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Family Medicine	NBME	Observation by faculty	Observation by clerkship director	Online module	Oral presentation	Patient documentation	Project	Patient Care	Knowledge for Practice	Practice-Based Learning & Improvement	Interpersonal Communication Skills	Professionalism	Systems-Based Practice	Interprofessional Collaboration	Personal & Professional Development	Mission	Gather a history and perform a physical examination	Prioritize a differential diagnosis following a clinical encounter	Recommend and interpret common diagnostic and screening test	Enter and discuss orders and prescriptions	Document a clinical encounter in the patient record	Provide an oral presentation of a clinical encounter	Form clinical questions and retrieve evidence to advance patient care	Give or receive a patient handover to transition care responsibility	Collaborate as a member of an interprofessional team	Recognize a patient requiring urgent or emergent care and initiate evaluation and management	Obtain informed consent for tests and/or procedures	Perform general procedures of a physician	Identify system failures and contribute to a culture of safety and improvement
Demonstrate the ability to assess the “patient’s unique context” and incorporate that information into care.		x	x					1.5	2.5			5.5					x	x	x		x	x							x
Demonstrate the ability to elicit an accurate and thorough medical history appropriate for the patient’s reason for visit.		x	x					1.3									x	x	x		x	x							x
Conduct accurate and thorough physical and mental status examinations appropriate for the patient’s reason for visit.		x	x					1.3									x	x	x		x	x							x
Recognize physical exam findings that are common variants of normal and those physical exam abnormalities that are frequently found in patients with common diseases/conditions.		x	x					1.3									x	x	x		x	x							x
Understand the purpose and limitations of screening and diagnostic tests and utilize appropriately in clinical situations.		x	x					1.4, 1.6									x	x	x		x	x							x
Demonstrate the ability to assess a patient’s functional capacity.		x	x					1.3									x	x	x		x	x							x
Demonstrate the ability to clearly and accurately summarize patient findings in verbal presentations and common written formats.		x	x								4.2						x	x	x		x	x							x
Formulate accurate clinical hypotheses (differential diagnosis) based on an analysis of the patient's clinical presentation, the "patient's unique context" and knowledge of clinical epidemiology.		x	x					1.6									x	x	x		x	x							x
Negotiate a plan of care with the patient utilizing shared decision-making techniques.		x	x					1.5, 1.7						7.3			x	x	x		x	x							x
Demonstrate the ability to educate patients about their health, assist patients who want to change health behaviors and assess/encourage patient adherence.		x	x								4.1			7.3			x	x	x		x	x							x
Apply evidence-based information to identify and implement preventive services that are appropriate for the patient's age and gender.		x	x					1.9	2.3, 2.4								x	x	x		x	x							x
Describe basic bio-behavioral and clinical science principles used to analyze and solve problems related to the diagnosis, treatment and prevention of disease.	x	x	x						2.2, 2.3									x	x				x						
Recognize the scientific basis of health, disease, and medicine in the management of common, chronic and high impact medical conditions.	x	x	x						2.2, 2.3, 2.4									x	x				x						

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Describe normal human psychosocial development across the life-span and recognize deviations requiring further evaluation and intervention.	x	x	x						2.5									x	x				x						
Discuss the application of psychodynamic theories of human thought and behavior in describing and analyzing patient behavior.	x	x	x						2.5									x	x				x						
Demonstrate the effective use of pharmocotherapeutic agents and other therapeutic modalities.	x	x	x					1.6	2.3									x	x				x						
Demonstrate respect, empathy, compassion, responsiveness and concern regardless of the patient's problems, personal characteristics.		x	x				x				4.1	5.1, 5.5					x				x	x							
Communicate diagnostic information and reasoning, intervention options, and a suggested plan of care with truthfulness, sensitivity and empathy.		x	x				x				4.1						x				x	x							
Demonstrate effective oral communication skills with colleagues and other health professionals.		x	x				x				4.2						x				x	x							
Demonstrate effective written communication with colleagues and other health professionals.		x	x				x				4.2						x				x	x							
Demonstrate appropriate and effective use of alternative communication methods including but not limited to telephone and electronic methods.		x	x				x				4.1						x				x	x							
Evaluate health literacy by assessing patient's comprehension of verbal & written health information, and assist patients in obtaining and understanding health information.		x	x				x	1.5			4.1						x				x	x							
Recognize and respond professionally to various common forms of behavioral and emotional presentations.		x	x				x				4.7						x				x	x							
Demonstrate culturally and linguistically appropriate interviewing skills with patients from diverse backgrounds.		x	x				x	1.3, 1.5									x				x	x							
Formulate and use strategies to support life-long learning to remain current with advances in medical knowledge and practice.		x	x						2.1	3.1, 3.2, 3.3													x		x				
Demonstrate respect for the contributions of medical colleagues, other health care professionals, agencies, and families, to the health of the individual and the health of the community.		x	x											7.1									x		x				

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Recognize one's personal abilities and limitations, knowing when to request assistance.		x	x							3.1					8.1								x		x				
Display professionalism, high ethical standards, and integrity in relationships in all aspects of medical practice, especially with respect to confidentiality, informed consent, and justice.		x	x									5.2	6.4		8.5								x		x				
Utilize basic ethical principles including autonomy, beneficence non- malfeasance and justice in the care of each patient.		x	x									5.3, 5.6											x		x				
Practice self-evaluation and reflection concerning cultural, moral and ethical issues encountered in the care of patients and the practice of medicine, identifying biases, perceived differences between practitioners and patients, and employing a		x	x									5.1, 5.2, 5.5											x		x				
Recognize and demonstrate the ability to address the unique needs of patients from underserved environments.		x	x				x									9.1, 9.2							x						x
Apply the principles and methods of Evidence-Based Medicine to acquire, appraise, and assimilate new clinical information to improve patient care.		x	x				x	1.6	2.3	3.1													x						x
Demonstrate knowledge of learning styles, preferences or strategies to facilitate lifelong learning.		x	x				x			3.2, 3.3													x						x
Demonstrate knowledge of the occurrence of medical errors/adverse events throughout the continuum of care or demonstrate appreciation for the culture of patient safety.		x	x				x						6.6										x						x
Demonstrate the ability to work effectively as a member of a health care team.		x	x				x							7.1, 7.4											x				x
Demonstrate respect for the roles of other healthcare providers and of the need to collaborate with others in caring for individual patients and communities.		x	x				x							7.1											x				x
Advocate for and assist patients in coordinating care and in dealing with system complexities.		x	x				x						6.4												x				x
Recognize that errors occur in providing health care and how providers and system flaws contribute to hazards in care; seeks to improve systems and prevent future errors.		x	x				x						6.3, 6.6												x				x

