

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

<b><u>Patient Care and Clinical Skills:</u> Students must be able to provide care that is compassionate, appropriate, and effective for treating health problems and promoting health</b>			
	<b>Assessment Method</b>	<b>Learning Objective</b>	<b>Teaching Methods</b>
<b>PC1.</b> Obtain an accurate, age-appropriate medical history	<ul style="list-style-type: none"> <li>✓ Clinical Skills Encounters (formative)</li> <li>✓ Final Exam (summative)</li> <li>✓ Final Tutor Evaluations (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• 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               <ul style="list-style-type: none"> <li>a) Sexual history</li> <li>b) Functional status</li> <li>c) Relevant family history</li> <li>d) Community and context of care</li> <li>e) Substance abuse history</li> <li>f) Cultural competence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group</li> <li>✓ Hospital Week</li> <li>✓ Clinical Week</li> <li>✓ Clinical Skills Encounters</li> </ul>
<b>PC2.</b> Demonstrate proper technique in performing both a complete and a symptom-focused examination, addressing issues of patient modesty and comfort	<ul style="list-style-type: none"> <li>✓ Clinical Skills Encounters (formative)</li> <li>✓ Final Exam (summative)</li> <li>✓ Final Tutor Evaluations (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate comfort with the examination while assuring patient dignity, privacy, safety, and satisfaction.</li> <li>• Demonstrate proper hand washing technique before each patient encounter.</li> <li>• Sensitively perform and interpret the results of a full physical examination in patients with common abnormalities.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group</li> <li>✓ Hospital Week</li> <li>✓ Clinical Week</li> <li>✓ Clinical Skills Encounters</li> </ul>
<b>PC3.</b> Perform routine technical procedures and tests under supervision and	<ul style="list-style-type: none"> <li>✓ Final Tutor Evaluations (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Sensitively perform male and female GU exam and female breast exam.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group</li> <li>✓ Hospital Week</li> </ul>

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<p>with minimal discomfort to the patient</p>		<ul style="list-style-type: none"> <li>• Identify important elements related to patient privacy, comfort, and safety during basic and advanced procedures.</li> <li>• Describe proper procedure/protocol for gowning/draping of patients for encounters.</li> <li>• Perform basic phlebotomy steps.</li> <li>• Perform insulin administration using lancets, test strips, glucometer and insulin pens, needles and syringes.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical Week</li> <li>✓ Clinical Skills Encounters</li> </ul>
<p><b>PC6.</b> Apply clinical reasoning and critical thinking skills in developing a differential diagnosis</p>	<ul style="list-style-type: none"> <li>✓ Clinical Skills Encounters (formative)</li> <li>✓ Final Exam (summative)</li> <li>✓ Final Tutor Evaluations (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Generate a broad differential diagnosis based on pathological mechanisms and disease prevalence and identify the most likely diagnoses on that list.</li> <li>• Develop a basic diagnostic and therapeutic plan based on this differential diagnosis.</li> <li>• Generate a broad differential diagnosis for a patient who presents with abnormal uterine bleeding.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group</li> <li>✓ Hospital Week</li> <li>✓ Clinical Week</li> <li>✓ Clinical Skills Encounters</li> </ul>
<p><b>PC7.</b> Apply the principles of pharmacology, therapeutics, and therapeutic decision-making to develop a management plan</p>	<ul style="list-style-type: none"> <li>✓ Clinical Skills Encounters (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify situations where opiates are appropriate to prescribe.</li> <li>• Identify other non-opiate means to treat pain.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group</li> <li>✓ Hospital Week</li> <li>✓ Clinical Week</li> <li>✓ Clinical Skills Encounters</li> </ul>

