



Curriculum Mapping Report

PGO 4: Interpersonal and Communication Skills



TTUHSC – PLFSOM
Office of Medical Education
Office of Assessment and Evaluation
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Contents

| | |
|---|----|
| Methodology..... | 6 |
| Goal 4 Components..... | 7 |
| Course Syllabus Map..... | 7 |
| Course Assessment Map | 8 |
| Session Level Objectives mapped to PGOs | 4 |
| IC4.1: Communicate effectively with patients and families across a broad range of socio-economic and cultural backgrounds. | 4 |
| IC4.2: Communicate effectively with colleagues and other health care professionals | 17 |
| IC4.3: Communicate with sensitivity, honesty, compassion and empathy. | 26 |
| IC4.4: Maintain comprehensive and timely medical records. | 29 |
| Assessment Type to PGO Linkages | 31 |
| Table 6.1 information | 31 |
| M3 Mapping by Clerkship Assessment Form | 34 |

Methodology

This report summarizes data from several sources. First, course syllabi mapping and course assessment mapping come from the Annual Report for AY 2015-2016. The methodology for assessments is described there as:

For course syllabus to PGO: The Director of Assessment and Evaluation reviewed all course syllabi for AY 2016-2017 using the versions approved by the CEPC. For each course, the director mapped a program goal and objective (PGO) if possible. Unless the course syllabi did not specifically make the linkage, all linkages are those indicated by the course director.

For PGO Assessment Mapping, This is the first year that this item has been included in the report. As a first process, we have included the linkages as shown in table 6.1-1 of the LCME DCI in preparation. The assessments listing was compiled by the assistant deans for medical education. In reviewing the list, some of the linkages are vague. For example, M3&M4 clerkship assessment forms. It is the opinion of the director of assessment and evaluation that this is not specific enough to ensure that coverage is specific enough to ensure adequate assessment or that the PGO is actually assessed in all clerkships, though we have mapped them that way at this time. Further, assessments entered into CHAMP will have associations that we anticipate will improve our ability to identify specific linkages for those activities.

The data for assessments has been updated as table 6.1 has been updated by the assistant deans for medical education.

In addition, session level objective linkages to PGOs is included. This data comes from a new report from the CHAMP system. Faculty identify which PGOs are relevant when they create the objectives. For objectives that were rolled over from the Ilios system, faculty provided instruction to the course coordinators on how to link their objectives. The tables in this report are cleaned up only for visual ability to identify relevant associations (e.g., we merged all PGO 1.1 labels into a single cell). We have deliberately left misspellings, etc. so that reviewers could identify needed changes.

Finally, the reports contain assessment item linkages in the form of excerpts from LCME table 6.1 and a document prepared by Dr Maureen Francis and the M3 clerkship directors indicating the linkages by assessment. Please note that these are not granular ties but rather are based on whether any element of the assessment is relevant to that PGO.

Goal 4 Components

Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families and health professionals.

- 4.1: Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds.
- 4.2: Communicate effectively with colleagues and other healthcare professionals.
- 4.3: Communicate with sensitivity, honesty, compassion, and empathy.
- 4.4: Maintain comprehensive and timely medical records.

