

Emergency Medicine Preceptor Manual 2028



Rotation Description

This is a core rotation designed to educate students about the evaluation, diagnosis, and management of emergency, urgent, and non-urgent medical problems that present to the emergency department. Each student will complete this rotation at least once during the clinical year to provide students sufficient training in the emergency medicine setting.

Preceptor Requirements

Board Certified Emergency Medicine Physician, NCCPA Certified PA, or Certified NP (B3.05 & B3.06)

Passport Procedures and Diagnoses (EM)

Students should see the listed diagnoses and perform the listed procedures during this rotation and will be expected to document a minimum of 90% of all minimum exposures by the end of the clinical year, prior to the Summative Skills Stations. If a student does not achieve 80% of the list in this rotation, they will need to submit a plan to complete them in future rotations to satisfy requirements for this interval.

Diagnosis	Procedures (Perform all under supervision)
EM - Abdominal Pain	EM - EKG Interpretation
EM - Chest Pain	EM - Laceration Repair
EM - Fracture/Sprain	EM - X-ray Interpretation
EM - Genitourinary	EM - Application of Cast / Splint
EM - Head or Neck Injury	EM - Imaging interpretation (ultrasound, CT or MRI)
EM - Laceration	
EM - Overdose (alcohol or drug)	
EM - Seizures	
EM - Shortness of Breath	
EM - Upper or Lower GI Bleed	

Rotation Learning Outcomes

At the end of the rotation, the successful PA student will demonstrate competency in the following by achieving minimum scores as detailed in the course syllabus:

Knowledge

1. Demonstrate acquisition of necessary medical knowledge to provide acute and emergent care to infants, children, adolescents, adults, and elderly patients (K1)
2. Integrate biomedical science knowledge with patient care scenarios (K2)

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Clinical and Technical Skills

3. Gather patient information appropriately through an organized and accurate history in acute and emergent care encounters for infants, children, adolescent, adult, and elderly patients (CT1)
4. Perform organized and complete physical examinations of patients using proper technique in the emergency medicine setting for infants, children, adolescent, adult, and elderly patients (CT2)
5. Perform Emergency Medicine Passport Procedures both safely and correctly (CT3)
6. Deliver accurate and complete documentation and verbal presentation of patient interactions in the emergency medicine setting (CT4)

Clinical Reasoning

7. Analyze clinical findings to develop and assess differential diagnoses for acute and emergent care (CR1)
8. Accurately order, interpret, and apply diagnostic tests to patient care in the emergency medicine setting (CR2)
9. Develop individualized, evidence-based preventative care and treatment plans for infants, children, adolescents, adults, and elderly patients in the emergency medicine setting (CR3)
10. Utilize appropriate medical resources to improve delivery of patient-centered care and demonstrate evidence-based decision making in the emergency medicine setting (CR4)

Interpersonal Skills

11. Provide accurate patient communication, education, and counseling with compassion and effectiveness to facilitate shared decision-making for infants, children, adolescents, adults, and elderly patients in the emergency medicine setting (IP1)
12. Establish professional relationships and communication skills with patients, preceptors, and clinical staff (IP2)

Professional Behaviors

13. Demonstrate understanding of the PA profession, including ethical, legal, and regulatory guidelines for practice (PB1)
14. Engage in self-assessment to drive professional growth, incorporate constructive feedback, and seek assistance when needed (PB2)
15. Deliver culturally humble, patient-centered care for infants, children, adolescents, adults, and elderly patients, accounting for individual patient needs (PB3)

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Preceptor Evaluation of Student Performance - EM

Instructions

Please give the student one of the following ratings for each item on this survey. Any response of 1 or 2 requires a comment to help faculty understand the nature of the deficiencies.

Please note: a passing grade for a student is a score of 3/5

Item Score	Grade	Qualities Associated with Item Score
5	100%	Exceptional Performance The PA student completes their tasks with confidence and accuracy and can generally operate independently. The student is aware of their limitations and regularly seeks critique and direction to improve.
4	90%	Good Performance The PA student completes their tasks with regular collaboration and direction from their preceptor. The student is aware of their limitations and responds well to critique and direction.
3	80%	Acceptable Performance The PA student completes their tasks at a minimal acceptable level with consistent collaboration and direction from their preceptor. The student is aware of their limitations and makes an effort to improve based on critique and direction when offered.
2	70%	Poor Performance The PA student struggles to complete tasks correctly after receiving guidance and direction. The student is usually aware of their limitations but frequently does not show the ability to improve through preceptor critique and direction.
1	0	Dangerous Performance The student demonstrates dangerous clinical skills or decision-making that, if not corrected, would directly cause harm to the patient. The student is unaware of their limitations and/or does not seek or implement critique and direction.