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<p><b>PC8.</b> Identify and incorporate into the care of patient's appropriate prevention strategies for common conditions.</p>	<ul style="list-style-type: none"> <li>✓ Clinical Skills Encounters (formative)</li> <li>✓ Final Exam (summative)</li> <li>✓ Final Tutor Evaluations (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Use the confusion assessment method (CAM) to diagnose delirium.</li> <li>• Use screening tools to assess the functional, cognitive, and affective status of older patients.               <ul style="list-style-type: none"> <li>a) Mini-Cog,</li> <li>b) Geriatric Depression Screen,</li> <li>c) Timed Get Up and Go test</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group</li> <li>✓ Hospital Week</li> <li>✓ Clinical Week</li> <li>✓ Clinical Skills Encounters</li> </ul>
<p><b>PC9.</b> Identify when patients have life-threatening conditions and institute appropriate initial therapy</p>	<ul style="list-style-type: none"> <li>✓ Clinical Skills Encounters (formative)</li> <li>✓ Final Exam (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify physiologic abnormalities in discussion of differential diagnosis.</li> <li>• Identify the normal and abnormal parameters for vital signs.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group</li> <li>✓ Hospital Week</li> <li>✓ Clinical Week</li> <li>✓ Clinical Skills Encounters</li> <li>✓ Session Cases</li> </ul>
<p><b>PC10.</b> Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion,</p>	<ul style="list-style-type: none"> <li>✓ Clinical Skills Encounters (formative)</li> <li>✓ Final Exam (summative)</li> <li>✓ Final Tutor Evaluations (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the conceptual model to navigate a diverse patient. Take into account:               <ul style="list-style-type: none"> <li>a) Situational factors</li> <li>b) Physician characteristics</li> <li>c) Patient characteristics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group</li> <li>✓ Hospital Week</li> <li>✓ Clinical Week</li> <li>✓ Clinical Skills Encounters</li> </ul>

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disabilities, and sexual orientation			
<p><b><u>Medical Knowledge</u></b>: 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:</p>			
<p><b><u>Interpersonal and Communication Skills</u></b>: Students must demonstrate interpersonal and communication skills that facilitate effective interactions with patients and their families and other health professionals.</p>			
	<b>Assessment Method</b>	<b>Learning Objective</b>	<b>Teaching Method</b>
<p><b>IC1.</b> Communicate effectively in oral format with patients and patients’ families.</p>	<ul style="list-style-type: none"> <li>✓ Clinical Skills Encounters (formative)</li> <li>✓ Final Exam (summative)</li> <li>✓ Final Tutor Evaluations (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify appropriate situations to use a medical interpreter for communicating with and caring for patients.</li> <li>• Demonstrate effective oral communication skills with patients in clinical setting, including giving bad news.</li> <li>• Describe the important components of effective oral doctor-patient communication.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group</li> <li>✓ Hospital Week</li> <li>✓ Clinical Week</li> <li>✓ Clinical Skills Encounters</li> </ul>
<p><b>IC2.</b> Communicate effectively in oral format with colleagues, and other health care professionals.</p>	<ul style="list-style-type: none"> <li>✓ Clinical Skills Encounters (formative)</li> <li>✓ Final Exam (summative)</li> <li>✓ Final Tutor Evaluations (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate in a clear, accurate, and respectful manner with small group facilitators and peers.</li> <li>• Use oral communication skills effectively within the classroom setting.</li> <li>• Present the findings of a full history and physical examination in an oral format.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group</li> <li>✓ Hospital Week</li> <li>✓ Clinical Week</li> <li>✓ Clinical Skills Encounters</li> </ul>

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<p><b>IC3.</b> Communicate effectively in written format with colleagues, and other health care professionals.</p>	<ul style="list-style-type: none"> <li>✓ Clinical Skills Encounters (formative)</li> <li>✓ Final Exam (summative)</li> <li>✓ Final Tutor Evaluations (summative)</li> <li>✓ Case Video Assignment (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Write a focused outpatient clinic note.</li> <li>• Effectively document the findings of a full history and physical examination in written format.</li> <li>• Effectively communicate with clinical week instructor to establish goals and expectations for the experience.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group</li> <li>✓ Hospital Week</li> <li>✓ Clinical Week</li> <li>✓ Clinical Skills Encounters</li> <li>✓ Case Video Assignment</li> </ul>
<p><b>IC4.</b> Sensitive participate in end-of-life activities with other health care professionals and patients. Examples may include end of life discussions and pain management.</p>	<ul style="list-style-type: none"> <li>✓ Clinical Skills Encounters (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate techniques for conversations surrounding pain with a standardized patient.</li> <li>• 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.”).</li> <li>• Communicate “bad news” to a standardized patient.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical Skills Encounter</li> </ul>

