## MTEC 113: Patient Centered Care Course 3 (PCC3)

### Patient Care and Clinical Skills:
Students must be able to provide care that is compassionate, appropriate, and effective for treating health problems and promoting health.

<table>
<thead>
<tr>
<th>PC1. Obtain an accurate, age-appropriate medical history</th>
<th>Assessment Method</th>
<th>Learning Objective</th>
<th>Teaching Methods</th>
</tr>
</thead>
</table>
| ✓ Clinical Skills Encounters (formative)                | • Perform a complete medical history on an adult patient, integrating across organ systems and including elements necessary for development of a therapeutic plan. Complete medical history should include:  
  a) Sexual history  
  b) Functional status  
  c) Relevant family history  
  d) Community and context of care  
  e) Substance abuse history  
  f) Cultural competence | ✓ Small Group  
✓ Hospital Week  
✓ Clinical Week  
✓ Clinical Skills Encounters |
| ✓ Final Exam (summative)                               |                   |                   |                  |
| ✓ Final Tutor Evaluations (summative)                   |                   |                   |                  |

<table>
<thead>
<tr>
<th>PC2. Demonstrate proper technique in performing both a complete and a symptom-focused examination, addressing issues of patient modesty and comfort</th>
<th>Assessment Method</th>
<th>Learning Objective</th>
<th>Teaching Methods</th>
</tr>
</thead>
</table>
| ✓ Clinical Skills Encounters (formative)  
✓ Final Exam (summative)  
✓ Final Tutor Evaluations (summative) | • Demonstrate comfort with the examination while assuring patient dignity, privacy, safety, and satisfaction.  
• Demonstrate proper hand washing technique before each patient encounter.  
• Sensitively perform and interpret the results of a full physical examination in patients with common abnormalities. | ✓ Small Group  
✓ Hospital Week  
✓ Clinical Week  
✓ Clinical Skills Encounters |

<table>
<thead>
<tr>
<th>PC3. Perform routine technical procedures and tests under supervision and</th>
<th>Assessment Method</th>
<th>Learning Objective</th>
<th>Teaching Methods</th>
</tr>
</thead>
</table>
| ✓ Final Tutor Evaluations (summative) | • Sensitively perform male and female GU exam and female breast exam. | ✓ Small Group  
✓ Hospital Week |

The Assessment Methods include Clinical Skills Encounters (formative), Final Exam (summative), and Final Tutor Evaluations (summative). The Learning Objectives focus on various aspects of patient care and clinical skills. Teaching Methods listed are Small Group sessions, Hospital Week activities, and Clinical Week exercises.
### MTEC 113: Patient Centered Care Course 3 (PCC3)

| with minimal discomfort to the patient | • Identify important elements related to patient privacy, comfort, and safety during basic and advanced procedures.  
• Describe proper procedure/protocol for gowning/draping of patients for encounters.  
• Perform basic phlebotomy steps.  
• Perform insulin administration using lancets, test strips, glucometer and insulin pens, needles and syringes. | ✓ Clinical Week  
✓ Clinical Skills Encounters |
| PC6. Apply clinical reasoning and critical thinking skills in developing a differential diagnosis | ✓ Clinical Skills Encounters (formative)  
✓ Final Exam (summative)  
✓ Final Tutor Evaluations (summative) | • Generate a broad differential diagnosis based on pathological mechanisms and disease prevalence and identify the most likely diagnoses on that list.  
• Develop a basic diagnostic and therapeutic plan based on this differential diagnosis.  
• Generate a broad differential diagnosis for a patient who presents with abnormal uterine bleeding. | ✓ Small Group  
✓ Hospital Week  
✓ Clinical Week  
✓ Clinical Skills Encounters |
| PC7. Apply the principles of pharmacology, therapeutics, and therapeutic decision-making to develop a management plan | ✓ Clinical Skills Encounters (formative) | • Identify situations where opiates are appropriate to prescribe.  
• Identify other non-opiate means to treat pain. | ✓ Small Group  
✓ Hospital Week  
✓ Clinical Week  
✓ Clinical Skills Encounters |
| PC8. Identify and incorporate into the care of patient’s appropriate prevention strategies for common conditions. | ✓ Clinical Skills Encounters (formative) | ✓ Use the confusion assessment method (CAM) to diagnose delirium.  
- Use screening tools to assess the functional, cognitive, and affective status of older patients.  
  a) Mini-Cog,  
  b) Geriatric Depression Screen,  
  c) Timed Get Up and Go test | ✓ Small Group  
✓ Hospital Week  
✓ Clinical Week  
✓ Clinical Skills Encounters |
|---|---|---|---|
| PC9. Identify when patients have life-threatening conditions and institute appropriate initial therapy | ✓ Clinical Skills Encounters (formative) | ✓ Identify physiologic abnormalities in discussion of differential diagnosis.  
- Identify the normal and abnormal parameters for vital signs. | ✓ Small Group  
✓ Hospital Week  
✓ Clinical Week  
✓ Clinical Skills Encounters  
✓ Session Cases |
| PC10. Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, | ✓ Clinical Skills Encounters (formative) | ✓ Analyze the conceptual model to navigate a diverse patient. Take into account:  
  a) Situational factors  
  b) Physician characteristics  
  c) Patient characteristics | ✓ Small Group  
✓ Hospital Week  
✓ Clinical Week  
✓ Clinical Skills Encounters |
### Medical Knowledge

