathophysiology, epidemiology, and risk factors.	Detailed introduction including all elements.	5	Omits portions of the pathophysiology, epidemiology or risk factors.	2.5	Introduction is missing all required elements.	0
Case Summary	Thorough summary of the patient case to include pertinent elements.	Presents detailed and relevant elements of the case.	5	Missing supporting elements of the case.	2.5	Lacks major elements of the case.	0
Clinical Significance	Include the significance of this clinical topic.	Presents the significance of the topic and its relevance to the case.	5	Clinical significance is not fully explained or aligned with presentation.	2.5	No clinical correlation with the case.	0
PICO	Include all elements of a clinical question with relevance.	All elements of PICO are included and relevant to the case presented.	5	Missing elements of PICO or irrelevant to the case presented.	2.5	No PICO included.	0
Literature Review	Review of literature related to the topic and evidence to support what is presented (diagnosis, use of diagnostic study, treatment, etc.) Include a minimum of three evidence-based articles.	Review of literature related to the topic and includes three evidence-based articles.	5	Lacks details of review or articles unrelated to the case.	2.5	No review of literature.	0
Medical Decision Making	Strong, patient-specific, evidence-based recommendations.	Recommendation aligns with supported literature.	5	Recommendation lacks full alignment with evidence.	2.5	Unsupported recommendation.	0

Plan and Summary	A detailed plan and summary that is supported by the evidence discovered or through shared decision making.	Thorough plan and summary aligned with literature or data.	5	Plan and summary lacks detail or misaligned with research.	2.5	Lack of a plan and summary.	0
References	List of references used in research in correct APA format.	All references included with the correct format.	5	Missing some references or not in correct format.	2.5	References not included.	0
Flow and Format	A well-structured presentation that follows logical flow.	Well-organized presentation and flow.	5	Mostly organized with a minor elements out of order.	2.5	Disorganized or difficult to follow.	0

SOAP Note

Subjective	Thorough but focused history, subjective content.	Includes relevant elements of the HPI, PMH, SH/FH, medications, allergies, and ROS.	5	Missing 1-2 relevant elements.	2.5	Incomplete or lacks major elements.	0
Objective	Thorough but focused physical examination content.	Includes pertinent vital signs, PE findings, and labs/imaging.	5	Missing 1-2 relevant elements.	2.5	Incomplete or lacks major elements.	0
Assessment	Diagnosis with a thorough rationale.	Primary diagnosis with rationale explained.	5	Limited rationale.	2.5	Unsupported diagnosis.	0
Plan	Next steps and management plan to include diagnostic studies, clinical interventions, or therapeutics.	Detailed, evidence-based plan.	5	General plan; lacks full detail.	2.5	Unsupported or incomplete explanation of the plan.	0
Flow and Format	Flow and format follow logical order, uses medical terminology, and no grammatical errors.	Well-organized, uses medical terminology and no grammatical errors.	5	Minor errors in format, flow, or grammar.	2.5	Flow and format inconsistent, illogical, or includes grammatical errors.	0

Both

Category	Explanation	Meets Expectation	Pts			Below Expectation	Pts
Professionalism	SOAP note and presentation submitted by deadline.	Timely submission and instructions followed.	5			Not submitted by the deadline, missing elements or did not follow instructions.	0
Total Score (75 points):							