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Demonstrate the ability to conduct a focused history appropriate to the patient's chief complaint and history of present illness		x	x					1.3									x												
Demonstrate the ability to conduct a focused physical exam using appropriate techniques		x	x					1.3									x												
Demonstrate the ability to diagnose, evaluate and construct a treatment plan for common illness in internal medicine	x	x	x	x				1.3, 1.4, 1.6, 1.7	2.3, 2.4, 2.5									x										x	
Demonstrate the ability to perform appropriate health maintenance	x	x	x	x				1.3										x										x	
Perform and interpret ECGs	x	x	x	x				1.2										x										x	
Interpret chest x-ray	x	x	x	x				1.2										x										x	
Demonstrate the ability to convey appropriate information orally to other health care personnel in a concise manner		x	x		x						4.2, 4.3									x	x	x							
Demonstrate the ability to document written admission history and physical exam, progress notes and orders		x	x		x						4.5									x	x	x							
Demonstrate facility in the application of medical informatics technology and critical appraisal of the medical literature in making diagnostic and management decisions in internal medicine		x	x							3.4, 3.6, 3.7, 3.9, 3.10													x						
Displays and demonstrates professionalism in all interactions with patients, colleagues and staff		x	x									5.1, 5.2, 5.3, 5.4, 5.5													x				

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Demonstrate specific core clinical skills necessary to care for female patients:																													
The student routinely includes information about the patient's menstrual, obstetric, gynecologic, sexual and/or contraceptive histories when performing the medical history.		x	x		x			1.1	1.1								x												
The student routinely includes a pelvic exam and a standard breast exam when appropriate in the physical exam.		x						1.2									x												
The student demonstrates best practice techniques when collecting gynecological specimens (e.g. pap smear, cervical cultures and vaginal specimen for vaginitis evaluation).		x	x					1.3	1.3																			x	
The student identifies and implements age-appropriate preventive services.		x						1.4	1.4								x												
The student utilizes evidence-based screening tools to identify women at risk for: depression, domestic violence, tobacco use, urinary incontinence and osteoporosis.		x				x		1.5	1.5										x										
The student uses evidence-based digital resources at the point of care to access clinical information.		x						1.6	1.6	1.6													x						
The student demonstrates sound clinical reasoning by: 1) constructing organized and thorough patient presentations; 2) generating reasonable patient problem lists; 3) formulating appropriate differential diagnoses; and, 4). Generating logical diagnostic and management plans.	x	x	x		x			1.7	1.7		1.7							x	x			x							
Demonstrate core communications skills necessary to care for female patients:																													
The student will demonstrate basic patient education skills when informing and educating patients about common health concerns.		x	x					2.1			2.1								x								x		
The student will demonstrate basic counseling skills when addressing the following issues with patients: 1) contraception choices; 2) lactation/breast feeding; 3) osteoporosis prevention; 4) preconception recommendations; 5) prevention of sexually transmitted infections; and, 6) smoking cessation.		x						2.2			2.2								x										
The student will demonstrate shared decision-making techniques when negotiating and communicating patient management plans.		x									2.3	2.3							x										

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Demonstrate core knowledge and basic skill in the delivery of Obstetrical and Gynecologic care:																													
The student will demonstrate preconception care for every fertile patient, every visit.	x	x	x			x		3.1	3.1								x												
Routine prenatal care, including: 1) diagnosing of pregnancy; 2) discussing the rationale behind initial and subsequent laboratory assessment of the pregnant patient; 3) discussing the appropriate use of diagnostic ultrasonography during pregnancy; 4) identifying women at high risk throughout the pregnancy; 5) recognizing and offering assistance for the common concerns of the pregnant woman; and, 6) recognizing the common complications of pregnancy.	x	x	x			x		3.2	3.2								x	x	x										
Care of the woman in labor, including: 1) diagnosing labor; 2) diagnosing ruptured membranes; 3) determining cervical dilatation; 4) monitoring the progress of labor utilizing Friedman's curve; 5) interpreting basic patterns on a fetal monitoring strip; 6) assisting/performing at least 3 vaginal deliveries; 7) assisting/performing at least 3 perineal repairs; and, 8) assisting/observing at least one operative delivery.	x	x	x			x		3.3	3.3								x	x	x										
Routine post-partum care, including: 1) encouraging successful breastfeeding and recognizing common breastfeeding problems; 2) recognizing the symptoms and signs of an uncomplicated post-partum course; 3) identifying common post-partum conditions/complications; and, 4) assisting the patient with choosing appropriate post-partum contraception.	x	x	x			x	x	3.4	3.4								x	x		x									
Pre-operative and post-operative care, including: 1) demonstrating appropriate scrubbing and sterile technique; 2) demonstrating basic skills as an operative assistant; 3) performing surgical-associated procedures (dressing changes, suture/staple removal, catheter care, etc.); and, 4) identify common post-operative complications in OB/GYN.	x	x	x			x		3.5	3.5									x										x	
Demonstrate ambulatory gynecologic care:																													
Demonstrate complete the initial evaluation, history and physical exam, and identify the appropriate diagnostic testing for a patient presenting with: 1) vaginal discharge; 2) abnormal PAP smear results; 3) abnormal uterine bleeding, including post-menopausal bleeding; and, 4) breast mass/abnormal mammogram.	x	x	x			x		3.6	3.6								x		x										

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Demonstrate professionalism in the approach to common OB/GYN clinical conditions and to patients with those conditions:																													
The student demonstrates knowledge of the ethical conflicts that arise in the practice of obstetrics and gynecology.	x	x	x			x			4.1			4.1													x				
The student demonstrates self-awareness of personal bias re: the ethical conflicts that arise in the practice of obstetrics and gynecology, and is able to be both respectful and helpful to patients who hold different ethical beliefs.		x	x									4.2	4.2																
The student demonstrates the capacity to self-reflect on experiences they have in the clinical setting.		x	x									4.3	4.3																
The student demonstrates the ability to communicate and work effectively with other health professionals.		x	x									4.4													x				