Course Syllabus Map

| Program Goal : | 4.1 | 4.2 | 4.3 | 4.4 |
|--|------------|------------|------------|------------|
| Master's Colloquium | ✓ | ✓ | ✓ | |
| Medical Skills | ✓ | ✓ | ✓ | ✓ |
| Scientific Principles of Medicine | | ✓ | | |
| Society, Community, and the Individual | ✓ | ✓ | | |
| Clinical Preparation Course | ✓ | ✓ | ✓ | ✓ |
| Block A | | | | |
| Family Medicine Clerkship | ✓ | ✓ | ✓ | ✓ |
| Surgery Clerkship | ✓ | | ✓ | |
| Block B | | | | |
| Internal Medicine Clerkship | ✓ | ✓ | | |
| Psychiatry Clerkship | ✓ | ✓ | ✓ | ✓ |
| Block C | | | | |
| Obstetrics & Gynecology Clerkship | ✓ | ✓ | ✓ | ✓ |
| Pediatrics Clerkship | ✓ | ✓ | ✓ | ✓ |
| Emergency Medicine Clerkship | ✓ | ✓ | ✓ | |
| Neurology Clerkship | ✓ | ? | | |
| Critical Care Selective | | | | |
| CVICU | ✓ | ✓ | | |
| MICU | ✓ | ✓ | | |
| PICU | ✓ | ✓ | ✓ | ✓ |
| NICU | ✓ | ✓ | ✓ | ✓ |
| SICU | ? | | | |
| Sub Internship Selective | | | | |
| Family Medicine | ✓ | ✓ | | |
| Internal Medicine | ✓ | ✓ | | |
| OB/Gynecology | ✓ | ✓ | | |
| Surgery | | ? | ? | |
| Pediatrics | | | | |
| Scholarly Activity and Research Project | | ✓ | | |

Course Assessment Map

| Program Goal : | 4.1 | 4.2 | 4.3 | 4.4 |
|---|------------|------------|------------|------------|
| Master's Colloquium | | ✓ | ✓ | |
| Medical Skills | ✓ | ✓ | ✓ | ✓ |
| Scientific Principles of Medicine | | ✓ | ✓ | |
| Society, Community, and the Individual | ✓ | ✓ | ✓ | |
| Clinical Preparation Course | ✓ | ✓ | ✓ | |
| Block A | | | | |
| Family Medicine Clerkship | ✓ | ✓ | | |
| Surgery Clerkship | ✓ | ✓ | | |
| Block B | | | | |
| Internal Medicine Clerkship | ✓ | ✓ | | ✓ |
| Psychiatry Clerkship | ✓ | ✓ | | |
| Block C | | | | |
| Obstetrics & Gynecology Clerkship | ✓ | ✓ | | |
| Pediatrics Clerkship | ✓ | ✓ | ✓ | |
| Emergency Medicine Clerkship | ✓ | ✓ | ✓ | ✓ |
| Neurology Clerkship | ✓ | ✓ | ✓ | ✓ |
| Critical Care Selective | | | | |
| CVICU | ✓ | ✓ | ✓ | ✓ |
| MICU | ✓ | ✓ | ✓ | ✓ |
| PICU | ✓ | ✓ | ✓ | ✓ |
| NICU | ✓ | ✓ | ✓ | ✓ |
| SICU | ✓ | ✓ | ✓ | ✓ |
| Sub Internship Selective | | | | |
| Family Medicine | ✓ | ✓ | ✓ | ✓ |
| Internal Medicine | ✓ | ✓ | ✓ | ✓ |
| OB/Gynecology | ✓ | ✓ | ✓ | ✓ |
| Surgery | ✓ | ✓ | ✓ | ✓ |
| Pediatrics | ✓ | ✓ | ✓ | ✓ |
| Scholarly Activity and Research Project | | ✓ | | |
| Integrated Curricular Expectation (not part of course) | ✓ | ✓ | ✓ | ✓ |

Session Level Objectives mapped to PGOs

IC4.1: Communicate effectively with patients and families across a broad range of socio-economic and cultural backgrounds.

