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>Assessment Method</th>
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<th>Teaching Method</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PC1.</strong> Obtain an accurate, age-appropriate medical history.</td>
<td>✓ Common Assessment Form (formative and summative)</td>
<td>• Obtain accurate histories in psychiatric patients</td>
</tr>
<tr>
<td>✓ Midblock Feedback (formative)</td>
<td>• Obtain accurate histories in pediatric patients, including pregnancy and birth history</td>
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</tr>
<tr>
<td>✓ Clinical Log (formative)</td>
<td>• Obtain accurate histories in obstetric and gynecologic patients, including focused history on past OB/Gyn, medical, surgical, and family</td>
<td></td>
</tr>
<tr>
<td>✓ Psych OSCE (summative); Peds H&amp;P (summative)</td>
<td>✓ OB/GYN OSCE (summative)</td>
<td>✓ Clinical/Patient Contact</td>
</tr>
<tr>
<td>✓ OB/GYN OSCE (summative)</td>
<td>✓ Clinical/Patient Contact</td>
<td>✓ Didactics/Small Group</td>
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</tbody>
</table>

**PC2.** Demonstrate proper technique in performing both a complete and a symptom-focused examination, addressing issues of patient modesty and comfort.

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<tbody>
<tr>
<td>✓ Common Assessment Form (formative and summative)</td>
<td>• Obtain a focused examination in psychiatric patients, including a mental status exam.</td>
<td></td>
</tr>
<tr>
<td>✓ Midblock Feedback (formative)</td>
<td>• Obtain a focused examination in pediatric patients, including newborn exam.</td>
<td></td>
</tr>
<tr>
<td>✓ Clinical Log (formative)</td>
<td>• Obtain a focused examination in obstetric and gynecologic patients, including pelvic, breast, and abdominal exam.</td>
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<tr>
<td>✓ OB/Gyn OSCE (summative)</td>
<td>✓ OB/Gyn Clinical Skills Card (formative)</td>
<td>✓ Clinical/ Patient Contact</td>
</tr>
<tr>
<td>✓ Psych OSCE (summative)</td>
<td>✓ Didactic Sessions/small group</td>
<td>✓ Simulation</td>
</tr>
</tbody>
</table>
| PC3. Perform routine technical procedures and tests under supervision and with minimal discomfort to the patient. |  ✓ Common Assessment Form (formative and summative)  
 ✓ Midblock Feedback (formative)  
 ✓ Clinical Log (formative)  
 ✓ OB/Gyn OSCE (summative)  
 ✓ OB/Gyn Clinical Skills Card (formative)  
 ✓ Psych OSCE (summative) |  • Perform skills on the clinical log for CSP and other common procedures for care of these specific populations, under supervision and with minimal discomfort to the patient |  ✓ Clinical/Patient Contact  
 ✓ Didactics/Small Group |
| PC4. Justify each diagnostic test ordered with regard to cost, effectiveness, risks and complications, and the patient’s overall goals and values. |  ✓ Common Assessment Form (formative and summative)  
 ✓ Midblock Feedback (formative)  
 ✓ Clinical Log (formative)  
 ✓ Peds Departmental Exam (summative) |  • Describe tests and management strategies  
 • Justify tests and management strategies |  ✓ Clinical/ Patient Contact  
 ✓ Didactic Sessions/small group |
| PC5. Apply clinical reasoning and critical thinking skills in developing a differential diagnosis |  ✓ Common Assessment Form (formative and summative)  
 ✓ Midblock Feedback (formative)  
 ✓ Clinical Log (formative)  
 ✓ Psych Patient Write-up (summative)  
 ✓ Psych OSCE (summative) |  • Demonstrate clinical reasoning and critical thinking skills to develop a differential diagnosis and management plan for psychiatric patients.  
 • Demonstrate clinical reasoning and critical thinking skills to develop a differential diagnosis and management plan for pediatric patients.  
 • Demonstrate clinical reasoning and critical thinking skills to develop a |  ✓ Clinical/ Patient Contact  
 ✓ Didactic Sessions/small group  
 ✓ Simulation |
### PC6. Apply the principles of pharmacology, therapeutics, and therapeutic decision-making to develop a management plan