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Communication Skills																													
The student demonstrated proficiency in the dyad interview and interacted effectively with the patient and caregiver.		x	x					1.1, 1.5, 4.1									x												
History/Physical Exam																													
The student was able to recognize a child who is critically ill, and understood the need for immediate stabilization and hospitalization.		x	x					1.6																		x			
Completed written H/P. Written H/P included all pertinent information and appropriate organization, assessment and plan.		x	x								4.2										x								
Completed written SOAP note. Written SOAP note included all pertinent information and appropriate organization, assessment and plan.		x	x								4.2										x								
Oral Presentation Skills were Satisfactorily Demonstrated.		x	x								4.2											x							
Student demonstrated proficiency in the examination of children of varying ages, from newborn through the adolescent-aged patient, assigned to him/her on the inpatient component of the rotation.		x	x					1.3									x												
Growth and Development																													
Student interpreted growth parameters to include height, weight, head circumference, and BMI.		x	x					1.4											x										
Anticipatory Guidance																													
Knew to include inpatient anticipatory guidance such as providing guidance for expected course of illness, discussion of supportive measures at home, along with reasons to return for medical care.		x	x					1.5			4.1						x												
Knew when to include discussion of some of the same elements of outpatient age appropriate anticipatory guidance such as: general discussions of nutritional, immunization, breastfeeding, & safety advice.		x	x					1.5			4.1						x												
Demonstrated the ability to utilize the HEEADSSS instrument when giving anticipatory guidance to the adolescent.		x	x					1.5			4.1						x												
Assessment and Plan																													
Accurately calculated pediatric drug dosages.		x	x					1.6	2.2, 2.3											x									
The student accurately wrote 3-5 prescriptions.		x	x										6.6							x									
Procedures																													
Working with the nursing staff, and/or with residents the student performed a complete admission on a pediatric patient, including vital signs.		x	x					1.3			4.3			7.2			x												
Working with the nursing staff, the student observed or administered at least 1 immunization to a child.		x	x					1.2			4.3																	x	
Working with the nursing staff, the student performed a complete “check-in” of the child, including vital signs.		x	x					1.3			4.3						x												

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The student will demonstrate the skills and ability to: *See list below*																													
Perform a cognitive/dementia assessment using one of these instruments: Mini-Mental Status Exam, Mini-Cog or MOCHA.		x	x					1.2									x											x	
Perform a suicide / safety risk assessment and discuss an intervention plan.		x	x					1.3																				x	
Perform a depression screen using one of these instruments: Beck, PHQ9 or Zung.		x	x					1.3																				x	
Perform a substance abuse screen using one of these instruments: AUDIT, CAGE, DAST-10 or Opiate Risk Tool.		x	x					1.3																				x	
Perform a full case oral presentation to include a differential diagnosis and treatment plan.		x	x					1.2														x							
Perform a problem focused exam.		x	x					1.2									x												
Dictate or write a case in a form satisfactory for the medical record.		x	x								4.5										x								
Utilize electronic resources to identify and incorporate evidence based data.		x	x					1.6															x						
Access and research Evidence-Based Medicine for evaluation and treatment planning.		x	x							3.7, 3.9													x						
Maintain appropriate professional boundaries, recognize transference, countertransference, and set limits with patients.		x	x												8.1										x				
Communicate effectively with patients, families, and staff in a manner helpful and appropriate to the setting.		x	x								4.1														x				
Perform and document a complete psychiatric examination.		x	x					1.2									x												
The student will demonstrate knowledge in core areas by discussing appropriate use and interpretation of: *See list below*																													
Laboratory studies.		x	x					1.4	2.3										x										
Radiographic and electro-physiologic studies.		x	x					1.4	2.3										x										
Psychological and neuro-psychological testing.		x	x					1.4											x										

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The student will demonstrate knowledge in these core areas: *See list below*																													
Mental illnesses; to include mood, anxiety, substance abuse, psychotic, somatoform, factitious, sleep, and cognitive disorders.		x	x						2.3, 2.5																				
Pharmacology of anxiolytics, acetylcholinesterase inhibitors, antidepressants, ECT, antipsychotics, beta blockers, and anticholinergics.		x	x						2.2																				
Use the Diagnostic and Statistical Manual of Mental Disorders, 5th edition.		x	x						2.2, 2.4, 2.5	3.10								x											
During case discussions, demonstrate understanding of co-morbid mental, neurological, and mental illness		x	x						2.2																				
Construct and present an organized treatment plan including pharmacologic interventions when indicated.		x	x					1.7			4.2									x		x							
Recognize signs, symptoms, and risk factors for suicide, homicide, violence, and substance intoxication and withdrawal.		x	x						2.3, 2.4, 2.5								x		x							x			
Identify the need for inpatient hospitalization.		x	x					1.6																		x			
Distinguish between and apply basic, psychotherapeutic modalities when developing a comprehensive treatment plan.		x	x					1.7	2.2, 2.3									x											
Recognize the impact of age and development on the presentation of mental illnesses.		x	x						2.4																				
Recognize abuse in special populations and across the lifespan.		x	x						2,4 2,5								x	x											

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The student will consistently demonstrate professionalism and objectivity in clinical settings, at staff meetings and in written documentation in the following areas: *See list below*																													
Maintain confidentiality of psychiatric information (regardless of setting).		x	x									5.3																	
Understand and discuss ethical issues in psychiatry.		x	x									5.6																	
Involuntary hospitalization, psychiatric assessments, and indications for treatment.		x	x									5.1, 5.2, 5.3, 5.4, 5.5, 5.6																	
Duty to warn.		x	x									5.4																	
Reporting abuse.		x	x									5.6																	
Boundary limits and violations in the doctor-patient relationship.		x	x									5.6																	
Recognizing the need for referrals to other medical and mental health specialists.		x	x								4.5	5.1, 5.5																	
Development of aftercare plans and systemic and community obstacle.		x	x					1.8			4.1, 4.2, 4.3	5.1, 5.3	6.5	7.1															
Biases against the mentally ill and referral for patient and family advocacy.		x	x									5.5																	
Financial and institutional barriers to care.		x	x									5.5	6.3																
Identify and incorporate relevant referrals for specific demographic groups to appropriate agencies and organizations.		x	x									5.1, 5.5	6.2																