Students must demonstrate knowledge about established and evolving biomedical, clinical, and cognate (e.g., epidemiological and social-behavioral) sciences and the application of this knowledge in patient care, specifically:

### Interpersonal and Communication Skills

Students must demonstrate interpersonal and communication skills that facilitate effective interactions with patients and their families and other health professionals.

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Learning Objective</th>
<th>Teaching Method</th>
</tr>
</thead>
</table>
| **IC1. Communicate effectively in oral format with patients and patients’ families.** | • Identify appropriate situations to use a medical interpreter for communicating with and caring for patients.  
• Demonstrate effective oral communication skills with patients in clinical setting, including giving bad news.  
• Describe the important components of effective oral doctor-patient communication. | ✓ Small Group  
✓ Hospital Week  
✓ Clinical Week  
✓ Clinical Skills Encounters |
| ✓ Clinical Skills Encounters (formative)  
✓ Final Exam (summative)  
✓ Final Tutor Evaluations (summative) | | |
| **IC2. Communicate effectively in oral format with colleagues, and other health care professionals.** | • Communicate in a clear, accurate, and respectful manner with small group facilitators and peers.  
• Use oral communication skills effectively within the classroom setting.  
• Present the findings of a full history and physical examination in an oral format. | ✓ Small Group  
✓ Hospital Week  
✓ Clinical Week  
✓ Clinical Skills Encounters |
| ✓ Clinical Skills Encounters (formative)  
✓ Final Exam (summative)  
✓ Final Tutor Evaluations (summative) | | |
| **IC3. Communicate effectively in written format with colleagues, and other health care professionals.** | ✓ Clinical Skills Encounters (formative)  
✓ Final Exam (summative)  
✓ Final Tutor Evaluations (summative)  
✓ Case Video Assignment (formative) | • Write a focused outpatient clinic note.  
• Effectively document the findings of a full history and physical examination in written format.  
• Effectively communicate with clinical week instructor to establish goals and expectations for the experience.  
✓ Small Group  
✓ Hospital Week  
✓ Clinical Week  
✓ Clinical Skills Encounters  
✓ Case Video Assignment |
| --- | --- | --- |
| **IC4. S sensitively participate in end-of-life activities with other health care professionals and patients. Examples may include end of life discussions and pain management.** | ✓ Clinical Skills Encounters (formative) | • Demonstrate techniques for conversations surrounding pain with a standardized patient.  
• Demonstrate delivering bad news that ranges in severity (seemingly minor “You have high blood pressure.” to more serious “You have a mass in your lung.”).  
• Communicate “bad news” to a standardized patient.  
✓ Clinical Skills Encounter |
**Professionalism**: Students must demonstrate a commitment to professional service, adherence to ethical principles, sensitivity to patients, and maintain personal health and well-being.

<table>
<thead>
<tr>
<th>PR1. Identify and consistently demonstrate ethical principles and behaviors in the care of patients</th>
<th>Assessment Method</th>
<th>Learning Objective</th>
<th>Teaching Method</th>
</tr>
</thead>
</table>
| ✓ Clinical Skills Encounters (formative) | ✓ Final Exam (summative) | • Treat everyone including patients, families, team members, faculty, peers, and staff with unconditional positive regard during every interaction and recognize the importance of patient centered delivery of healthcare.  
  • Demonstrate attention to privacy and confidentiality in their use of EMR and discussion of clinical encounters in the small group setting. | ✓ Small Group  
  ✓ Clinical Skills Encounters |

<table>
<thead>
<tr>
<th>PR2. Demonstrate professional behavior consistent with expectations for the medical profession including punctuality and attire</th>
<th>Assessment Method</th>
<th>Learning Objective</th>
<th>Teaching Method</th>
</tr>
</thead>
</table>
| ✓ Clinical Skills Encounters (formative) | ✓ Final Exam (summative) | • Arrive on time each day and actively prepare for and participate in patient care and teaching activities.  
  • Ask for and incorporate feedback regularly to improve performance.  
  • Discuss professional and unprofessional behaviors encountered during clinical. | ✓ Small Group  
  ✓ Clinical Skills Encounters |
**Life Long Learning:** Students must be able to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their practice of medicine.