- Peds Departmental Exam (summative)
- OB/Gyn OSCE (summative)

| Differential diagnosis and management plan for obstetric and gynecologic patients. | Select appropriate medications.  
| --- | --- |
| Discuss the rationale for selection of medications including indications, side effects, cost, and effectiveness.  
| Perform medication reconciliation for patients. |

- Common Assessment Form (formative and summative)
- Midblock Feedback (formative)
- Clinical Log (formative)
- Psych OSCE (summative)
- OB/Gyn OSCE (summative)
- Peds Departmental Exam (summative)

### PC7. Identify and incorporate into the care of patient’s appropriate prevention strategies for common conditions.

| Select and evaluate prevention strategies for adults, with particular attention to cardiovascular illness, osteoporosis, asthma, and COPD.  
| Select and evaluate prevention strategies for children, with particular attention to asthma and obesity. |

- Common Assessment Form (formative and summative)
- Midblock Feedback (formative)
- Clinical Log (formative)
- OB/Gyn OSCE (summative)

### PC8. Identify when patients have life-threatening conditions and institute

| Discuss the etiology, presentation, and management of common life-threatening conditions for psychiatry, pediatric, and obstetrics/gynecology patients |

- Common Assessment Form (formative and summative)
- Midblock Feedback (formative)
<table>
<thead>
<tr>
<th>CSP</th>
<th>Psych OSCE (summative)</th>
<th>Demonstrate proper protocols for code-blue, trauma response, and rapid response for adult and pediatric patients.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC9</td>
<td>Psych Patient Write-up (summative)</td>
<td>Create management plans that address the impact of social conditions and problems on adults and children in outpatient settings.</td>
</tr>
<tr>
<td>PC9. Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation</td>
<td>Common Assessment Form (formative and summative)</td>
<td>Clinical/Patient Contact</td>
</tr>
<tr>
<td></td>
<td>Midblock Feedback (formative)</td>
<td>Didactic/Small Group</td>
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<tr>
<td></td>
<td>Psych OSCE (summative)</td>
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**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:

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<tbody>
<tr>
<td>MK1. Describe the normal structure and function of the human body and of each of its major organ systems across the life span.</td>
<td>Common Assessment Form (formative and summative)</td>
<td>Clinical/ Patient Contact</td>
</tr>
<tr>
<td></td>
<td>Midblock Feedback (formative)</td>
<td>Didactic Sessions/small group</td>
</tr>
<tr>
<td></td>
<td>OB/GYN skills card (formative)</td>
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<td></td>
<td>Shelf exams: OB/Gyn, Peds, Psych (sum)</td>
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</table>
**MK2.** Explain various causes (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, behavioral, and traumatic) of major diseases and conditions and the ways in which they operate on the body (pathogenesis).

- Common Assessment Form (formative and summative)
- Midblock Feedback (formative)
- Shelf exams: OB/Gyn, Peds, and Psych (summative)

**Goal:** Explain the pathophysiologic factors underlying the clinical manifestations of common diseases found in psychiatry, pediatrics, and obstetrics/gynecology.

- Clinical/ Patient Contact
- Didactic Sessions/small group

**MK3.** Describe how the altered structure and function (pathology and pathophysiology) of the body and its major organ systems are manifest through major diseases and conditions.

- Shelf exams: OB/Gyn, Peds, and Psych (summative)

**Goal:** Use knowledge of pathology and pathophysiology to develop diagnostic and therapeutic plans for psychiatry, pediatrics, and obstetrics/gynecology patients with common conditions.

- Clinical/ Patient Contact
- Didactic Sessions/small group

**MK4.** Identify the proximate and ultimate factors that contribute to the development of disease and illness, and that contribute to health status within and across populations regionally, nationally, and globally.