Clerkship Competency	Assessment							FSU COM Educational Program Objectives									Entrustable Professional Activity												
Surgery	NBME	Observation by faculty	Observation by clerkship director	Online module	Oral presentation	Patient documentation	Project	Patient Care	Knowledge for Practice	Practice-Based Learning & Improvement	Interpersonal Communication Skills	Professionalism	Systems-Based Practice	Interprofessional Collaboration	Personal & Professional Development	Mission	Gather a history and perform a physical examination	Prioritize a differential diagnosis following a clinical encounter	Recommend and interpret common diagnostic and screening test	Enter and discuss orders and prescriptions	Document a clinical encounter in the patient record	Provide an oral presentation of a clinical encounter	Form clinical questions and retrieve evidence to advance patient care	Give or receive a patient handover to transition care responsibility	Collaborate as a member of an interprofessional team	Recognize a patient requiring urgent or emergent care and initiate evaluation and management	Obtain informed consent for tests and/or procedures	Perform general procedures of a physician	Identify system failures and contribute to a culture of safety and improvement
Demonstrate familiarity with "core surgical knowledge", as described in the Syllabus, including commonly encountered problems in Orthopedics, Urology Otolaryngology, Thoracic/Cardiovascular, and Neurosurgery		x	x					1.9	2.1																				
Conduct a focused medical history, targeted physical examination, and create a meaningful differential diagnosis for surgical conditions		x	x					1.2, 1.3, 1.6	2.1, 2.3								x	x											
Participate in the continuity of patient management through all phases of surgical care including pre-operative, peri-operative, intra-operative, post-operative, and post-discharge		x	x					1.7	2	3	4						x	x	x										
Recognize an acute surgical abdomen, and identify its probable cause		x	x					1.1	2.1									x								x			
Exhibit the capability to provide concise and logical patient presentations (a, b, d)		x	x					1	2		4											x							
Develop familiarity with suturing wounds, bladder catheterization, and airway management (a)		x	x					1.1																				x	
Demonstrate proficiency in: scrubbing and maintaining sterile technique, dressing clean and contaminated wounds, wound closure with sutures/staples, drain management, wound debridement, and operative assistance. (a, b)		x	x					1.1	2.2																			x	
Appreciate ethical, cultural, and public health issues in Surgery, including traditionally underserved populations, and oversight of surgical practice at the local, state, and Federal levels (a, c, d, e, and f)		x	x					1.1		3.9	4.1	5.5		7.1															
Exhibit facility in applying informatics to critical appraisal of the surgical literature, and to making surgical diagnostic and therapeutic decisions. (a, b, c, e)		x	x					1.6	2.3	3.6		5							x				x						
Be familiar with common anesthetic agents, their administration, recovery from their usage, and develop facility with airway management. (a, b,)		x	x					1	2																			x	
Effectively and respectfully communicate with colleagues, staff, patients, and families, emphasizing patient centered care (a, d, e, and f)		x	x					1.1, 1.5			4	5.1	6												x				

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Obtain and utilize public health information (demographic, cultural and socioeconomic information) to improve the health of the community and/or practice.		x	x							3.4, 3.9																			
Recognize and demonstrate the ability to address the unique needs of patients from underserved environments.		x	x		x		x		2.4							9.1	x												
Demonstrate respect, empathy, compassion, responsiveness and concern regardless of the patient's problems, personal characteristics.		x	x		x		x				4.1						x												
Demonstrate effective oral communication skills with colleagues and other health professionals.		x	x								4.1, 4.2			7.1											x				
Elicit and constructively provide performance feedback with patients and other healthcare professionals (including situations of medical error and conflict resolution).		x								3.3, 3.4			6.6												x				
Demonstrate culturally and linguistically appropriate skills with patients from diverse backgrounds.		x										5.5					x												
Demonstrate respect for the contributions of medical colleagues, other health care professionals, agencies, and families, to the health of the individual and the health of the community.		x												7.1, 7.3											x				
Display professionalism, high ethical standards, and integrity in relationships in all aspects of medical practice, especially with respect to confidentiality, informed consent, and justice.		x										5.6																x	
Practice self-evaluation and reflection concerning cultural, moral and ethical issues encountered in the care of patients and the practice of medicine, identifying biases, perceived differences between practitioners and patients, and employing a nonjudgmental approach to patient care.		x			x		x								8.1										x				

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Demonstrate basic knowledge of the health care delivery system in the community including healthcare providers, hospitals, facilities, home health and community agencies.		x	x		x		x						6.1												x				
Demonstrate an understanding of the role of the physician in working with home health and community agencies to benefit patients.		x	x		x		x						6.2												x				
Demonstrate the ability to work effectively as a member of a health care team.		x	x		x		x							7.1											x				
Demonstrate respect for the roles of other healthcare providers and of the need to collaborate with others in caring for individual patients and communities.		x	x		x		x							7.1											x				
Advocate for and assist patients in coordinating care and in dealing with system complexities.		x	x		x		x						6.4												x				
Recognize that errors occur in providing health care and how providers and system flaws contribute to hazards in care; seek to improve systems and prevent future errors.		x	x		x		x						6.6																x

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Doctoring 3	NBME	Observation by faculty	Observation by clerkship director	Online module	Oral presentation	Patient documentation	Project	Patient Care	Knowledge for Practice	Practice-Based Learning & Improvement	Interpersonal Communication Skills	Professionalism	Systems-Based Practice	Interprofessional Collaboration	Personal & Professional Development	Mission	Gather a history and perform a physical examination	Prioritize a differential diagnosis following a clinical encounter	Recommend and interpret common diagnostic and screening test	Enter and discuss orders and prescriptions	Document a clinical encounter in the patient record	Provide an oral presentation of a clinical encounter	Form clinical questions and retrieve evidence to advance patient care	Give or receive a patient handover to transition care responsibility	Collaborate as a member of an interprofessional team	Recognize a patient requiring urgent or emergent care and initiate evaluation and management	Obtain informed consent for tests and/or procedures	Perform general procedures of a physician	Identify system failures and contribute to a culture of safety and improvement
Demonstrate the clinical thinking skills needed to diagnose and develop a treatment plan for commonly occurring diagnoses and presentations.		x	x						2.1									x	x	x									
Demonstrate the ability to apply the biopsychosocial model and patient-centered clinical method to the understanding of patient presentations.		x	x						2.5								x												
Describe and apply the principles of geriatrics in patient care.		x	x						2.2, 2.3, 2.5							9.2	x		x	x									
Demonstrate advanced communication skills with challenging patients in difficult situations.		x	x								4.1, 4.6, 4.7	5.1, 5.2, 5.3, 5.6													x				
Demonstrate an understanding of the manner in which people of diverse cultures and belief systems perceive health and health care in order to respond to various symptoms, diseases, and treatments.		x	x						2.5		4.1	5.5		7.3		9.2									x				
Demonstrate knowledge of systems of care as they relate to continuous quality improvement.		x	x							3.4			6.5																x
Demonstrate an understanding of common ethical and legal issues related to patient care. (1, 4, 5)		x	x								4.6	5.6																x	
Demonstrate facility in the application of medical informatics technology, decision support resources and principals of evidence-based medicine in making diagnostic and management decisions.		x	x							3.9								x					x						
Demonstrate the ability to do concise, organized oral case presentations.		x	x				x				4.2										x								
Demonstrate the ability to describe and/or perform physical examinations appropriate to the case presentation.		x	x						2.1								x												
Demonstrate lifelong learning by participating in (and providing documentation for) 4 hours (live) of Category 1 Continuing Medical Education (CME) credits (AMA approved).		x	x									5.4																	