<table>
<thead>
<tr>
<th></th>
<th>Assessment Method</th>
<th>Learning Objective</th>
<th>Teaching Method</th>
</tr>
</thead>
</table>
| **LL1.** Demonstrate skills in retrieving, critically assessing, and integrating social and biomedical information into clinical decision-making. | ✔ Clinical Skills Encounters (formative) | - Develop the ability to refine clinical questions.  
- Share information with peers, professors, and small group facilitators.  
- Integrate knowledge into clinical decision-making. | ✔ Small Group  
✔ Clinical Skills Encounters |
| **LL2.** Reflect upon clinical, service and educational experiences, evaluate positive and negative aspects, and make changes to improve future experiences | ✔ Clinical Week Assignment (formative)  
✔ Clinical Week Evaluation (formative) | - Analyze the Clinical Week Experience and document observations from the clinical experience. | ✔ Hospital Week  
✔ Clinical Weeks |
| **LL3.** Demonstrate personal accountability by actively seeking feedback, admitting errors openly, and honestly | ✔ Clinical Skills Encounters (formative)  
✔ Clinical Week Evaluation (formative) | - Perform a self-assessment of clinical skills.  
- Evaluate one’s personal accountability through obtaining feedback and altering behavior based on the evaluation received. | ✔ Small Group  
✔ Hospital Week  
✔ Clinical Week  
✔ Clinical Skills Encounters |
modify behavior.

| Final Tutor Evaluations (summative) | • Demonstrate personal accountability by actively seeking feedback, admitting errors openly, and honestly modifying behavior in Small Group. |

**Social & Health Systems Science:** Students must demonstrate an awareness of and responsiveness to the larger system of health care and demonstrate the skills needed to improve the health of specific clinical populations

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>Learning Objectives</th>
<th>Teaching Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHS7. Demonstrate collaborative teamwork skills and the ability to work effectively with other members of the health care team.</td>
<td>✓ Clinical Week Evaluation (formative)</td>
<td>• Evaluate a colleague’s outpatient clinic note or inpatient progress note from Clinical Week.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Formulate constructive feedback for a colleague’s outpatient clinical note or inpatient progress note.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Observe inter-professional healthcare teamwork.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Round with a medical team.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Interview and examine patients when working with a medical team.</td>
</tr>
<tr>
<td>SHS9. Identify necessary elements for coordinated care of patients with complex and chronic diseases.</td>
<td>✓ Clinical Skills Encounters (formative)</td>
<td>✓ Small Group</td>
</tr>
<tr>
<td></td>
<td>✓ Clinical Week Evaluation (formative)</td>
<td>✓ Hospital Week</td>
</tr>
<tr>
<td></td>
<td>✓ Final Exam (summative)</td>
<td>✓ Clinical Week</td>
</tr>
<tr>
<td></td>
<td>✓ Clinical Skills Encounters (formative)</td>
<td>✓ Clinical Skills Encounters</td>
</tr>
<tr>
<td></td>
<td>✓ Clinical Week Evaluation (formative)</td>
<td>✓ Clinical Skills Encounters</td>
</tr>
<tr>
<td></td>
<td>✓ Final Exam (summative)</td>
<td>✓ Clinical Skills Encounters</td>
</tr>
<tr>
<td></td>
<td>✓ Clinical Skills Encounters (formative)</td>
<td>✓ Clinical Skills Encounters</td>
</tr>
<tr>
<td></td>
<td>✓ Clinical Week Evaluation (formative)</td>
<td>✓ Clinical Skills Encounters</td>
</tr>
<tr>
<td></td>
<td>✓ Final Exam (summative)</td>
<td>✓ Clinical Skills Encounters</td>
</tr>
</tbody>
</table>

**SHS7.**

- Demonstrate collaborative teamwork skills and the ability to work effectively with other members of the health care team.
- Clinical Week Evaluation (formative)

**SHS9.**

- Identify necessary elements for coordinated care of patients with complex and chronic diseases.
- Clinical Skills Encounters (formative)
- Clinical Week Evaluation (formative)
- Final Exam (summative)
- Recognize physical and societal risks of opiates.