

## Community Based Longitudinal Care Course

<b><u>Patient Care and Clinical Skills:</u></b> 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
<p><b>PC1.</b> Obtain an accurate, age-appropriate medical history.</p>	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ OSCE: 4-patient examination to test Clinical reasoning skills on the following chief complaints: end-of-life discussion, falls risk, headache, and abdominal pain. (summative)</li> <li>✓ Clinical Log (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Obtain accurate histories in ambulatory settings with adults, including counseling.</li> <li>• Obtain accurate histories in ambulatory setting with children, including counseling.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/Patient Contact</li> </ul>
<p><b>PC2.</b> Demonstrate proper technique in performing both a complete and a symptom-focused examination, addressing issues of patient modesty and comfort.</p>	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ OSCE: testing clinical reasoning skills on the following chief complaints: end-of-life discussion, falls risk, headache, and abdominal pain. (summative)</li> <li>✓ Clinical Log (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Obtain a focused examination in ambulatory settings with adults, including diabetic foot or joint exam.</li> <li>• Obtain a focused examination in ambulatory setting with children.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> </ul>

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<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>✓ Clinical Skills Cards (formative)</li> <li>✓ Clinical Log (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Perform and interpret common outpatient procedures listed in the clinical log, under supervision and with minimal discomfort to the patient.</li> <li>• Interpret adult EKG.</li> <li>• Interpret adult spirometry.</li> <li>• Perform and interpret a pap smear.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</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>✓ OSCE: 4-patient examination to test Clinical reasoning skills on the following chief complaints: end-of-life discussion, falls risk, headache, and abdominal pain. (summative)</li> <li>✓ Shelf Exam: Family Medicine (summative)</li> <li>✓ Pediatric Oral and Written Exam (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe tests and management strategies for outpatient care.</li> <li>• Justify tests and management strategies for outpatient care.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> </ul>

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<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>✓ OSCE: testing clinical reasoning skills on the following chief complaints: end-of-life discussion, falls risk, headache, and abdominal pain. (summative)</li> <li>✓ Quizzes on chronic disease and prevention, women's health, and sports medicine (formative)</li> <li>✓ TBL quizzes on COPD/lung disease, CHF-Afib, and Osteoporosis (formative)</li> <li>✓ Clinical Skills Cards (formative)</li> <li>✓ Clinical Log (formative)</li> <li>✓ Acute Care Video Debrief (formative)</li> <li>✓ Shelf Exam: Family Medicine (summative)</li> <li>✓ Pediatric Oral and Written Exam (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 adults in outpatient settings.</li> <li>• Demonstrate clinical reasoning and critical thinking skills to develop a differential diagnosis and management plan for children in outpatient setting.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> </ul>
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<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>✓ OSCE: 4-patient examination to test Clinical reasoning skills on the following chief complaints: end-of-life discussion, falls risk, headache, and abdominal pain (summative)</li> <li>✓ Quizzes on chronic disease and prevention, women's health, and sports medicine (formative)</li> <li>✓ TBL quizzes on COPD/lung disease, CHF-Afib, and Osteoporosis (formative)</li> <li>✓ Clinical Log (formative)</li> <li>✓ Shelf Exam: Family Medicine (summative)</li> <li>✓ Pediatric Oral and Written 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>	<p>✓ Clinical</p>
<p><b>PC7.</b> Identify and incorporate into the care of patient's</p>	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Select and evaluate prevention strategies for adults, with particular attention to cardiovascular illness,</li> </ul>	<p>✓ Clinical</p>

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<p>appropriate prevention strategies for common conditions.</p>	<ul style="list-style-type: none"> <li>✓ Midblock Feedback (formative)</li> <li>✓ OSCE: 4-patient examination to test Clinical reasoning skills on the following chief complaints: end-of-life discussion, falls risk, headache, and abdominal pain (summative)</li> <li>✓ Quizzes on chronic disease and prevention, women's health, and sports medicine (formative)</li> <li>✓ TBL quizzes on COPD/lung disease, CHF-Afib, and Osteoporosis (formative)</li> <li>✓ Clinical Log (formative)</li> <li>✓ Shelf Exam: Family Medicine (summative)</li> <li>✓ Pediatric Oral and Written Exam (summative)</li> </ul>	<p>osteoporosis, asthma, and COPD.</p> <ul style="list-style-type: none"> <li>• Select and evaluate prevention strategies for children, with particular attention to asthma and obesity.</li> </ul>	
<p><b>PC8.</b> Identify when patients have life-threatening conditions and institute appropriate initial therapy</p>	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ Clinical Skills Cards (Emergency</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the normal and abnormal parameters for vital signs.</li> <li>• Discuss the etiology, presentation, and management of common life-threatening conditions for outpatient adult and children.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical</li> </ul>