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Longitudinal Experience Clinical Care Objectives																													
Demonstrate knowledge of the natural history of a variety of common chronic diseases.		x	x						2.2																				
Demonstrate knowledge of the factors that contribute to compliance with chronic disease care including psychological, social, and behavioral.		x	x						2.5											x									
Apply the principles of prevention and chronic disease management to patients, families, and populations in the primary care setting.		x	x					1.8, 1.9											x										
Demonstrate the ability to document and monitor disease progression and health maintenance/prevention in patients with chronic disease.		x	x					1.8									x		x		x								
Demonstrate continuity of care over the entire third year of medical school.		x	x					1.8																					
Longitudinal Quality Improvement Project Objectives																													
Demonstrate achievement of Entrustable Professional Activities (EPAs)* taught in other parts of our clinical curriculum that need reinforcement. EPAs 7, 8.		x	x																										
Demonstrate achievement of those EPAs that address gaps in other parts of the curriculum. EPAs 9, 13.		x	x																										

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Demonstrate the ability to assess the patient's unique circumstances and experience of illness, and incorporate into the patient's care.		x				x		1.3									x	x	x										
Demonstrate the ability to elicit an accurate and thorough medical history.		x			x			1.3									x	x	x										
Conduct accurate and thorough physical examination.		x				x		1.2, 1.3									x	x	x										
Recognize normal and abnormal findings on physical exam.		x				x		1.3									x	x	x										
Perform accurate clinical assessments that include appropriate differential diagnoses in the inpatient setting.		x						1.6									x	x	x										
Develop appropriate plans for diagnostic evaluation.		x						1.2, 1.3, 1.4									x	x	x										
Demonstrate the ability to utilize shared decision-making in negotiating a plan of care.		x												7.2			x	x	x										
Perform detailed medication review that includes indication, treatment targets, interactions, contraindications and potential adverse events.	x	x							2.2														x						x
Develop clinical questions and identify the evidence-based resources needed to provide excellent patient care.	x	x							2.3														x						x
Describe basic bio-behavioral and clinical science principles used to analyze and solve problems related to the diagnosis, treatment and prevention of disease.	x	x							2.2, 2.5														x						x
Demonstrate the effective use of pharmocotherapeutic agents and other therapeutic modalities.	x	x							2.3														x						x
Recognize and demonstrate the ability to address the unique needs of patients from underserved environments.		x														9.1	x												

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Apply the principles and methods of Evidence-Based Medicine to acquire, appraise, and assimilate new clinical information to improve patient care.		x							2.3														x						
Demonstrate respect, empathy, compassion, responsiveness and concern regardless of the patient's problems, personal characteristics.		x						1.1				5.5					x												
Communicate diagnostic information and reasoning, intervention options, and a suggested plan of care with truthfulness, sensitivity and empathy.		x									4.1						x												
Demonstrate effective oral communication skills with colleagues and other health professionals.		x									4.2											x							
Demonstrate effective written communication with colleagues and other health professionals, including comprehensive admission evaluation, progress notes in a hospitalized patient and discharge summary.		x			x	x					4.5										x								
Evaluate health literacy by assessing patient's comprehension of verbal & written health information, and assist patients in obtaining and understanding health information.		x						1.5									x												
Demonstrate culturally and linguistically appropriate interviewing skills with patients from diverse backgrounds.		x									4.1	5.5					x												
Formulate and use strategies to support life-long learning to remain current with advances in medical knowledge and practice.		x																					x						
Demonstrate respect for the contributions of medical colleagues, other health care professionals, agencies, and families, to the health of the individual and the health of the community.		x												7.1, 7.4											x				
Recognize one's personal abilities and limitations, knowing when to request assistance.		x													8.1										x				
Display professionalism, high ethical standards, and integrity in relationships in all aspects of medical practice, especially with respect to confidentiality, informed consent, and justice.		x										5.6																	x

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Apply knowledge of current medical literature in making evidence-based diagnostic and management decisions, using appropriate evidence-based decision support resources.	x	x	x		x	x		1.6	2.1, 2.2, 2.3, 2.4, 2.5	3.4, 3.9, 3.10																			
Incorporate basic science information appropriately into clinical decision making.	x	x	x		x	x			2.2, 2.3, 2.4, 2.5																				
Effectively manage patient transitions between different care settings.	x	x	x		x	x		1.8			4.2		6.1, 6.2, 6.5	7.3, 7.4															
Convey thought processes behind clinical decisions and tailors presentations to setting.		x	x		x	x		1.4, 1.6, 1.7			4.2, 4.5			7.4															
Demonstrate the ability to evaluate and manage patients under supervision with commonly occurring inpatient internal medicine presentations: *see list below*	x	x	x		x	x		1.2, 1.3, 1.4, 1.6, 1.7	2.1	3.1, 3.9, 3.10							x												
Abdominal pain	x	x	x		x	x		1.2, 1.3, 1.4, 1.6, 1.7	2.1	3.1, 3.9, 3.10							x												
Acute gastrointestinal bleeding	x	x	x		x	x		1.2, 1.3, 1.4, 1.6, 1.7	2.1	3.1, 3.9, 3.10							x												
Acute neurologic changes, including seizure, stroke, TIA	x	x	x		x	x		1.2, 1.3, 1.4, 1.6, 1.7	2.1	3.1, 3.9, 3.10								x	x	x									
Acute pulmonary edema	x	x	x		x	x		1.2, 1.3, 1.4, 1.6, 1.7	2.1	3.1, 3.9, 3.10								x	x	x									
Acute renal failure	x	x	x		x	x		1.2, 1.3, 1.4, 1.6, 1.7	2.1	3.1, 3.9, 3.10								x	x	x									
Altered mental status	x	x	x		x	x		1.2, 1.3, 1.4, 1.6, 1.7	2.1	3.1, 3.9, 3.10								x	x	x									
Arrhythmia	x	x	x		x	x		1.2, 1.3, 1.4, 1.6, 1.7	2.1	3.1, 3.9, 3.10								x	x	x									
Chest pain	x	x	x		x	x		1.2, 1.3, 1.4, 1.6, 1.7	2.1	3.1, 3.9, 3.10								x	x	x									
Electrolyte disorder	x	x	x		x	x		1.2, 1.3, 1.4, 1.6, 1.7	2.1	3.1, 3.9, 3.10								x	x	x									
Fever	x	x	x		x	x		1.2, 1.3, 1.4, 1.6, 1.7	2.1	3.1, 3.9, 3.10								x	x	x									

