

HISC

<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			
	Assessment Method	Learning Objectives	Teaching Method
PC1. Obtain an accurate, age-appropriate medical history.	<ul style="list-style-type: none"> ✓ Common Assessment Form (formative and summative) ✓ Midblock Feedback (formative) ✓ 5 Written H&Ps (formative and summative) ✓ H&P written assignment for Surgery (summative) ✓ Observed H&P (formative) 	<ul style="list-style-type: none"> • Obtain accurate histories for adult patients in inpatient medical settings. • Obtain accurate histories for patients in inpatient surgical settings, including surgical history. 	✓ Clinical/Patient Contact
PC2. 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"> ✓ Common Assessment Form (formative and summative) ✓ Midblock Feedback (formative) ✓ Direct Observation Card (formative) ✓ Observed H&P (formative) 	<ul style="list-style-type: none"> • Obtain a focused examination on patients in inpatient medical settings, including a cardiac or lung exam. • Obtain a focused examination on patients in inpatient surgical settings, including an abdominal exam. 	✓ Clinical/ Patient Contact

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<p>PC3. Perform routine technical procedures and tests under supervision and with minimal discomfort to the patient.</p>	<ul style="list-style-type: none"> ✓ Midblock Feedback (formative) ✓ Clinical Log (formative) ✓ Direct Observation Card (formative) 	<p>Perform procedures for care of patients in inpatient medical and surgical settings under supervision and with minimal discomfort to the patient:</p> <ul style="list-style-type: none"> • Insert a foley catheter. • Insert an intravenous line. • Perform or observe insertion of an intubation. • Perform or observe suturing of the skin. • Perform or observe insertion of an NG tube. • Interpret xray 3 way of the abdomen. • Interpret xray chest. • Interpret urinalysis. 	<ul style="list-style-type: none"> ✓ Clinical/ Patient Contact ✓ Simulation
<p>PC4. 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"> ✓ Common Assessment Form (formative and summative) ✓ Midblock Feedback (formative) ✓ Intervention Worksheet (summative) ✓ Pediatric Oral and Written Exam (summative) 	<ul style="list-style-type: none"> • Describe tests and management strategies • Justify tests and management strategies. 	<ul style="list-style-type: none"> ✓ Clinical/ Patient Contact ✓ Didactic Sessions/small group

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<p>PC5. Apply clinical reasoning and critical thinking skills in developing a differential diagnosis</p>	<ul style="list-style-type: none"> ✓ Common Assessment Form (formative and summative) ✓ Midblock Feedback (formative) ✓ 5 Written H&P (formative and summative) ✓ Observed H&P (formative) ✓ Shelf Exams: Surgery and Internal (summative) 	<ul style="list-style-type: none"> • Demonstrate clinical reasoning and critical thinking skills to develop a differential diagnosis and management plan for surgical patients. • Demonstrate clinical reasoning and critical thinking skills to develop a differential diagnosis and management plan for adult patients in an inpatient setting. 	<ul style="list-style-type: none"> ✓ Clinical/ Patient Contact ✓ Didactic Sessions/small group
<p>PC6. Apply the principles of pharmacology, therapeutics, and therapeutic decision-making to develop a management plan</p>	<ul style="list-style-type: none"> ✓ Common Assessment Form (formative and summative) ✓ Midblock Feedback (formative) ✓ 5 Written H&P (formative and summative) ✓ Shelf Exams: Surgery and Internal (summative) 	<ul style="list-style-type: none"> • Select appropriate medications. • Discuss the rationale for selection of medications including indications, side effects, cost, and effectiveness. • Perform medication reconciliation for patients. 	<ul style="list-style-type: none"> ✓ Clinical/ Patient Contact ✓ Didactic Sessions/small group
<p>PC8. Identify when patients have life-threatening conditions and institute appropriate initial therapy</p>	<ul style="list-style-type: none"> ✓ Common Assessment Form (formative and summative) 	<ul style="list-style-type: none"> • Discuss the etiology, presentation, and management of common life-threatening conditions for adult inpatient and surgery patients. • Demonstrate proper protocols for code-blue, trauma response, and rapid response for adult patients. 	<ul style="list-style-type: none"> ✓ Clinical/ Patient Contact ✓ Didactic Sessions/small group
<p>PC9. Demonstrate sensitivity and responsiveness to a diverse patient population,</p>	<ul style="list-style-type: none"> ✓ Common Assessment Form (formative and summative) 	<ul style="list-style-type: none"> • Create management plans that address the impact of social conditions and problems on patients. 	<ul style="list-style-type: none"> ✓ Clinical/Patient Contact

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including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation	<ul style="list-style-type: none"> ✓ Midblock Feedback (formative) ✓ 5 Written H&P (formative and summative) ✓ Observed H&P (formative) 		
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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:

	Assessment Method	Learning Objectives	Teaching Method
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).	<ul style="list-style-type: none"> ✓ Midblock Feedback (formative) ✓ Observed H&P (formative) ✓ Shelf Exams: Surgery and Internal (summative) 	<ul style="list-style-type: none"> • Discuss the etiologies of common inpatient adult and surgical conditions that require hospitalization. 	<ul style="list-style-type: none"> ✓ Clinical/ Patient Contact
MK3. Describe how the altered structure and function (pathology and pathophysiology) of the body and its major organ systems are	<ul style="list-style-type: none"> ✓ Common Assessment Form (formative and summative) ✓ Midblock Feedback (formative) 	<ul style="list-style-type: none"> • Use the pathology and pathophysiology underlying the clinical manifestations to develop diagnostic and therapeutic plans for common adult inpatient and surgical conditions that require hospitalization. 	<ul style="list-style-type: none"> ✓ Clinical/ Patient Contact

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<p>manifest through major diseases and conditions.</p>	<ul style="list-style-type: none"> ✓ 5 Written H&P (formative and summative) ✓ Observed H&P (formative) ✓ Shelf Exams: Surgery and Internal (summative) 		
<p>MK5. Demonstrate knowledge of the common medical conditions within each clinical discipline, including its pathophysiology and fundamentals of treatment.</p>	<ul style="list-style-type: none"> ✓ Common Assessment Form (formative and summative) ✓ Midblock Feedback (formative) ✓ 5 Written H&P (formative and summative) ✓ Observed H&P (formative) ✓ Clinical Log (formative) ✓ Direct Observation Card (formative) ✓ Shelf Exams: Surgery and Internal (summative) 	<ul style="list-style-type: none"> • Discuss the etiology, diagnostic and therapeutic plan, and patient/family education for common adult medical and surgical conditions necessitating hospitalization. 	<ul style="list-style-type: none"> ✓ Clinical/ Patient Contact
<p>MK6. Demonstrate knowledge of the basic principles of human behavior throughout the life cycle, including human sexuality and development during infancy, childhood, adolescence,</p>	<ul style="list-style-type: none"> ✓ Common Assessment Form (formative and summative) ✓ Midblock Feedback (formative) 		

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adulthood, and end of life.			
MK7. Recognize the medical consequences of common societal problems.	<ul style="list-style-type: none"> ✓ Common Assessment Form (formative and summative) ✓ Midblock Feedback (formative) ✓ 5 Written H&Ps (formative and summative) ✓ Observed H&P (formative) 	<ul style="list-style-type: none"> • Describe the impact on health of life experiences, poverty, education, race, gender, culture, crime, and the health care system. • Recognize the contribution of social conditions and problems to the health and disease outcomes of patients. • Create discharge/management plans that address the impact of social conditions and problems on patients. 	✓ Clinical/ Patient Contact
<p><u>Interpersonal and Communication Skills:</u> Students must demonstrate interpersonal and communication skills that facilitate effective interactions with patients and their families and other health professionals</p>			
	Assessment Method	Learning Objectives	Teaching Method
IC1. Communicate effectively in oral format with patients and patients' families.	<ul style="list-style-type: none"> ✓ Common Assessment Form (formative and summative) ✓ Midblock Feedback (formative) ✓ Observed H&P (formative) 	<ul style="list-style-type: none"> • Demonstrate effective oral communication with patients and patients' families at the bedside during both formal and informal rounds as well as over the phone when needed. • Recognize and adapt to challenges in communication including literacy and language. 	✓ Clinical/ Patient Contact
IC2. Communicate effectively in oral format with colleagues and other health care professionals.	<ul style="list-style-type: none"> ✓ Common Assessment Form (formative and summative) ✓ Midblock Feedback (formative) 	<ul style="list-style-type: none"> • Demonstrate effective oral communication in SOAP format when presenting to the healthcare team. • Demonstrate the ability to call specialty consultants when appropriate and ask succinct clinical questions to the consulting team. 	✓ Clinical/ Patient Contact

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<p>IC3. Communicate effectively in written format with colleagues, and other health care professionals.</p>	<ul style="list-style-type: none"> ✓ Common Assessment Form (formative and summative) ✓ Midblock Feedback (formative) ✓ 5 Written H&P (formative) ✓ Transition Worksheet (formative) 	<ul style="list-style-type: none"> • 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. • Recognize the importance of written communication in transitions of care between subspecialists, hospitals, and primary care. 	<ul style="list-style-type: none"> ✓ Clinical/ Patient Contact ✓ Didactic Sessions/small group
<p>IC4. Sensitively 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"> ✓ Common Assessment Form (formative and summative) ✓ Midblock Feedback (formative) 	<ul style="list-style-type: none"> • Recognize the importance of discussions around end of life decisions and goals of care and participate in such discussions when appropriate. • Assess alternatives, risks, and benefits regarding options for pain and symptom control at the end of life. 	<ul style="list-style-type: none"> ✓ Clinical/ Patient Contact
<p>Professionalism: Students must demonstrate a commitment to professional service, adherence to ethical principles, sensitivity to patients, and maintain personal health and well-being</p>			
	<p>Assessment Method</p>	<p>Learning Objectives</p>	<p>Teaching Method</p>
<p>PR1. Identify and consistently demonstrate ethical principles and behaviors in the care of patients</p>	<ul style="list-style-type: none"> ✓ Common Assessment Form (formative and summative) ✓ Midblock Feedback (formative) 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> ✓ Clinical/ Patient Contact