| Objective Id | Objective | Course Title | Session Id | Session Title |
|--------------|---|--------------|---|---|
| 802 | Apply the principles of effective verbal and non-verbal (appropriate eye contact, use a forward leaning posture to indicate interest, display calm, neutral business-like demeanor) communication to facilitate relationship building, data-gathering, and patient education. | MSK IHD | 551 | A Child with Poor Growth / SOAP Note Workshop |
| | | | 552 | Sore Throat / Exam of the Febrile Patient |
| | | MSK GIS | 557 | Dysphagia / Swallowing Evaluation |
| | | | 558 | Nausea and Vomiting / Abdominal Exam |
| | | | 559 | Jaundice / Abdominal Ultrasound Workshop |
| | | | 560 | Diarrhea / Cancer Screening Workshop |
| | | | 561 | Abdominal Pain / Shock Simulation |
| | | MSK IMN | 567 | Shoulder Pain / Exam of the Shoulder |
| | | | 568 | Numbness and Tingling / Screening Neuro Exam |
| | | | 569 | Weakness / OSCE Review / Exam Testing Station |
| | | MSK HEM | 573 | Abnormal WBC |
| | | MSK CVR | 576 | Chest Discomfort / The Cardiovascular Exam |
| | | | 578 | Syncope / ECG Rhythm Strip Interpretation |
| | | MSK CSS | 581 | Cough / Chest X-Ray Interpretation |
| | | | 589 | Gait Disturbance |
| 590 | Movement Disorders | | | |
| 593 | Vision Loss | | | |
| | | 594 | Hearing Loss/Tinnitus/Dizziness/Vertigo | |

| Objective Id | Objective | Course Title | Session Id | Session Title |
|--------------|---|--------------|------------|--|
| 1214 | Conduct key informant interviews | SCI I | 355 | Community Assessment |
| | | | 356 | Preparation for Community Assessment |
| | | | 363 | Community Assessment (Field Trip) |
| | | | 368 | Community Assessment Presentations-Rompecabezas |
| | | | 369 | Community Assessment Presentations Group Dialogue |
| | | | 387 | Community Assessment Presentations-Rompecabezas II |
| 2441 | Define the term "culture" and describe potential implications of cultural factors on health and illness behaviors and the physician-patient relationship. | SCI I | 364 | Structure of the Medical Interview |
| | | | 365 | Patient Centered Interviewing |
| 2442 | Describe the concept of "explanatory models" and demonstrate the ability to elicit patient explanatory models. | SCI I | 364 | Structure of the Medical Interview |
| | | | 365 | Patient Centered Interviewing |
| 2669 | Apply the principles of effective communication to facilitate relationship building, data-gathering, and patient education. | MSK HEM | 572 | Abnormal Coagulation / Lymph Node and Spleen Examination |
| 9102 | Use effective approaches to verbal and nonverbal communication to greet the patient, establish a positive atmosphere, and clarify the purpose of the visit. | MSK IHD | 553 | The Febrile Patient / Introduction to the Simulation Lab |
| 9103 | Use communication techniques effectively such as eye contact, attentive body posture, comfortable spatial positioning, and verbal cues indicating interest to establish a supportive initial relationship with the patient. | MSK CVR | 581 | Cough / Chest X-Ray Interpretation |
| 9732 | Use effective approaches to verbal and nonverbal communication to greet the patient, establish a positive atmosphere, and identify the purpose of the visit. | MSK CVR | 580 | Dyspnea / Interpretation of Pulmonary Function Tests |
| | | MSK CSS | 591 | Headache |
| 9743 | Effectively bring closure to the visit. Articulate specific goals for the patient and tasks to be accomplished. Negotiate a time for a follow-up | MSK END | 597 | Diabetes - Chronic Disease Monitoring and Care |