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	Department) (formative)  ✓ Acute Care Video Debrief (formative)		
<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	✓ Common Assessment Form (formative and summative)  ✓ Midblock Feedback (formative)  ✓ OSCE: 4-patient examination to test Clinical reasoning skills on the following chief complaints: end-of-life discussion, falls risk, headache, and abdominal pain (summative)  ✓ Counseling Video Self-Reflection (formative)  ✓ Self-Reflection on care management, social work, subspecialty visit/ER visit, and senior center visit (formative)	<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>	✓ Clinical  ✓ Didactic Sessions
<b>Medical Knowledge:</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:			
	<b>Assessment Method</b>	<b>Learning Objectives</b>	<b>Teaching Method</b>

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<p><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.</p>	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ Shelf Exam: Family Medicine (summative)</li> <li>✓ Pediatric Oral and Written Exam (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe normal aging</li> <li>• Describe normal child development</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> </ul>
<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 Exam: Family Medicine (summative)</li> <li>✓ Pediatric Oral and Written Exam (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the pathophysiologic factors underlying the clinical manifestations of common diseases found in outpatient adult and pediatric settings.</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>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ Quizzes on chronic disease and prevention, women's health, and sports medicine (formative)</li> <li>✓ TBL quizzes on COPD/lung disease, CHF-Afib, and</li> </ul>	<ul style="list-style-type: none"> <li>• Use the pathology and pathophysiology underlying the clinical manifestations to develop diagnostic and therapeutic plans for common outpatient adult and pediatric conditions.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> </ul>

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	<p>Osteoporosis (formative)</p> <ul style="list-style-type: none"> <li>✓ Shelf Exam: Family Medicine (summative)</li> <li>✓ Pediatric Oral and Written Exam (summative)</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>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ QIPAT Assignment (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the determinants of disease and health for major clinical situations prevalent in North Carolina including regional variation.</li> <li>• Integrate knowledge of social conditions and behaviors that predispose patients to disease and decreased function into the management plan for adults and children in outpatient settings.</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 each clinical discipline, including its pathophysiology and fundamentals of treatment.</p>	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ Quizzes (formative)</li> <li>✓ Shelf Exam: Family Medicine (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the etiology, diagnostic and therapeutic plan, and patient/family education for common outpatient adult and pediatric conditions.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> </ul>
<p><b>MK6.</b> Demonstrate knowledge of the basic principles of human behavior throughout the life cycle, including human sexuality and development during infancy,</p>	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ Quizzes on COPD/Asthma, Afib,</li> </ul>	<p>Recognize the behavioral milestones of normal child development and adult maturation, and use these milestones in patient care.</p> <p>Incorporate life cycle stage into management planning in patient care Describe human sexuality and it relationship to health.</p>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> </ul>



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<p>childhood, adolescence, adulthood, and end of life.</p>	<p>Stroke Prevention, Osteoporosis, and Women's Health (formative).</p> <ul style="list-style-type: none"> <li>✓ Shelf Exam: Family Medicine (summative)</li> <li>✓ Pediatric Oral and Written Exam (summative)</li> </ul>		
<p><b>MK7.</b> Recognize the medical consequences of common societal problems.</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>• Describe the impact on health of life experiences, poverty, education, race, gender, culture, crime, and the health care system.</li> <li>• Recognize the contribution of social conditions and problems to the health and disease outcomes of patients.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> </ul>

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

	Assessment Method	Learning Objectives	Teaching Method
<p><b>IC1.</b> Communicate effectively in oral format with patients and patients' families.</p>	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ Quiz on Motivational Interviewing (formative)</li> <li>✓ OSCE: 4-patient examination to test Clinical reasoning skills on the following chief complaints:</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate effective oral communication with patients and patients' families in the outpatient settings and by phone.</li> <li>• Recognize communication difficulties, such as language or literacy, and know how to approach these communication issues.</li> <li>• Demonstrate ability to perform motivational interviewing.</li> <li>• Seek and apply feedback on counseling skills.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> </ul>