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	<ul style="list-style-type: none"> ✓ 5 Written H&Ps (formative and summative) ✓ Observed H&P (formative) 		
PR2. Demonstrate professional behavior consistent with expectations for the medical profession including accountability, punctuality, and attire.	<ul style="list-style-type: none"> ✓ Common Assessment Form (formative and summative) ✓ Midblock Feedback (formative) 	<ul style="list-style-type: none"> • 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. 	✓ Clinical/ Patient Contact
PR3. Demonstrates respect for and ability to adapt to different patient and medical cultures and expectations.	<ul style="list-style-type: none"> ✓ Common Assessment Form (formative and summative) ✓ Midblock Feedback (formative) ✓ 5 Written H&Ps (formative and summative) ✓ Observed H&P (formative) 	<ul style="list-style-type: none"> • 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. 	✓ Clinical/ Patient Contact

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
LL1. Demonstrate skills in retrieving, critically assessing, and integrating social and biomedical information into clinical decision-making.	<ul style="list-style-type: none"> ✓ Common Assessment Form (formative and summative) ✓ Midblock Feedback (formative) 	<ul style="list-style-type: none"> • Demonstrate an ability to retrieve, and integrate social and biomedical information for common problems related to the care of inpatient and surgical patients. • Assess and apply biomedical information to develop a plan of care 	<ul style="list-style-type: none"> ✓ Clinical/ Patient Contact ✓ Didactic Sessions/small group

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	<ul style="list-style-type: none"> ✓ 5 Written H&Ps (formative and summative) ✓ Observed H&P (formative) ✓ UNC Internal Med Exam (summative) ✓ Shelf Exams: Surgery and Internal (summative) 	for core patient types in inpatient and surgical settings.	
LL2. 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"> ✓ Midblock Feedback (formative) 	<ul style="list-style-type: none"> • Recognize knowledge gaps and interests, and select patient care experiences that address those gaps. 	<ul style="list-style-type: none"> ✓ Clinical/ Patient Contact ✓ Didactic Sessions/small group
LL3. Demonstrate personal accountability by actively seeking feedback, admitting errors openly, and honestly modifying behavior.	<ul style="list-style-type: none"> ✓ Common Assessment Form (formative and summative) ✓ Midblock Feedback (formative) 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> ✓ Clinical/ Patient Contact
<p>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</p>			
	Assessment Method	Learning Objectives	Teaching Method

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<p>SHS4. Identify factors that place populations at risk for disease or injury and select appropriate strategies for risk reduction.</p>	<ul style="list-style-type: none"> ✓ Common Assessment Form (formative and summative) ✓ 5 Written H&Ps (formative and summative) ✓ Observed H&P (formative) 	<ul style="list-style-type: none"> • Identify social determinants of disease and how they could contribute to variance. • Identify targeted strategies to mitigate social determinants and lead to whole population improvement. 	<ul style="list-style-type: none"> ✓ Clinical/ Patient Contact ✓ Didactic Sessions/small group
<p>SHS5. Participate in identifying system errors and implementing potential systems solutions</p>	<ul style="list-style-type: none"> ✓ Common Assessment Form (formative and summative) 	<ul style="list-style-type: none"> • Identify opportunities for enhancement of patient care delivery systems. 	<ul style="list-style-type: none"> ✓ Clinical/ Patient Contact ✓ Didactic Sessions/small group
<p>SHS6. Apply principles of translational research, patient safety, or quality improvement to enhance patient care.</p>	<ul style="list-style-type: none"> ✓ Common Assessment Form (formative and summative) 	<ul style="list-style-type: none"> • Identify translational research, patient safety, and quality improvement to enhance patient care. 	<ul style="list-style-type: none"> ✓ Clinical/ Patient Contact ✓ Didactic Sessions/small group
<p>SHS7. Demonstrate collaborative teamwork skills and the ability to work effectively with other members of the health care team.</p>	<ul style="list-style-type: none"> ✓ Common Assessment Form (formative and summative) ✓ Midblock Feedback (formative) ✓ Inter-Professional Education Card (formative) 	<ul style="list-style-type: none"> • Demonstrate inter-professional delivery of care through interactions with physician assistants, nurse practitioners, nurses, case managers, hospice care workers, and CCNC employees. 	<ul style="list-style-type: none"> ✓ Clinical/ Patient Contact

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<p>SHS9. Identify necessary elements for coordinated care of patients with complex and chronic diseases.</p>	<ul style="list-style-type: none">✓ Common Assessment Form (formative and summative)✓ 5 Written H&Ps (formative and summative)✓ Observed H&P (formative)✓ Transition Worksheet (formative)	<ul style="list-style-type: none">• Describe the important elements of patient hand-off/care transitions, specifically being able to list the hazards of transitions of care• Assist with development of a case management plan for a patient.• Demonstrate ability to refer a patient and follow up with primary care team.• Recognize systems, their attributes and deficiencies, in the care of a patient.	<ul style="list-style-type: none">✓ Clinical/ Patient Contact✓ Didactic Sessions/small group
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