

<b>Patient Care and Clinical Skills:</b> Students must be able to provide care that is compassionate, appropriate, and effective for treating health problems and promoting health			
	<b>Assessment Method</b>	<b>Learning Objectives</b>	<b>Teaching Method</b>
<b>PC1.</b> Obtain an accurate, age-appropriate medical history.	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ Clinical Log (formative)</li> <li>✓ Psych OSCE (summative); Peds H&amp;P (summative)</li> <li>✓ OB/GYN OSCE (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Obtain accurate histories in psychiatric patients</li> <li>• Obtain accurate histories in pediatric patients, including pregnancy and birth history</li> <li>• Obtain accurate histories in obstetric and gynecologic patients, including focused history on past OB/Gyn, medical, surgical, and family</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/Patient Contact</li> <li>✓ Didactics/Small Group</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>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ Clinical Log (formative)</li> <li>✓ OB/Gyn OSCE (summative)</li> <li>✓ OB/Gyn Clinical Skills Card (formative)</li> <li>✓ Psych OSCE (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Obtain a focused examination in psychiatric patients, including a mental status exam.</li> <li>• Obtain a focused examination in pediatric patients, including newborn exam.</li> <li>• Obtain a focused examination in obstetric and gynecologic patients, including pelvic, breast, and abdominal exam.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> <li>✓ Simulation</li> </ul>

## CSP

<p><b>PC3.</b> Perform routine technical procedures and tests under supervision and with minimal discomfort to the patient.</p>	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ Clinical Log (formative)</li> <li>✓ OB/Gyn OSCE (summative)</li> <li>✓ OB/Gyn Clinical Skills Card (formative)</li> <li>✓ Psych OSCE (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/Patient Contact</li> <li>✓ Didactics/Small Group</li> </ul>
<p><b>PC4.</b> Justify each diagnostic test ordered with regard to cost, effectiveness, risks and complications, and the patient's overall goals and values.</p>	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ Clinical Log (formative)</li> <li>✓ Peds Departmental Exam (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe tests and management strategies</li> <li>• Justify tests and management strategies</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> </ul>
<p><b>PC5.</b> Apply clinical reasoning and critical thinking skills in developing a differential diagnosis</p>	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ Clinical Log (formative)</li> <li>✓ Psych Patient Write-up (summative)</li> <li>✓ Psych OSCE (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate clinical reasoning and critical thinking skills to develop a differential diagnosis and management plan for psychiatric patients.</li> <li>• Demonstrate clinical reasoning and critical thinking skills to develop a differential diagnosis and management plan for pediatric patients.</li> <li>• Demonstrate clinical reasoning and critical thinking skills to develop a</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> <li>✓ Simulation</li> </ul>

## CSP

	<ul style="list-style-type: none"> <li>✓ Peds Departmental Exam (summative)</li> <li>✓ OB/Gyn OSCE (summative)</li> </ul>	<p>differential diagnosis and management plan for obstetric and gynecologic patients.</p>	
<p><b>PC6.</b> Apply the principles of pharmacology, therapeutics, and therapeutic decision-making to develop a management plan</p>	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ Clinical Log (formative)</li> <li>✓ Psych OSCE (summative)</li> <li>✓ OB/Gyn OSCE (summative)</li> <li>✓ Peds Departmental Exam (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate medications.</li> <li>• Discuss the rationale for selection of medications including indications, side effects, cost, and effectiveness.</li> <li>• Perform medication reconciliation for patients.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/Patient Contact</li> <li>✓ Didactics/Small Group</li> </ul>
<p><b>PC7.</b> Identify and incorporate into the care of patient's appropriate prevention strategies for common conditions.</p>	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ Clinical Log (formative)</li> <li>✓ OB/Gyn OSCE (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Select and evaluate prevention strategies for adults, with particular attention to cardiovascular illness, osteoporosis, asthma, and COPD.</li> <li>• Select and evaluate prevention strategies for children, with particular attention to asthma and obesity.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/Patient Contact</li> <li>✓ Didactics/Small Group</li> </ul>
<p><b>PC8.</b> Identify when patients have life-threatening conditions and institute</p>	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the etiology, presentation, and management of common life-threatening conditions for psychiatry, pediatric, and obstetrics/gynecology patients</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/Patient Contact</li> <li>✓ Didactics/Small Group</li> </ul>