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<b>Professionalism:</b> Students must demonstrate a commitment to professional service, adherence to ethical principles, sensitivity to patients, and maintain personal health and well-being.			
	<b>Assessment Method</b>	<b>Learning Objective</b>	<b>Teaching Method</b>
<b>PR1.</b> Identify and consistently demonstrate ethical principles and behaviors in the care of patients	<ul style="list-style-type: none"> <li>✓ Clinical Skills Encounters (formative)</li> <li>✓ Final Exam (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Demonstrate attention to privacy and confidentiality in their use of EMR and discussion of clinical encounters in the small group setting.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group</li> <li>✓ Clinical Skills Encounters</li> </ul>
<b>PR2.</b> Demonstrate professional behavior consistent with expectations for the medical profession including punctuality and attire	<ul style="list-style-type: none"> <li>✓ Clinical Skills Encounters (formative)</li> <li>✓ Final Exam (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive on time each day and actively prepare for and participate in patient care and teaching activities.</li> <li>• Ask for and incorporate feedback regularly to improve performance.</li> <li>• Discuss professional and unprofessional behaviors encountered during clinical.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group</li> <li>✓ Clinical Skills Encounters</li> </ul>

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<b>Life Long Learning:</b> Students must be able to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their practice of medicine.			
	<b>Assessment Method</b>	<b>Learning Objective</b>	<b>Teaching Method</b>
<b>LL1.</b> Demonstrate skills in retrieving, critically assessing, and integrating social and biomedical information into clinical decision-making.	<ul style="list-style-type: none"> <li>✓ Clinical Skills Encounters (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the ability to refine clinical questions.</li> <li>• Share information with peers, professors, and small group facilitators.</li> <li>• Integrate knowledge into clinical decision-making.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group</li> <li>✓ Clinical Skills Encounters</li> </ul>
<b>LL2.</b> Reflect upon clinical, service and educational experiences, evaluate positive and negative aspects, and make changes to improve future experiences	<ul style="list-style-type: none"> <li>✓ Clinical Week Assignment (formative)</li> <li>✓ Clinical Week Evaluation (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the Clinical Week Experience and document observations from the clinical experience.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Hospital Week</li> <li>✓ Clinical Weeks</li> </ul>
<b>LL3.</b> Demonstrate personal accountability by actively seeking feedback, admitting errors openly, and honestly	<ul style="list-style-type: none"> <li>✓ Clinical Skills Encounters (formative)</li> <li>✓ Clinical Week Evaluation (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Perform a self-assessment of clinical skills.</li> <li>• Evaluate one’s personal accountability through obtaining feedback and altering behavior based on the evaluation received.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Small Group</li> <li>✓ Hospital Week</li> <li>✓ Clinical Week</li> <li>✓ Clinical Skills Encounters</li> </ul>

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modifying behavior.	✓ Final Tutor Evaluations (summative)	<ul style="list-style-type: none"> <li>Demonstrate personal accountability by actively seeking feedback, admitting errors openly, and honestly modifying behavior in Small Group.</li> </ul>	
<b>Social &amp; Health Systems Science:</b> 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			
	<b>Assessment Methods</b>	<b>Learning Objectives</b>	<b>Teaching Method</b>
<b>SHS7.</b> Demonstrate collaborative teamwork skills and the ability to work effectively with other members of the health care team.	✓ Clinical Week Evaluation (formative)	<ul style="list-style-type: none"> <li>Evaluate a colleague's outpatient clinic note or inpatient progress note from Clinical Week.</li> <li>Formulate constructive feedback for a colleague's outpatient clinical note or inpatient progress note.</li> <li>Observe inter-professional healthcare teamwork.</li> <li>Round with a medical team.</li> <li>Interview and examine patients when working with a medical team.</li> </ul>	✓ Small Group ✓ Hospital Week ✓ Clinical Week ✓ Clinical Skills Encounters
<b>SHS9.</b> Identify necessary elements for coordinated care of patients with complex and chronic diseases.	✓ Clinical Skills Encounters (formative) ✓ Clinical Week Evaluation (formative) ✓ Final Exam (summative)	<ul style="list-style-type: none"> <li>Recognize physical and societal risks of opiates.</li> </ul>	✓ Small Group ✓ Hospital Week ✓ Clinical Week ✓ Clinical Skills Encounters