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Glycemic control, including diabetic ketoacidosis	x	x	x		x	x		1.2, 1.3, 1.4, 1.6, 1.7	2.1	3.1, 3.9, 3.10								x	x	x									
Hypertensive emergencies	x	x	x		x	x		1.2, 1.3, 1.4, 1.6, 1.7	2.1	3.1, 3.9, 3.10								x	x	x									
Nausea and vomiting	x	x	x		x	x		1.2, 1.3, 1.4, 1.6, 1.7	2.1	3.1, 3.9, 3.10								x	x	x									
Pain Management	x	x	x		x	x		1.2, 1.3, 1.4, 1.6, 1.7	2.1	3.1, 3.9, 3.10								x	x	x									
Respiratory distress	x	x	x		x	x		1.2, 1.3, 1.4, 1.6, 1.7	2.1	3.1, 3.9, 3.10								x	x	x									
Shock and sepsis	x	x	x		x	x		1.2, 1.3, 1.4, 1.6, 1.7	2.1	3.1, 3.9, 3.10								x	x	x									
Substance abuse/ overdose/drug withdrawal	x	x	x		x	x		1.2, 1.3, 1.4, 1.6, 1.7	2.1	3.1, 3.9, 3.10								x	x	x									
Syncope	x	x	x		x	x		1.2, 1.3, 1.4, 1.6, 1.7	2.1	3.1, 3.9, 3.10								x	x	x									
Discuss the indications, contraindications, risks, and benefits appropriate to the level of education for each the following procedures: *See list below*			x		x			1.2, 1.5, 1.7		3.1, 3.2																		x	
Thoracentesis			x		x			1.2, 1.5, 1.7		3.1, 3.2																		x	
Paracentesis			x		x			1.2, 1.5, 1.7		3.1, 3.2																		x	
Insertion and maintenance of central lines			x		x			1.2, 1.5, 1.7		3.1, 3.2																		x	
Insertion and maintenance of arterial lines and arterial blood gases			x		x			1.2, 1.5, 1.7		3.1, 3.2																		x	
Nasogastric tubes			x		x			1.2, 1.5, 1.7		3.1, 3.2																		x	
Lumbar puncture			x		x			1.2, 1.5, 1.7		3.1, 3.2																		x	
Insertion and maintenance of urinary (Foley) catheters			x		x			1.2, 1.5, 1.7		3.1, 3.2																		x	

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Patient centered approach in all communications with patients.		x						1.1, 1.5			4.1, 4.6, 4.7	5.3, 5.5, 5.6, 5.7									x	x			x				
Understanding of ethical principles and their application to patient care.		x	x						2.5		4.1,6, 7	5.5, 5.6	6.6								x	x			x				
Effective communication with patients from diverse backgrounds and with all the members of the healthcare team.		x									4.1, 4.3, 4.6, 4.7	5.1. 5.2, 5.3, 5.4									x	x			x				
Application of the principles of end-of-life care with patients and their families.		x									4.6										x	x			x				
Displays and demonstrates professionalism in all interactions with patients, colleagues and staff.		x	x									5.1, 5.2, 5.3, 5.4, 5.5, 5.6													x				
Demonstrate the ability to work effectively as a member of the health care team.		x	x										6.1, 6.2, 6.3, 6.4, 6.5, 6.6	7.1, 7.2, 7.3, 7.4											x				
Explain the risks, indications, alternatives, and contraindications for physical and pharmacological		x	x	x							4.1, 4.6, 4.7		6.5, 6.6																x
Discuss complications for which hospitalized adults are at increased risk.		x	x	x							4.1, 4.6, 4.7		6.5, 6.6																x

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Emergency Medicine	NBME	Observation by faculty	Observation by clerkship director	Online module	Oral presentation	Patient documentation	Project	Patient Care	Knowledge for Practice	Practice-Based Learning & Improvement	Interpersonal Communication Skills	Professionalism	Systems-Based Practice	Interprofessional Collaboration	Personal & Professional Development	Mission	Gather a history and perform a physical examination	Prioritize a differential diagnosis following a clinical encounter	Recommend and interpret common diagnostic and screening test	Enter and discuss orders and prescriptions	Document a clinical encounter in the patient record	Provide an oral presentation of a clinical encounter	Form clinical questions and retrieve evidence to advance patient care	Give or receive a patient handover to transition care responsibility	Collaborate as a member of an interprofessional team	Recognize a patient requiring urgent or emergent care and initiate evaluation and management	Obtain informed consent for tests and/or procedures	Perform general procedures of a physician	Identify system failures and contribute to a culture of safety and improvement
Obtain an accurate problem-focused history and physical examination.		x			x			1.3									x												
Recognize immediate life-threatening conditions.	x	x			x			1.4, 1.6																		x			
Patient Management Skills:																													
Develop an evaluation and treatment plan.	x	x			x			1.6, 1.7	2.1	3.1			6.2, 6.3					x	x										
Monitor the response to therapeutic interventions.		x			x			1.3, 1.4	2.3										x										
Develop appropriate disposition and follow-up plans.	x	x			x			1.8			4.1		6.2, 6.3	7.3										x					
Successfully perform a peripheral IV.		x						1.2																				x	
Health promotion:																													
Educate patients on safety and provide anticipatory guidance as necessary related to the patient's chief complaint.		x			x			1.5, 1.9		3.8	4.1			7.3			x												
Educate patients to ensure comprehension of discharge plan.		x			x			1.5, 1.9		3.8	4.1	5.5		7.3			x												
Develop a differential diagnosis when evaluating an undifferentiated patient:	x	x			x			1.3, 1.4										x											
Prioritize likelihood of diagnoses based on patient presentation and acuity.		x			x			1.3, 1.4										x											
List the worst-case diagnoses.		x			x			1.3, 1.4										x											
Create a diagnostic plan based on differential diagnoses.	x	x			x			1.6										x											
Develop a management plan for the patient with both an undifferentiated complaint and a specific disease process.	x	x			x			1.6, 1.7	2.1, 2.3									x	x										
Effectively use available information technology, including medical record retrieval systems and other educational resources, to optimize patient care and improve their knowledge base.		x			x			1.3	2.2	3.9									x										
Appreciate the interdisciplinary approach to the acute trauma or emergent patient.		x			x						4.2, 4.3		6.2, 6.5	7.1											x				
Provide accurate and organized documentation in the medical record when appropriate.																					x								