**CSP**

appropriate initial therapy	<ul style="list-style-type: none"> <li>✓ Psych OSCE (summative)</li> <li>✓ Psych Patient Write-up (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate proper protocols for code-blue, trauma response, and rapid response for adult and pediatric patients.</li> </ul>	
<b>PC9.</b> 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	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ Psych OSCE (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Create management plans that address the impact of social conditions and problems on adults and children in outpatient settings.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/Patient Contact</li> <li>✓ Didactic/Small Group</li> </ul>

**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:

	<b>Assessment Method</b>	<b>Learning Objectives</b>	<b>Teaching Method</b>
<b>MK1.</b> Describe the normal structure and function of the human body and of each of its major organ systems across the life span.	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ OB/GYN skills card (formative)</li> <li>✓ Shelf exams: OB/Gyn, Peds, Psych (sum)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the normal structure and function of the human body relevant to the care of psychiatry, pediatric, and obstetric and gynecology patients</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> </ul>

## CSP

<p><b>MK2.</b> 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).</p>	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ Shelf exams: OB/Gyn, Peds, and Psych (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the pathophysiologic factors underlying the clinical manifestations of common diseases found in psychiatry, pediatrics, and obstetrics/gynecology.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> </ul>
<p><b>MK3.</b> 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.</p>	<ul style="list-style-type: none"> <li>✓ Shelf exams: OB/Gyn, Peds, and Psych (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Use knowledge of pathology and pathophysiology to develop diagnostic and therapeutic plans for psychiatry, pediatrics, and obstetrics/gynecology patients with common conditions.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> </ul>
<p><b>MK4.</b> 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.</p>	<ul style="list-style-type: none"> <li>✓ Shelf exams: OB/Gyn, Peds, and Psych (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the influence of common determinates of health and illness on psychiatry, pediatric, and obstetrics/gynecology patients.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> </ul>
<p><b>MK5.</b> Demonstrate knowledge of the common medical conditions within</p>	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the etiology, diagnostic and therapeutic plan, and patient/family education for common conditions in</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> </ul>

## CSP

each clinical discipline, including its pathophysiology and fundamentals of treatment.	<ul style="list-style-type: none"> <li>✓ Midblock Feedback (formative)</li> <li>✓ Shelf exams: OB/Gyn, Peds, and Psych (summative)</li> </ul>	psychiatry, pediatric, and obstetrics/gynecology.	<ul style="list-style-type: none"> <li>✓ Didactic Sessions/small group</li> </ul>
<b>MK6.</b> 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.	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ Shelf exams: OB/Gyn, Peds, and Psych (summative)</li> <li>✓ Peds Departmental Exam (summative)</li> <li>✓ OB/GYN OSCE (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the behavioral milestones of normal child development and adult maturation and use these milestones in patient care.</li> <li>• Identify common behavioral pathology that contributes to health and illness in common disease/injury states.</li> <li>• Incorporate life cycle stage into management planning in patient care.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> </ul>
<b>MK7.</b> Recognize the medical consequences of common societal problems.	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ Shelf exams: OB/Gyn, Peds, and Psych (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Create management plans that address social conditions and problems on psychiatry, pediatric, and obstetrics/gynecology patients.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> </ul>
<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 Objectives</b>	<b>Teaching Method</b>
<b>IC2.</b> Communicate effectively in oral format with colleagues and	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to present a patient to a preceptor, team, or subspecialist succinctly, using the findings of a history and physical examination,</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> </ul>