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	end-of-life discussion, falls risk, headache, and abdominal pain (summative)		
<b>IC2.</b> Communicate effectively in oral 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> </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, diagnostic test results, and management plan.</li> <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>✓ Clinical/ Patient Contact</li> <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> </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>• Demonstrate understanding of importance of effective and accurate 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>
<b>IC4.</b> Sensitive participate in end-of-life activities with other health care professionals and patients.	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how to discuss end of life care including do-not-resuscitate orders and pain management with patients in ambulatory settings.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> </ul>

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<p>Examples may include end of life discussions and pain management.</p>	<ul style="list-style-type: none"> <li>✓ Midblock Feedback (formative)</li> <li>✓ Hospice Nurse Evaluation (formative)</li> <li>✓ OSCE on end-of-life discussion (summative)</li> <li>✓ Self-Reflection on care management, social work, subspecialty visit/ER visit, and senior center visit (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Assess alternatives, risks, and benefits regarding options for pain and symptom control at the end of life.</li> </ul>	
<p><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</p>			
	<p><b>Assessment Method</b></p>	<p><b>Learning Objectives</b></p>	<p><b>Teaching Method</b></p>
<p><b>PR1.</b> Identify and consistently demonstrate ethical principles and behaviors in the care of patients</p>	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ Nurse Evaluation OSCE: 4-patient examination to test Clinical reasoning skills on the following chief complaints: end-of-life discussion, falls risk, headache, and abdominal pain. (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> </ul>
<p><b>PR2.</b> Demonstrate professional behavior consistent with expectations</p>	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and 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> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> </ul>

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<p>for the medical profession including accountability, punctuality, and attire</p>	<ul style="list-style-type: none"><li>✓ Midblock Feedback (formative)</li><li>✓ Hospice Nurse Evaluation (formative)</li><li>✓ OSCE: 4-patient examination to test Clinical reasoning skills on the following chief complaints: end-of-life discussion, falls risk, headache, and abdominal pain. (summative)</li></ul>	<ul style="list-style-type: none"><li>• Ask for and incorporate feedback regularly to improve performance.</li></ul>	<ul style="list-style-type: none"><li>✓ Didactic Sessions/small group</li></ul>
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<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>✓ Hospice Nurse Evaluation (formative)</li> <li>✓ Quiz on Motivational Interviewing (formative)</li> <li>✓ OSCE: 4-patient examination to test Clinical reasoning skills on the following chief complaints: end-of-life discussion, falls risk, headache, and abdominal pain. (summative)</li> <li>✓ Self-Reflection on care management, social work, subspecialty visit/ER visit, and senior center visit (formative)</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> </ul>
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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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	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>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ QIPAT (summative)</li> <li>✓ Peer QIPAT (summative)</li> <li>✓ QI Poster (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 changes to improve future experiences</p>	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ Counseling Video Self-Reflection (formative)</li> <li>✓ Self-Reflection on care management, social work, subspecialty visit/ER visit, and senior center visit (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize 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> </ul>
<p><b>LL3.</b> Demonstrate personal accountability by actively seeking feedback, admitting errors openly, and honestly modifying behavior.</p>	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ Counseling Video Self-Reflection</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> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> </ul>

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	(formative)  ✓ Self-Reflection on care management, social work, subspecialty visit/ER visit, and senior center visit (formative)	<ul style="list-style-type: none"> <li>• Demonstrate ability to disclose and be accountable for mistakes.</li> </ul>	
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**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

	Assessment Method	Learning Objectives	Teaching Method
<b>SHS2.</b> Identify disparities across populations in North Carolina and nationally and discuss physician roles in reducing these disparities.	✓ Clinical Log (formative)	<ul style="list-style-type: none"> <li>• Identify diseases and conditions in patients seen during clinical rotations that may be influenced by health care disparities.</li> <li>• Discuss the physician’s role in addressing these disparities.</li> </ul>	✓ Clinical/ Patient Contact  ✓ Didactic Sessions/small group
<b>SHS3.</b> Identify common ways that physicians can advocate for patients and communities.	✓ Common Assessment Form (formative and summative)  ✓ Self-Reflection on care management, social work, subspecialty visit/ER visit, and senior center visit (formative)	<ul style="list-style-type: none"> <li>• Describe the importance of advocacy for children.</li> </ul>	✓ Clinical/ Patient Contact  ✓ Didactic Sessions/small group
<b>SHS4.</b> Identify factors that place populations at risk for disease or injury and select appropriate strategies for risk reduction.	✓ Quizzes on chronic disease and prevention, women's health, and sports medicine (formative)  ✓ TBL quizzes on COPD/lung disease, CHF-Afib, and Osteoporosis (formative)	<ul style="list-style-type: none"> <li>• Describe social determinants of health in children and how they affect long-term health.</li> <li>• Identify social determinants of disease and how they could contribute to variance.</li> <li>• Identify targeted strategies to mitigate social determinants and lead to whole population improvement.</li> </ul>	✓ Clinical/ Patient Contact  ✓ Didactic Sessions/small group  ✓ Computer-Based Modules  ✓ Self-Directed Learning