| Objective Id | Objective | Course Title | Session Id | Session Title |
|--------------|--|----------------------|------------|------------------------------------|
| | encounter that is neither too soon for the goals to be realized nor too distant such that the motivation to achieve the goals will extinguish. | | | |
| 11547 | Respond empathically and thoughtfully to patient emotions while maintaining clear personal boundaries, so as to strengthen the clinical alliance and promote emotional healing, and while avoiding a response that is reactive or defensive. | MSK HEM | 573 | Abnormal WBC |
| 18486 | Identify the qualities of a good physician. | Masters Colloquium I | 3 | Introduction to Colloquium |
| 18487 | Consider the types of effort required to become a good physician. | Masters Colloquium I | 3 | Introduction to Colloquium |
| 25540 | Describe and demonstrate the verbal and non-verbal behaviors that characterize active listening. | SCI I | 364 | Structure of the Medical Interview |
| | | | 365 | Patient Centered Interviewing |
| 25961 | Students will consider the varies leadership roles of physicians. | Masters Colloquium I | 39 | Leadership (General) |
| 25962 | Students will consider the toolkit of effective leaders. | Masters Colloquium I | 39 | Leadership (General) |
| 33615 | Understand barriers to healthcare faced by LGBT* patients. | SCI I | 208 | LGBT Healthcare |
| 33616 | Understand the importance of knowing your patients' sexual orientations and gender identities in providing excellent care. | SCI I | 208 | LGBT Healthcare |
| 33617 | Learn how to create a welcoming environment for LGBT* patients. | SCI I | 208 | LGBT Healthcare |
| 33618 | Learn to conduct a culturally competent interview, including proper vocabulary. | SCI I | 208 | LGBT Healthcare |
| 33619 | Recognize common mistakes made during medical visits with transgender patients. | SCI I | 208 | LGBT Healthcare |
| 34070 | Outline several of the psychosocial, lifestyle, and personal habits of male patients that adversely impact their health, and discuss potential ways that that healthcare providers might be able to intervene to decrease the risk from these behaviors. | SPM REP | 444 | SCHEME - Men's Health |
| | | | 451 | Men's Health WCE Session |

| Objective Id | Objective | Course Title | Session Id | Session Title |
|--------------|---|--------------|------------|--|
| 44563 | Conduct key informant interviews. | SCI I | 356 | Preparation for Community Assessment |
| | | | 368 | Community Assessment Presentations-Rompecabezas |
| | | | 369 | Community Assessment Presentations Group Dialogue |
| | | | 387 | Community Assessment Presentations-Rompecabezas II |
| | | | 388 | Preparation for Community Assessment II |
| 44568 | Understand and be able to use the ten domains of cultural intelligence as outlined by Dr. David Livermore. | SCI I | 350 | Cultural Intelligence |
| | | | 366 | Cultural Intelligence Presentations III |
| | | | 381 | Cultural Intelligence Presentations I |
| | | | 382 | Cultural Intelligence Presentations II |
| 44569 | Understand your own cultural norms. | SCI I | 350 | Cultural Intelligence |
| | | | 366 | Cultural Intelligence Presentations III |
| | | | 381 | Cultural Intelligence Presentations I |
| | | | 382 | Cultural Intelligence Presentations II |
| 44570 | Be able to detect differences in cultural norms in a clinic setting, particularly when these differences could compromise medical care. | SCI I | 350 | Cultural Intelligence |
| | | | 366 | Cultural Intelligence Presentations III |
| | | | 381 | Cultural Intelligence Presentations I |
| | | | 382 | Cultural Intelligence Presentations II |
| 44571 | Gain skills to effectively work through cultural differences to provide good medical care. | SCI I | 350 | Cultural Intelligence |
| | | | 366 | Cultural Intelligence Presentations III |
| | | | 381 | Cultural Intelligence Presentations I |
| | | | 382 | Cultural Intelligence Presentations II |
| 44572 | Understand that patients and health care professionals often have different perspectives, values, and beliefs about health and illness that can lead to conflict, especially when communication is limited by language and cultural barriers. | SCI I | 354 | What is Culture? |
| 44573 | Apply LEARN and ETHNICS mnemonics to provide culturally appropriate care. | SCI I | 364 | Structure of the Medical Interview |
| | | | 365 | Patient Centered Interviewing |
| 44574 | Identify and use patient "cues" that should prompt the physician to elicit and explore the | SCI I | 364 | Structure of the Medical Interview |
| | | | 365 | Patient Centered Interviewing |