- Shelf exams: OB/Gyn, Peds, and Psych (summative)

**Goal:**
- Recognize the influence of common determinates of health and illness on psychiatry, pediatric, and obstetrics/gynecology patients.
- Integrate knowledge of social conditions and behaviors that predispose psychiatry, pediatric, and obstetrics/gynecology patients to disease and decreased function into the management plan for individual patients.

- Clinical/ Patient Contact
- Didactic Sessions/small group

**MK5.** Demonstrate knowledge of the common medical conditions within

- Common Assessment Form (formative and summative)

**Goal:** Discuss the etiology, diagnostic and therapeutic plan, and patient/family education for common conditions in

- Clinical/ Patient Contact
CSP

<table>
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<tr>
<th>each clinical discipline, including its pathophysiology and fundamentals of treatment.</th>
<th>✓ Midblock Feedback (formative)</th>
<th>psychiatry, pediatric, and obstetrics/gynecology.</th>
<th>✓ Didactic Sessions/small group</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Shelf exams: OB/Gyn, Peds, and Psych (summative)</td>
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**MK6.** Demonstrate knowledge of the basic principles of human behavior throughout the life cycle, including human sexuality and development during infancy, childhood, adolescence, adulthood, and end of life.

| ✓ Common Assessment Form (formative and summative) | • Recognize the behavioral milestones of normal child development and adult maturation and use these milestones in patient care. | ✓ Clinical/ Patient Contact |
| ✓ Midblock Feedback (formative) | • Identify common behavioral pathology that contributes to health and illness in common disease/injury states. | ✓ Didactic Sessions/small group |
| ✓ Shelf exams: OB/Gyn, Peds, and Psych (summative) | • Incorporate life cycle stage into management planning in patient care. | |
| ✓ Peds Departmental Exam (summative) | | |
| ✓ OB/GYN OSCE (summative) | | |

**MK7.** Recognize the medical consequences of common societal problems.

| ✓ Common Assessment Form (formative and summative) | • Create management plans that address social conditions and problems on psychiatry, pediatric, and obstetrics/gynecology patients. | ✓ Clinical/ Patient Contact |
| ✓ Midblock Feedback (formative) | | ✓ Didactic Sessions/small group |
| ✓ Shelf exams: OB/Gyn, Peds, and Psych (summative) | | |

Interpersonal and Communication Skills: Students must demonstrate interpersonal and communication skills that facilitate effective interactions with patients and their families and other health professionals

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<tr>
<td>✓ Common Assessment Form (formative and summative)</td>
<td>• Be able to present a patient to a preceptor, team, or subspecialist succinctly, using the findings of a history and physical examination,</td>
<td>✓ Clinical/ Patient Contact</td>
</tr>
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</table>

IC2. Communicate effectively in oral format with colleagues and
other health care professionals.

✓ Midblock Feedback (formative)
✓ Psych OSCE (summative)
✓ Peds Department Exam (summative)

• diagnostic test results, and management plan.
• Demonstrate the ability to call specialty consultants when appropriate and ask succinct clinical questions to the consulting team.

✓ Didactic Sessions/small group

**IC3.** Communicate effectively in written format with colleagues, and other health care professionals.

✓ Common Assessment Form (formative and summative)
✓ Midblock Feedback (formative)
✓ Peds Write-up (summative)
✓ Peds Department Exam (summative)
✓ Psych Write-ups (summative)
✓ OB/GYN OSCE (summative)

• Demonstrate effective written communication to healthcare professionals and outpatient providers in the form of histories and physicals, progress notes, procedures, management plan, and discharge summaries in the electronic medical record.
• Demonstrate effective written communication to patients, including discharge summaries and correspondence through electronic medical record.
• Recognize the importance of written communication in transitions of care between subspecialists, hospitals, and primary care.