Rotation Learning Outcomes

If the preceptor has questions about how a student would demonstrate any of the Rotation Learning Outcomes, please reference the Emergency Medicine Rotation Manual – Instructional Objectives

Knowledge (Rate 1-5)

- Demonstrates acquisition of medical knowledge necessary to provide acute and emergent care in the emergency medicine setting
- Demonstrates acquisition of medical knowledge necessary to care for patients across the lifespan, including infants, children, adolescents, adults, and elderly patients
- Integrates appropriate understanding of basic/biomedical sciences with patient cases

Any comments related to student knowledge regarding the care setting (acute and emergent care) or the patient population (infants, children, adolescents, adults, and elderly):

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Clinical and Technical Skills

- Demonstrates appropriate history taking for infants, child, adolescents, adults and elderly
- Demonstrates ability to take appropriate history for acute and emergent care encounters
- Performs organized and complete physical examinations of patients using proper technique
- Demonstrates appropriate physical exam skills in the emergency medicine setting for infants, children, adolescent, adult, and elderly patients
- Performs clinical procedures safely and correctly
- Delivers accurate verbal presentations of patient cases, recognizing pertinent positives and negatives

Any comments related to student clinical skills regarding the patient population (infants, children, adolescents, adults, and elderly):

Clinical Reasoning

- Analyzes clinical findings to develop and assess differential diagnoses for acute and emergent care encounters
- Accurately orders, interprets, and applies diagnostic tests to patient care in the emergency medicine setting
- Develops individualized, evidence-based preventative care and treatment plans for infants, children, adolescents, adults, and elderly patients in the emergency medicine setting
- Utilizes appropriate medical resources to improve delivery of patient-centered care and demonstrate evidence-based decision making in the emergency medicine setting

Any comments related to student clinical reasoning regarding the care setting (acute and emergent care) or the patient population (infants, children, adolescents, adults, and elderly):

Interpersonal Communication

- Provides accurate patient communication, education, and counseling with compassion and effectiveness to facilitate shared decision-making
- Provides accurate patient communication, education, and counseling for infants, children, adolescents, adults, and elderly patients
- Establishes professional relationships and communication skills with patients, preceptors, and clinical staff

Any comments related to student communication regarding the patient population (infants, children, adolescents, adults, and elderly):

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Professional Behaviors

- Demonstrates understanding of the physician assistant profession, including ethical, legal, and regulatory guidelines for practice
- Engages in self-assessment, incorporates feedback from preceptor, and seeks assistance when needed
- Delivers culturally humble, patient-centered care for infants, children, adolescents, adults, and elderly patients, accounting for individual patient needs

Comments addressing professional behavior or any additional insight into statement

Program Goals

- Demonstrated demonstrate collaboration, innovation, and a commitment to personal and professional growth
- Demonstrated effective leadership skills
- Demonstrated humility, integrity, and compassion
- Any additional comments

Site Information

The physical facilities at our site allow students to fulfill the rotation learning objectives

1: Strongly disagree 2: Disagree 3: Acceptable 4: Agree 5: Strongly Agree

The patient population at our site allows students to fulfill rotation learning objectives

1: Strongly disagree 2: Disagree 3: Acceptable 4: Agree 5: Strongly Agree

Students receive the supervision necessary to fulfill rotation learning objectives

1: Strongly disagree 2: Disagree 3: Acceptable 4: Agree 5: Strongly Agree

Students from OBU's PA program are adequately prepared for the clinical year

1: Strongly disagree 2: Disagree 3: Acceptable 4: Agree 5: Strongly Agree

Please provide a short summary of the student's strengths on this rotation

Please provide a short summary of areas of needed improvement for this student

Was this evaluation discussed with the student?

Yes No

This evaluation was based on (Select all that apply):

- Occasional encounters with the student
- Regular interaction with the student
- Feedback from other preceptors