| Objective Id | Objective | Course Title | Session Id | Session Title |
|--------------|--|--------------|------------|---|
| | implications of a patient's explanatory model of an illness. | | | |
| 44576 | Be able to use questions that can be useful in exploring a patient's explanatory model of his/her illness. | SCI I | 364 | Structure of the Medical Interview |
| | | | 365 | Patient Centered Interviewing |
| 44577 | Be able to use negotiation techniques in medical care that are appropriate from a biomedical standpoint and respectful of patient beliefs, understandings, and preferences. | SCI I | 364 | Structure of the Medical Interview |
| | | | 365 | Patient Centered Interviewing |
| 44578 | Demonstrate good medical interviewing skills during an Objective Structured Clinical Examination (OSCE). | SCI I | 364 | Structure of the Medical Interview |
| | | | 365 | Patient Centered Interviewing |
| 44579 | Recognize, define, and use each of the following "PEARLS": Partnership, Empathy, Apology, Respect, Legitimization, and Support. | SCI I | 364 | Structure of the Medical Interview |
| | | | 365 | Patient Centered Interviewing |
| 44580 | Recognize, define, and use each of the following: Agenda setting, open-ended questions, closed/directive questions, open-closed question cone, verbal and non-verbal facilitations, and summarization. | SCI I | 364 | Structure of the Medical Interview |
| | | | 365 | Patient Centered Interviewing |
| 44582 | Become familiar with the types of issues and challenges that are particularly important in caring for patients of different cultural backgrounds. | SCI I | 354 | What is Culture? |
| 44584 | Understand how discrimination and mistrust affect patients' interaction with physicians and the health care system. | SCI I | 354 | What is Culture? |
| 44585 | Develop a greater sense of curiosity, empathy, and respect towards patients who are culturally different, and thus be encouraged to develop better communication and negotiation skills through ongoing instruction. | SCI I | 354 | What is Culture? |
| 44591 | Be able to effectively use motivational interviewing. | SCI I | 706 | Logic Models and Health Interventions - 7/11/16 |
| 49099 | How to interact and establish a rapport with an obstetrical patient. | MSK REP | 604 | Pregnancy |

| Objective Id | Objective | Course Title | Session Id | Session Title |
|-------------------------|--|---------------------------------------|------------|--|
| 49116 | Interact and establish a rapport with a gynecologic patient. | MSK REP | 602 | Introduction to Menstrual Cycle and Female Pelvic Anatomy, Male Exam |
| | | | 603 | Pelvic Masses and Pelvic Pain |
| | | | 605 | Infertility/Screening and OSCE Review |
| | | | 685 | Abnormal Uterine Bleeding, Breast and Pelvic Exams |
| 49119 | Ask appropriate questions about perimenopausal symptoms. | MSK REP | 605 | Infertility/Screening and OSCE Review |
| 49583 | Explain the major underlying principles of CBPR | SCI III | 615 | Qualitative Methods & Community Based Participatory Research Methods |
| 49609 | Describe strategies a physician should employ to effectively elicit information from patients about their interest in, or utilization of, CAM. | SCI III | 618 | Complementary and Alternative Medicine |
| 49629 | To assess the student's progress during the clerkship. | Emergency Medicine | 890 | EM Mid-Clerkship Assessment |
| | | Clinical Neurosciences | 891 | Neuro Mid-Clerkship |
| | | Emergency Medicine | 921 | EM Final Assessment |
| | | Advanced Gross Anatomy | 936 | Anatomy Final Assessment |
| | | Radiology Research | 937 | Final Assessment - Research |
| | | Anesthesiology Sr. Elective | 982 | Anesthesiology Sr. Elective Final Assessment |
| | | Emergency Medicine | 990 | Emergency Medicine NBME |
| | | Clinical Neurosciences | 997 | Neurology Final Assessment |
| | | Radiology | 1006 | Radiology Final Assessment |
| | | Internal Medicine Research | 1007 | IM Research Final Assessment |
| | | Biomedical Information Management | 1013 | Biomedical Information Mgmt. Final Assessment |
| | | Internal Medicine Sub-Internship | 1029 | IM Sub-I Midclerkship Feedback |
| | | | 1030 | IM Sub-I Final Assessment |
| | | Advanced Obstetrics | 1036 | Adv. OB Final Assessment |
| Senior Surgery Elective | 1039 | Sr. Surgery Elective Mid-Clerkship | | |
| | 1040 | Sr. Surgery Elective Final Assessment | | |