✓ Clinical/ Patient Contact
✓ Didactic Sessions/small group

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**Professionalism:** Students must demonstrate a commitment to professional service, adherence to ethical principles, sensitivity to patients, and maintain personal health and well-being

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<tr>
<td><strong>PR1.</strong> Identify and consistently demonstrate ethical principles and behaviors in the care of patients</td>
<td>✓ Common Assessment Form (formative and summative)</td>
<td>✓ Clinical/ Patient Contact</td>
</tr>
<tr>
<td>✓ Midblock Feedback (formative)</td>
<td>✓ OB/Gyn Administrator Review (summative)</td>
<td>✓ Didactic Sessions/small group</td>
</tr>
<tr>
<td>• 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.</td>
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</table>
### PR2. Demonstrate professional behavior consistent with expectations for the medical profession including accountability, punctuality, and attire

- **Common Assessment Form (formative and summative)**
- **Midblock Feedback (formative)**
- **OB/Gyn Administrator Review (summative)**

- **Assessment Method:** Clinical/ Patient Contact, Didactic Sessions/small group

- **Learning Objectives:**
  - 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.

- **Teaching Method:**
  - Clinical/ Patient Contact
  - Didactic Sessions/small group

### PR3. Demonstrates respect for and ability to adapt to different patient and medical cultures and expectations.

- **Common Assessment Form (formative and summative)**
- **Midblock Feedback (formative)**
- **OB/Gyn Administrator Review (summative)**

- **Assessment Method:** Clinical/ Patient Contact, Didactics/Small Group

- **Learning Objectives:**
  - Recognize and adjust to the cultural nuances and expectations of outpatient adult and pediatric care.
  - Recognize and adapt to patient cultures to maintain patient-centered care.

- **Teaching Method:**
  - Clinical/ Patient Contact
  - Didactics/Small Group

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**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

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</tr>
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| **LL1.** Demonstrate skills in retrieving, critically assessing, and integrating social and biomedical information into clinical decision-making. | • Demonstrate an ability to retrieve, and integrate social and biomedical information for common outpatient problems  
• Find current vaccine schedules.  
• Assess and apply biomedical information to develop a plan of care for core patient types. | ✓ Clinical/ Patient Contact  
✓ Didactic Sessions/small group |
| ✓ Peds Write-up (summative)  
✓ Psych Write-up (summative) |  |
| **LL2.** Reflect upon clinical, service and educational experiences, evaluate positive and negative aspects, and make | • Identify knowledge gaps and interests, and select patient care experiences that address those gaps. | ✓ Clinical/ Patient Contact  
✓ Didactic Sessions/small group |
| ✓ Common Assessment Form (formative and summative)  
✓ Midblock Feedback (formative) |  |
changes to improve future experiences

✓ OB/Gyn Critical Incident Report (summative)
✓ Peds Maternal Child Health Assessment (summative)

**LL3.** Demonstrate personal accountability by actively seeking feedback, admitting errors openly, and honestly modifying behavior.

✓ Common Assessment Form (formative and summative)
✓ Midblock Feedback (formative)

- Seek constructive feedback from faculty and residents.
- Apply feedback delivered at the time of midblock meeting and from preceptors/residents to improve performance and address gaps in knowledge.
- Demonstrate ability to disclose and be accountable for mistakes.

✓ Clinical/ Patient Contact
✓ Didactic Sessions/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

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<td><strong>SHS7.</strong> Demonstrate collaborative teamwork skills and the ability to work effectively with other members of the health care team.</td>
<td>• Observe inter-professional delivery of care through interactions with PA’s, NP’s, Nurses, case managers, social workers, pharmacists and other members of the team relevant to the care of psychiatric, pediatric, and obstetric/gynecologic patients.</td>
<td>✓ Clinical/ Patient Contact ✓ Didactic Sessions/small group</td>
</tr>
<tr>
<td>✓ Common Assessment Form (formative and summative)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Midblock Feedback (formative)</td>
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</table>
Identify necessary elements for coordinated care of patients with complex and chronic diseases.

| ✓ Common Assessment Form (formative and summative) | • Describe the important elements of patient hand-off/care transitions, specifically being able to list the hazards of transitions of care. |
| ✓ Midblock Feedback (formative) | • Recognize systems, their attributes and deficiencies, in the care of a patient. |
| | • Assist with development of a case management plan for a patient. |
| | • Demonstrate ability to refer a patient and follow up with primary care team. |

✓ Clinical/ Patient Contact