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Humanistic qualities:																													
Effectively communicate with patients, family members, and other members of the health care team.		x								3.8	4.1, 4.2, 4.3, 4.6			7.3	8.7						x								
Demonstrate a compassionate and nonjudgmental approach when caring for patients.		x						1.1				4.1, 4.6, 4.7	5.1, 5.5	7.3			x								x				
Presentation skills:																													
Present cases in a complete, concise, and organized fashion.		x			x							4.2, 4.3										x							
Effectively communicate with consultants and admitting services.		x						1.8				4.2, 4.3, 4.4		7.3								x			x				
A solid and positive work ethic:																													
Be conscientious, on time, and responsible.		x						1.1			4.3																		
Exhibit honesty and integrity in patient care.		x						1.10				5.1, 5.6		7.1	8.5		x												
Practice ethical decision-making.		x						1.10				5.6		7.1														x	
Professional behavior:																													
Exercise accountability.		x										5.4	6.5																
Maintain a professional appearance.		x						1.1																					
Be sensitive to cultural issues (age, sex, culture, disability, etc.).		x			x							5.5		7.1											x				
Work in a collegial manner with other members of the health care team.		x						1.8			4.2, 4.3		6.2, 6.5	7.1											x				
Recognize when patients should be appropriately referred to the emergency department (ED).	x	x			x			1.8					6.2													x			
Recognize the importance of arranging appropriate follow-up plans for patients being discharged from the ED.		x			x			1.8			4.1		6.2, 6.3	7.3										x					
Recognize the role of EM in the community, including access to care and its impact on patient care.		x			x				2.6				6.1, 6.3			9.1									x				
Understand the indications, cost, risks, and evidence behind commonly performed ED diagnostic studies.	x	x			x			1.2, 1.6					6.3						x										
Work in a collegial manner with other members of the health care team.		x									4.2, 4.3		6.5	7.1											x				
Engage with other members of the healthcare team to provide the best care for patients.		x									4.2, 4.3		6.5	7.1, 7.3											x				

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Develop a management plan for the patient with both an undifferentiated complaint and a specific disease process.	x	x						1.6, 1.7	2.1	3.1			6.2, 6.3						x	x									
Understand one's personal limits when working in a demanding area like the Emergency Department.		x													8.1														x
Develop healthy coping mechanisms to respond to stress.		x													8.2														x
Manage conflict between personal and professional responsibilities.		x													8.3														
Demonstrate appropriate self-confidence that portrays professionalism and competency.		x													8.7														
Understand the role of the local medical community, including access to care and its impact on patient care.		x						1.8								9.2													
Learn and recognize out-of-hospital resources that underserved patients can access and understand the process of accessing such services.		x														9.2									x				

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Formulate a plan for the medical, psychological, social, and spiritual needs of patients with advanced illness and their family members linking these identified needs with the appropriate interdisciplinary team members. Consider the unique aspects of the patient as a person.	x	x	x	x	x	x	x	1.1						7.1, 7.2							x								
Gather essential information about geriatric patients and their condition through history taking (including collateral sources) physical examination, and appropriate geriatric assessment procedures. Include level of urinary continence. Include the events leading to a change in the patient's status. Specifically include mood, cognitive, functional, and history and physical elements of fall risk assessment. Include the examination of a functionally frail or bedbound patient and nutrition assessment.	x	x	x	x	x	x	x	1.3									x				x								
Counsel patients and their families to empower them to participate in their care showing considerations for their perspective throughout treatment. Include goals of care for each medication, goals of care for treatment to improve physical function or reduce fall risk, and preferences for care near the end of life.	x	x	x	x	x	x	x	1.5													x								
Conduct a comprehensive therapeutic review and medication reconciliation based and patient and/ or family goals of care for each treatment, geriatric specific risks for the patient based on up to date scientific evidence, the Beers list, individual patient specific characteristics, evidence based targets for treatment, and a risk/benefit analysis justifying continuation or discontinuation of each medication based on clinical judgement.	x	x	x	x	x	x	x	1.6													x								
Formulate an appropriate management plan for a patient exhibiting functional deficits including adaptive interventions and utilizing appropriate interdisciplinary team members	x	x	x	x	x	x	x	1.7													x				x				
Document the key components of a safe and effective discharge plan including a clinical summary and written admission or discharge orders of a patient who has undergone or is about to undergo a transition in care between providers or settings. Include plans for home or alternative institutional sites and appropriate follow up care.	x	x	x	x	x	x	x	1.8													x								

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Demonstrate an investigative and analytic approach to medication review. Look up and recognize potential adverse effects for each medication that are particularly problematic for the elderly. Determine drug-drug interactions using a point of care tool. Calculate estimated creatinine clearance based upon ideal body weight, serum creatinine and age and know which medications require adjustment for renal function. Enter patient characteristics into e-prognosis.org estimate life expectancy. Determine which medications on the Beers list for potentially inappropriate medications in the older person are present in a given patient's medication list. Discuss clinical guidelines for appropriate targets for each medication and justify continuation or discontinuation of each medication based on those guidelines and patient characteristics.	x	x	x	x	x	x	x		2.1												x		x						
Apply knowledge of physiologic changes associated with aging and the concept of challenge to homeostasis of an organ system to demonstrate recognition of atypical presentation of diseases and discuss this from a pathophysiologic viewpoint. Recognize the contribution of this disruption of homeostasis in differential diagnosis of confusion, immobility, incontinence, falls, and other atypical presentations of disease.	x	x	x	x	x	x	x		2.2									x			x		x						
Apply knowledge of clinical factors contributing to fall risk in describing the fall risk of a particular patient at risk for falls. Apply knowledge of normal physical function and frailty to recognize normal function and functional impairment in the geriatric patient. Apply this knowledge to suggest recommendations preserve and/or improve functional status. Apply knowledge of the clinical factors contributing to a safe and effective transition in care, for example, high risk medications and polypharmacy.	x	x	x	x	x	x	x		2.3												x			x					x
Apply knowledge of epidemiologic factors like age, education, hearing impairment, visual impairment, vascular risks, alcohol, genetics and exercise to recognizing the risk factors in a particular patient at risk for cognitive impairment who should be screened.	x	x	x	x	x	x	x		2.4										x		x								