| Objective Id | Objective | Course Title | Session Id | Session Title |
|--------------|-----------|-----------------------------------|------------|---|
| | | Pediatric Surgery (2 week) | 1041 | Peds Surgery Final Assessment |
| | | Clinical Research in Primary Care | 1042 | FM Research Mid-Clerkship |
| | | | 1043 | FM Research Final Assessment |
| | | Family Medicine Sr. Elective | 1044 | FM Sr. Elective Mid-Clerkship |
| | | | 1045 | FM Sr. Elective Final Assessment |
| | | Pediatric Hematology/Oncology | 1046 | Peds Hem/Onc Mid-Clerkship |
| | | | 1047 | Peds Hem/Onc Final Assessment |
| | | Gastroenterology Elective | 1114 | GI Final Assessment |
| | | Cardiology Elective | 1115 | Cardiology Final Assessment |
| | | Internal Medicine Sub-Internship | 1244 | Second Half Rotation Review |
| | | Health Informatics | 1308 | Health Informatics Final Assessment |
| | | Infectious Disease | 1350 | Infectious Disease (4) Final Assessment |
| | | Advanced Gross Anatomy (4 week) | 1354 | Advanced Gross Anatomy (4) Final Assessment |
| | | Interventional Radiology | 1355 | Interventional Radiology Final Assessment |
| | | Orthopaedic Elective | 1357 | Ortho Final Assessment |
| | | Pediatric Surgery (4 weeks) | 1362 | Pediatric Surgery (4 Wks.) Final Assessment |
| | | Biomedical Information Management | 1406 | Final Library Assessment |
| | | Nephrology (2 Wk.) | 1408 | Nephrology (2 weeks) Final Assessment |
| | | Nephrology (4 weeks) | 1409 | Nephrology (4 weeks) Final Assessment |
| | | Ambulatory Pediatrics - 4 wks | 1410 | Ambulatory Peds (4 wk.) Final Assessment |
| | | Adolescent Medicine (2 wks) | 1411 | Adolescent Medicine (2 wk) Final Assessment |
| | | Adolescent Medicine (4 wks) | 1412 | Adolescent Medicine (4 wks) Final Assessment |
| | | Pediatric Endocrinology | 1413 | Pediatric Endocrinology (2 wk) Final Assessment |

| Objective Id | Objective | Course Title | Session Id | Session Title |
|--------------|---|---|------------|--|
| | | Community Services/Child Psychiatry (2 wks) | 1414 | Community Services/Child Psych (2 wk) Final Assessment |
| | | Psychiatry Research | 1415 | Psychiatry Research Final Assessment |
| | | Psychiatry Senior Rotation | 1416 | Psych Sr. Rotation Final Assessment |
| | | Anatomic and Clinical Pathology (2 wk) | 1418 | Pathology (2wk) Final Assessment |
| | | Ambulatory Pediatrics (2 wk.) | 1428 | Ambulatory Peds (2 wk) Final Assessment |
| | | Emergency Medicine Research | 1441 | EM Research Final Assessment |
| | | Senior OB/Gyn Elective (2 wks) | 1458 | Sr. OB Elective Final Assessment |
| 49665 | Discuss strategies for advising patients about utilization of CAM practitioners and list up to three key questions that patients should ask about proposed CAM therapies. | SCI III | 618 | Complementary and Alternative Medicine |
| 49674 | Describe strategies a physician should employ to effectively elicit information from patients about their interest in, or utilization of, CAM. | SCI III | 618 | Complementary and Alternative Medicine |
| 49736 | Achieve levels of competency/proficiency in spoken conversational Spanish that are sufficient to allow you to converse in limited but useful ways with Spanish. | SCI III | 528 | Medical Spanish - Week 2 |
| | | | 725 | Immersion Spanish - Off Campus 7/8/2016 -PM |
| | | | 955 | Spanish Immersion 7/5/2016 - AM |
| | | | 958 | Spanish Immersion 7/6/2016 - AM |
| | | | 960 | Spanish Immersion 7/7/2016 - AM |
| | | | 961 | Spanish Immersion 7/7/2016 - PM |
| | | | 962 | Spanish Immersion 7/8/2016 - AM |
| | | | 963 | Spanish Immersion 7/11/2016 - AM |
| | | | 964 | Spanish Immersion 7/11/2016 - PM |
| | | | 965 | Spanish Immersion 7/13/2016 - AM |
| | | | 966 | Spanish Immersion 7/13/2016 - PM |
| | | | 978 | Spanish Immersion 7/14/16-AM |
| | | | 979 | Spanish Immersion 7/14/16 - PM |
| | | | 980 | Spanish Immersion 7/15/16-AM |
| | | | 981 | Spanish Immersion 7/18/16-AM |
| | | | 983 | Spanish Immersion 7/18/16-PM |
| | | | 984 | Spanish Immersion 7/19/16-AM |

