

## Community Based Longitudinal Care Course Didactics and Objectives

Session Topic	Session Objectives (AKA Identifying Objectives)	Assessments/Assignments
Advocacy & Social Determinants of Health	Name social determinants of health and how they affect long term health.	Social Determinants of Health modules and Written Reflection
Afib/CHF	Identify atrial fibrillation on ECG. Perform work up for new onset atrial fibrillation, Identify risk factors for atrial fibrillation and its appropriate treatment, including anticoagulation with use of clinical decision tools for patients with atrial fibrillation. Identify signs and symptoms of congestive heart failure and its medical management. Recognize high risk symptoms that need intervention in CHF. Identify CVA prevention strategies. Identify the role of antiplatelet therapy and anticoagulation in stroke prevention.	TBL exercise - Individual Readiness Assessment Test (IRAT) & Group Readiness Assessment Test (GRAT)
Behavior in Children	Identify how to manage common behavioral issues in children. Identify how to give anticipatory guidance to parents about discipline strategies.	Pediatric Oral/Written Exam & Aquifer Pediatric Exam
Child Abuse	Identify childhood abuse by history and exam. Explain the physician's role in protecting the child and family.	
Common Acute Illnesses	Refine ability to generate differential diagnoses for common acute illnesses in children.	Clinical Problems to review with preceptors
COPD	Identify risk factors, diagnostic tools, appropriate staging and treatment for asthma and COPD. Identify a differential diagnosis for wheezing in children. Read spirometry.	TBL exercise - Individual Readiness Assessment Test (IRAT) & Group Readiness Assessment Test (GRAT)
Depression & Anxiety	Identify how to diagnose and treat depression. Identify how to diagnose and treat anxiety.	Depression and Anxiety Case Worksheets
Emergency Medicine	Name emergency medicine principles and practices. Describe emergency medicine care and its role in the health care system (interaction with hospital, clinics, patient's care at home, other hospitals, etc) and for individual patients. Demonstrate how to look up past visits and history in EPIC in an emergency medicine setting. Develop skills to perform a focused H&P in an emergency medicine setting.	Emergency Medicine Shift Card & Write-up Assignment

End of Life	Discuss with a patient his or her goals at the end of life including DNR and advanced directives if appropriate.	End of Life OSCE station & Hospice Experience
Falls Risk Evaluation	Create a differential diagnosis for an elderly person who has fallen and a treatment plan dependent on your diagnosis for the fall.	Falls Risk OSCE station
Hypertension, Diabetes, and Prevention	Identify diabetes diagnosis, treatment, complications, and risk modification. Name the risk factors for diabetes in children. Describe how to accurately measure blood pressure in a child. Demonstrate how to calculate risk of cardiovascular event in average and high-risk individuals using the ASCVD risk calculator. Identify appropriate treatment for patients based on the estimated risk of fractures or CV events.	Health and Prevention Quiz
Motivational Interviewing	Seek peer feedback on your counseling and identify how to improve counseling skills.	Motivational Interviewing Quiz, Counseling Worksheet, and Direct Observation Card
Musculoskeletal (MSK)	Name the components of the differential diagnosis and management of in-toeing and gait issues in children. Identify when to refer a child with gait issues to the subspecialists.	MSK Quiz & Direct Observation Card
Neurology - Dementia/Cognitive Impairment	Discuss the social and financial impact of the major neurocognitive disorders. Name the major classes of "problematic proteins" and related clinical syndromes. Identify the limitations of current diagnostic tests and therapies and the compelling need for diagnostic biomarker tests and disease-modifying therapies.	
Neuro - Dizziness	Identify key points of history and neurological exam in patients complaining of dizziness. Name additional maneuvers you can perform to evaluate dizziness. Describe the differential diagnosis for dizziness.	
Neuro - Headache	Identify important considerations and questions that need to be asked during an interview of the acute headache patient. Identify key elements of the headache exam, comparing it to the complete neurological examination. Describe the diagnostic workup unique to the headache differential.	Headache OSCE station