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Apply knowledge of social behavioral sciences to a differential diagnosis of a patient who has a positive mood disorder screen. Apply knowledge of behavioral and medical treatment of mood disorders to a patient with a mood disorder. Apply knowledge of social and behavioral sciences to identify barriers to adherence to a comprehensive plan of care for functional improvement and a plan for transition between sites of care.	x	x	x	x	x	x	x		2.5												x			x	x				x
Identify gaps in one's knowledge and expertise in the care of the geriatric patient. Identify gaps in knowledge about medications in the geriatric patient based on performing medication review exercises and feedback on those medication review exercises from faculty.	x	x	x	x	x	x	x			3.1											x								
Set one learning goal based upon gaps in knowledge and expertise in geriatrics as a whole and discuss that goal with faculty and other students on the rotation.	x	x	x	x	x	x	x			3.2											x								
Identify and perform learning activities based upon gaps in knowledge and expertise in geriatrics	x	x	x	x	x	x	x			3.3											x								
Justify continuation, adjustment, or discontinuation of medications using targets based on evidence.	x	x	x	x	x	x	x			3.6											x								
Use point of care references to calculate estimated creatinine clearance, discover potential side effects of medications, and estimate prognosis when reviewing geriatric patients' medications.	x	x	x	x	x	x	x			3.7											x								
Match patient and family goals with appropriate non-physician providers in plans to improve function or provide care in advanced illness (i.e. PT, OT, Speech, Hospice, etc.).	x	x	x	x	x	x	x			3.8											x				x				
Access your patients' electronic records to obtain patients' medication lists, serum creatinine, weight, and patient characteristics to conduct a thorough medication review.	x	x	x	x	x	x	x			3.9											x								
Apply established standards or protocols for fall risk assessment in patients. Identify, apply, and analyze guidelines for targets for medication therapy.	x	x	x	x	x	x	x			3.1											x								
Communicate with patients and families in gathering information, and establishing goals of care concerning medication review functional assessment, cognitive assessment, transitions in care, and advanced illness.	x	x	x	x	x	x	x				4.1										x			x					

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Gather input from speech, occupational therapy, physical therapy, palliative care team members as appropriate. Incorporate that input into assessment and plan and reflect on that input in one written assignment.	x	x	x	x	x	x	x				4.2										x				x				
Observe and participate in a team care conference in a rehabilitation, advanced illness care setting, or other setting.	x	x	x	x	x	x	x				4.3																		
Write a comprehensive functional assessment including premorbid and current function, physical exam, and care plan. Write a transition in care summary and orders.	x	x	x	x	x	x	x				4.5																		
Assess a patient's and family's goals of care in a case of advanced illness or end of life care.	x	x	x	x	x	x	x				4.6																		
Assess a patient with an abnormal mood screen and discuss your impressions with faculty and or Clerkship Director.	x	x	x	x	x	x	x				4.7																		
Demonstrate compassion, integrity, respect for patient , peers on rotation, faculty, and professional staff.	x	x	x	x	x	x	x					5.1																	
Showing up on time for patient rounds.	x	x	x	x	x	x	x					5.2																	
Keep HIPPA compliant shadow charts and written assignments.	x	x	x	x	x	x	x					5.3																	
Keep up to date logs of visits, geriatric conditions/ syndromes, and required procedures. Submit all written assignments by due dates.	x	x	x	x	x	x	x					5.4																	
Assess medical, personal, psychosocial, spiritual, and other patient family needs in advanced illness.	x	x	x	x	x	x	x					5.5																	
Assess effectiveness of the existing care plan in meeting the medical, personal, cultural, psychosocial, and spiritual needs in advanced illness.	x	x	x	x	x	x	x					5.6																	
Accompany one patient through a transition in care or an impending transition in care. Accompany a patient exhibiting functional deficits through treatment observe adaptive interventions and utilize interprofessional team members from the requisite disciplines.	x	x	x	x	x	x	x						6.1																
Match patient needs with the appropriate physician and no-physician providers and settings.	x	x	x	x	x	x	x						6.2																
Observe and participate in one interprofessional team conference on one of your patients.	x	x	x	x	x	x	x						6.5																

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Communicate with non-physician members of the team.	x	x	x	x	x	x	x						6.5																
Identify medications of particular risk for the geriatric patient or those no longer meeting patient goals.	x	x	x	x	x	x	x						6.6																
Match needs of patient with the care plan.	x	x	x	x	x	x	x						6.6																
Cooperate with non-physician team members with dignity, respect, diversity, ethical integrity, and trust to enhance team function and serve the patient's needs.	x	x	x	x	x	x	x							7.1															
Communicate results of cognitive assessment, functional assessment, fall risk assessment, advanced illness discussions, and care plans with the patient, family, physician, and non-physician team members.	x	x	x	x	x	x	x							7.3															
Seek help based on self-awareness of needs to use resources in library, syllabus, video orientation, canvas course management system, practice exams, and faculty to meet those needs.	x	x	x	x	x	x	x								8.1														
Meet all of the above objectives in a timely manner and, if unable discuss with faculty, clerkship director, course director, and Regional Campus Dean. Have all time off clerkship approved by your Regional Campus Dean. Discuss remediation of missed time on clerkship with Clerkship Director and if needed Education Director and Regional Campus Dean.	x	x	x	x	x	x	x								8.3														

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Residency Preparation Boot Camp	NBME	Observation by faculty	Observation by clerkship director	Online module	Oral presentation	Patient documentation	Project	Self-assessment	Patient Care	Knowledge for Practice	Practice-Based Learning & Improvement	Interpersonal Communication Skills	Professionalism	Systems-Based Practice	Interprofessional Collaboration	Personal & Professional Development	Mission	Gather a history and perform a physical examination	Prioritize a differential diagnosis following a clinical encounter	Recommend and interpret common diagnostic and screening test	Enter and discuss orders and prescriptions	Document a clinical encounter in the patient record	Provide an oral presentation of a clinical encounter	Form clinical questions and retrieve evidence to advance patient care	Give or receive a patient handover to transition care responsibility	Collaborate as a member of an interprofessional team	Recognize a patient requiring urgent or emergent care and initiate evaluation and management	Obtain informed consent for tests and/or procedures	Perform general procedures of a physician	Identify system failures and contribute to a culture of safety and improvement
Order and interpret results of basic clinical diagnostic tests.				x				x	1.4											x										
Write opioid prescriptions in a manner than enhances safety.				x				x	1.6												x									
Recognize patients requiring urgent or emergent care.				x				x	1.6, 1.7																		x			
Synthesize medical information from a variety of sources to make clinical decisions.				x				x		2.1, 2.3									x											
Demonstrate self-awareness of limitations and need to ask for help.				x				x			3.1					8.1										x				
Identify and organize appropriate information to be communicated to different situations, including patient hand-off.				x				x				4.2		6.5	7.4										x					
Complete all required activities in a timely fashion.				x				x					5.4																	
Demonstrate professional behavior in all interactions with peers, patients and faculty.				x				x					5.1		7.1											x				
Demonstrate interprofessional team work.				x				x							7.1											x				
Identify system failures, contribute to culture of safety.				x				x						6.5																x