| Objective Id | Objective | Course Title | Session Id | Session Title | |
|--------------|----------------------------|--------------------------------------|---|--|-------|
| | | | 985 | Spanish Immersion 7/19/16-PM | |
| | | | 986 | Spanish Immersion 7/20/16-AM | |
| | | | 987 | Spanish Immersion 7/20/16-PM | |
| | | | 988 | Spanish Immersion 7/21/16-AM | |
| | | | 989 | Spanish Immersion 07/22/16-AM | |
| | | | 995 | Spanish Immersion-Off Campus 7/15/16-PM | |
| | | | 996 | Spanish Immersion-Off Campus 7/21/16-PM | |
| | | 1005 | Immersion Spanish 7/22/2016 Large Group | | |
| | | SCI IV | 1049 | Medical Spanish - Week 2 (1/9/2017) | |
| | | | 1050 | Medical Spanish - Week 4 (1/23/2017) | |
| | | | 1051 | Medical Spanish - Week 5 (1/30/2017) | |
| | | | 1052 | Medical Spanish - Week 6 (2/9/2017) | |
| | | | 1249 | Medical Spanish - Week 1 (1/3/2017) | |
| | | | 49737 | Demonstrate levels of competency/proficiency in spoken conversational and medical Spanish that are sufficient to allow you to converse in limited but useful ways with Spanish speakers. | SCI I |
| 500 | Medical Spanish - Week 3 | | | | |
| 501 | Medical Spanish - Week 4 | | | | |
| 502 | Medical Spanish - Week 5 | | | | |
| 503 | Medical Spanish - Week 15. | | | | |
| 504 | Medical Spanish - Week 8. | | | | |
| 505 | Medical Spanish - Week 9. | | | | |
| 506 | Medical Spanish - Week 10. | | | | |
| 507 | Medical Spanish - Week 13. | | | | |
| 508 | Medical Spanish - Week 14. | | | | |
| 510 | Medical Spanish - Week 19 | | | | |
| 511 | Medical Spanish - Week 20 | | | | |
| SCI II | 512 | Medical Spanish - Week 3 (1/19/2017) | | | |
| | 513 | Medical Spanish - Week 1 (1/5/2017) | | | |
| | 514 | Medical Spanish - Week 2 (1/12/2017) | | | |