	Use case presentations to cover both multiple headache emergencies and non-emergencies. Identify the most common causes of headaches.	
Neuro - Peripheral Neuropathy	Identify parts of the peripheral nervous system structure. Identify symptoms and signs of peripheral nerve disorders. Describe peripheral neuropathy (modality, fiber type, pathophysiology, distribution, time course, and etiology).	TBL exercise - Individual Readiness Assessment Test (IRAT) & Group Readiness Assessment Test (GRAT)
Osteoporosis	Identify risk factors for osteoporosis. Calculate risk of fracture in average and high-risk individuals using the FRAX calculator.	TBL exercise - Individual Readiness Assessment Test (IRAT) & Group Readiness Assessment Test (GRAT)
Otitis Media & Immunizations	Identify otitis media and how to treat it. Write a prescription, using an otitis media case as an example.	
Pediatric Rashes	Explain how to identify common pediatric rashes. Use correct dermatological terminology when describing rashes.	
Pediatric Vomiting	Develop a differential diagnosis for a vomiting child.	
Peds Growth & Development	Describe normal growth and development and how to assess it in children. Interpret a growth chart and identify failure to thrive, stunting, macrocephaly, or microcephaly.	Pediatric Oral/Written Exam & Aquifer Pediatric Exam
Peds Physical Exam	Identify techniques specific to the pediatric physical exam.	Pediatric Oral/Written Exam & Aquifer Pediatric Exam
Quality Improvement	<p>Create an AIM statement. Create a driver diagram. Make multiple PDSA cycles. Complete an A3 form.</p> <p><b>IHI Module 101: Intro to Quality Improvement</b> Describe common challenges for health care systems around the world. List the six dimensions of health care, and the aims for each, outlined by the Institute of Medicine (IOM) in 2001. Explain the value of improvement science in health care.</p> <p><b>IHI Module 102: How to Improve with the Model of Improvement</b> List the three questions you must ask to apply the Model for Improvement.</p>	Quality Improvement modules, A3 form (tracks PDSA cycles), QI Poster

Identify the key elements of an effective aim statement.  
Identify three kinds of measures: process measures, outcome measures, and balancing measures.  
Use change concepts and critical thinking tools to come up with good ideas for changes to test.  
Test changes on a small scale using the Plan-Do-Study-Act (PDSA) cycle.  
List the basic tenets of QI and carry out (with guidance from faculty and preceptors) a QI project of modest scope (commensurate with level of training).

**IHI Module 103: Testing and Measuring Changes with PDSA Cycle**

Describe how to establish and track measures of improvement during the “plan” and “do” phase of PDSA.  
Explain how to learn from data during the “study” phase of PDSA.  
Explain how to increase the size and scope of subsequent test cycles based on what you’re learning during the “act” phase of PDSA.

**IHI Module 104: Interpreting Data: Run Charts, Control Charts, and Other Measurement Tools**

Draw a run chart that includes a baseline median, a goal line, and annotations.  
Describe the difference between common and special cause variation.  
Explain the purpose of a Shewhart (or control) chart.  
Apply four rules to identify non-random patterns on a run chart.  
Explain when and how to use the following tools for understanding variation in data: histograms, Pareto charts, and scatter plots.

**IHI Module 105: Leading Quality Improvement**

Describe how to lead an improvement project through four key phases.  
Identify and describe the components of IHI’s Framework for Spread.  
Apply strategies to assess and overcome resistance to change.

	Apply strategies to work effectively with interprofessional colleagues.	
Respiratory Infection & Pneumonia	<p>Identify a cold or URI from something more serious like pneumonia or sinusitis.</p> <p>Identify most common pathogens for CAD.</p> <p>Identify diagnostic test for PNA.</p> <p>Determine when a patient with respiratory infection or pneumonia needs hospitalization.</p> <p>Identify how to manage PNA in an inpatient setting.</p> <p>Identify how to flu PNA.</p>	
Urinary Tract Infection	Describe how to approach acute renal insufficiency in the outpatient setting.	
Women's Health	Discuss women's health topics such as normal and abnormal menses, family planning, cervical cancer screening, and sexually transmitted illness.	Women's Health Quiz