## CSP

other health care professionals.	<ul style="list-style-type: none"> <li>✓ Midblock Feedback (formative)</li> <li>✓ Psych OSCE (summative)</li> <li>✓ Peds Department Exam (summative)</li> </ul>	<p>diagnostic test results, and management plan.</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to call specialty consultants when appropriate and ask succinct clinical questions to the consulting team.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Didactic Sessions/small group</li> </ul>
<b>IC3.</b> Communicate effectively in written format with colleagues, and other health care professionals.	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ Peds Write-up (summative)</li> <li>✓ Peds Department Exam (summative)</li> <li>✓ Psych Write-ups (summative)</li> <li>✓ OB/GYN OSCE (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Demonstrate effective written communication to patients, including discharge summaries and correspondence through electronic medical record.</li> <li>• Recognize the importance of written communication in transitions of care between subspecialists, hospitals, and primary care.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> </ul>

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

	Assessment Method	Learning Objectives	Teaching Method
<b>PR1.</b> Identify and consistently demonstrate ethical principles and behaviors in the care of patients	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ OB/Gyn Administrator Review (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> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> </ul>

## CSP

<p><b>PR2.</b> Demonstrate professional behavior consistent with expectations for the medical profession including accountability, punctuality, and attire</p>	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ OB/Gyn Administrator Review (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> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> </ul>
<p><b>PR3.</b> Demonstrates respect for and ability to adapt to different patient and medical cultures and expectations.</p>	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ OB/Gyn Administrator Review (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and adjust to the cultural nuances and expectations of outpatient adult and pediatric care.</li> <li>• Recognize and adapt to patient cultures to maintain patient-centered care.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactics/Small Group</li> </ul>

**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

	Assessment Method	Learning Objectives	Teaching Method
<p><b>LL1.</b> Demonstrate skills in retrieving, critically assessing, and integrating social and biomedical information into clinical decision-making.</p>	<ul style="list-style-type: none"> <li>✓ Peds Write-up (summative)</li> <li>✓ Psych Write-up (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an ability to retrieve, and integrate social and biomedical information for common outpatient problems</li> <li>• Find current vaccine schedules.</li> <li>• Assess and apply biomedical information to develop a plan of care for core patient types.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> </ul>
<p><b>LL2.</b> Reflect upon clinical, service and educational experiences, evaluate positive and negative aspects, and make</p>	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify knowledge gaps and interests, and select patient care experiences that address those gaps.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> </ul>



**CSP**

changes to improve future experiences	<ul style="list-style-type: none"> <li>✓ OB/Gyn Critical Incident Report (summative)</li> <li>✓ Peds Maternal Child Health Assessment (summative)</li> </ul>		
<b>LL3.</b> Demonstrate personal accountability by actively seeking feedback, admitting errors openly, and honestly modifying behavior.	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Seek constructive feedback from faculty and residents.</li> <li>• Apply feedback delivered at the time of midblock meeting and from preceptors/residents to improve performance and address gaps in knowledge.</li> <li>• Demonstrate ability to disclose and be accountable for mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> </ul>
<p><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</p>			
	<b>Assessment Method</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.	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> </ul>

## CSP

<p><b>SHS9.</b> Identify necessary elements for coordinated care of patients with complex and chronic diseases.</p>	<p>✓ Common Assessment Form (formative and summative)</p> <p>✓ Midblock Feedback (formative)</p>	<ul style="list-style-type: none"><li>• Describe the important elements of patient hand-off/care transitions, specifically being able to list the hazards of transitions of care.</li><li>• Recognize systems, their attributes and deficiencies, in the care of a patient.</li><li>• Assist with development of a case management plan for a patient.</li><li>• Demonstrate ability to refer a patient and follow up with primary care team.</li></ul>	<p>✓ Clinical/ Patient Contact</p>
---	--	---	------------------------------------