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	<ul style="list-style-type: none"> <li>✓ IHI modules (formative)</li> </ul>		
<p><b>SHS5.</b> Participate in identifying system errors and implementing potential systems solutions</p>	<ul style="list-style-type: none"> <li>✓ QIPAT (summative)</li> <li>✓ Peer QIPAT (summative)</li> <li>✓ QI Poster (summative)</li> <li>✓ QI Transition Checklist (summative)</li> <li>✓ IHI modules (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify opportunities for enhancement of patient care delivery systems.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> <li>✓ Computer-Based Modules</li> <li>✓ Self-Directed Learning Activity</li> </ul>
<p><b>SHS6.</b> Apply principles of translational research, patient safety, or quality improvement to enhance patient care.</p>	<ul style="list-style-type: none"> <li>✓ QIPAT (summative)</li> <li>✓ Peer QIPAT (summative)</li> <li>✓ QI Poster (summative)</li> <li>✓ QI Transition Checklist (summative)</li> <li>✓ IHI modules (summative)</li> </ul>	<ul style="list-style-type: none"> <li>• Outline the elements of a high quality aim statement.</li> <li>• Create and improve driver diagram and AIM statement based on peer feedback.</li> <li>• Describe different types of outcomes and how to measure to improvement.</li> <li>• Create a PDSA cycle.</li> <li>• Identify lessons learned in PDSA and how to make sustainable changes.</li> <li>• Demonstrate how to critically assess another person's proposal for quality improvement.</li> <li>• Identify variance in QI data.</li> <li>• List the basic tenets of QI and carry out (with guidance from faculty and</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> <li>✓ Computer-Based Modules</li> <li>✓ Self-Directed Learning Activity</li> </ul>



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		<p>preceptors) a QI project of modest scope (commensurate with level of training).</p>	
<p><b>SHS7.</b> 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"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate inter-professional delivery of care through interactions with physician assistants, nurse practitioners, nurses, case managers, pharmacists, hospice care workers, and CCNC employees.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> </ul>
<p><b>SHS8.</b> Identify and develop the leadership skills required in an era of teamwork.</p>	<ul style="list-style-type: none"> <li>✓ QIPAT (summative)</li> <li>✓ Peer QIPAT (summative)</li> <li>✓ QI Poster (summative)</li> <li>✓ QI Transition Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Engage health care team members to identify, initiate, and complete a quality improvement project to the benefit of a service or clinic.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> <li>✓ Computer-Based Modules</li> </ul>

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	<p>(summative)</p> <ul style="list-style-type: none"> <li>✓ IHI modules (formative)</li> </ul>		<ul style="list-style-type: none"> <li>✓ Self-Directed Learning Activity</li> </ul>
<p><b>SHS9.</b> Identify necessary elements for coordinated care of patients with complex and chronic diseases.</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>• Recognize systems, their attributes and deficiencies, in the care of a patient.</li> <li>• Demonstrate ability to refer a patient and follow up to obtain the results of the referral.</li> <li>• Work with other members of the outpatient team to identify elements for more effective care coordination.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> </ul>
<p><b>SHS10.</b> Demonstrate an ability to integrate group level clinical data (registries) into the care of patient and populations</p>	<ul style="list-style-type: none"> <li>✓ Common Assessment Form (formative and summative)</li> <li>✓ Midblock Feedback (formative)</li> <li>✓ QIPAT (summative)</li> <li>✓ Peer QIPAT (summative)</li> <li>✓ QI Poster (summative)</li> <li>✓ QI Transition Checklist (summative)</li> <li>✓ IHI modules (formative)</li> </ul>	<ul style="list-style-type: none"> <li>• Use and enter data into electronic health records, informatics systems, public and private payer systems, and communication/transitions of care systems.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Clinical/ Patient Contact</li> <li>✓ Didactic Sessions/small group</li> <li>✓ Computer-Based Modules</li> <li>✓ Self-Directed Learning Activity</li> </ul>