| Objective Id | Objective | Course Title | Session Id | Session Title |
|--------------|-----------|--|------------|---------------------------------------|
| | | | 515 | Medical Spanish - Week 7 (2/16/2017) |
| | | | 516 | Medical Spanish - Week 8 (2/23/2017) |
| | | | 517 | Medical Spanish - Week 10 (3/9/2017) |
| | | | 518 | Medical Spanish - Week 11 (3/16/2017) |
| | | | 519 | Medical Spanish - Week 12 (3/23/2017) |
| | | | 520 | Medical Spanish - Week 15 (4/13/2017) |
| | | | 521 | Medical Spanish - Week 14 (4/6/2017) |
| | | | 523 | Medical Spanish - Week 9 (3/2/2017) |
| | | SCI I | 524 | Medical Spanish - Week 7. |
| | | | 525 | Medical Spanish - Week 11. |
| | | SCI III | 529 | Medical Spanish - Week 3 |
| | | | 530 | Medical Spanish - Week 4 |
| | | | 531 | Medical Spanish - Week 5 |
| | | | 532 | Medical Spanish - Week 7 |
| | | | 533 | Medical Spanish - Week 8 |
| | | | 534 | Medical Spanish - Week 10 |
| | | | 535 | Medical Spanish - Week 11 |
| | | | 536 | Medical Spanish - Week 12 |
| | | | 537 | Medical Spanish - Week 13 |
| | | | 539 | Medical Spanish - Week 15 |
| | | SCI I | 922 | Medical Spanish - Week 16. |
| | | | 923 | Medical Spanish - Week 17. |
| | | SCI III | 1000 | Medical Spanish-Week 14 |
| | | | 1001 | Medical Spanish-Week 16 |
| | | | 1002 | Medical Spanish-Week 17 |
| | 1003 | Medical Spanish - Week 18: Mid-Term Final Exam | | |

| Objective Id | Objective | Course Title | Session Id | Session Title |
|--------------|---|--------------|------------|---|
| | | SCI II | 1017 | Medical Spanish - Week 16 (4/20/2017) |
| | | | 1020 | Medical Spanish - Week 17 (4/27/2017) |
| | | | 1023 | Medical Spanish - Week 4 (1/26/2017) |
| | | | 1026 | Medical Spanish Week 6 (2/9/2017) |
| 49957 | Discuss strategies to support effective communication about the disease of obesity to patients. | SCI III | 862 | PH Selected Topic: Obesity Issues |
| 49972 | Apply the principles of ACLS based on evidence-based principles from the 2010 AHA guidelines | PICE | 1390 | Introduction to ACLS Training |
| | | | 1391 | ACLS Curriculum - Video Lectures |
| | | | 1392 | ACLS Skills Practice |
| | | | 1393 | ACLS Mega Code Testing |
| | | | 1394 | ACLS Curriculum - Video Lectures Part 2 |
| | | | 1395 | ACLS Skills Practice Part 2 |
| | | | 1396 | ACLS Review |
| | | | 1397 | ACLS Written Exam |
| 49973 | Recognize and initiate early management of periarrest conditions that may result in arrest. | PICE | 1390 | Introduction to ACLS Training |
| | | | 1391 | ACLS Curriculum - Video Lectures |
| | | | 1392 | ACLS Skills Practice |
| | | | 1393 | ACLS Mega Code Testing |
| | | | 1394 | ACLS Curriculum - Video Lectures Part 2 |
| | | | 1395 | ACLS Skills Practice Part 2 |
| | | | 1396 | ACLS Review |
| | | | 1397 | ACLS Written Exam |
| 49974 | Demonstrate proficiency in providing BLS care. | PICE | 1390 | Introduction to ACLS Training |
| | | | 1391 | ACLS Curriculum - Video Lectures |
| | | | 1392 | ACLS Skills Practice |
| | | | 1393 | ACLS Mega Code Testing |
| | | | 1394 | ACLS Curriculum - Video Lectures Part 2 |
| | | | 1395 | ACLS Skills Practice Part 2 |
| | | | 1396 | ACLS Review |

| Objective Id | Objective | Course Title | Session Id | Session Title |
|--------------|--|--------------|------------|---|
| 49975 | Recognize and manage respiratory arrest. | PICE | 1397 | ACLS Written Exam |
| | | | 1390 | Introduction to ACLS Training |
| | | | 1391 | ACLS Curriculum - Video Lectures |
| | | | 1392 | ACLS Skills Practice |
| | | | 1393 | ACLS Mega Code Testing |
| | | | 1394 | ACLS Curriculum - Video Lectures Part 2 |
| | | | 1395 | ACLS Skills Practice Part 2 |
| | | | 1396 | ACLS Review |
| 49976 | Recognize and manage cardiac arrest. | PICE | 1397 | ACLS Written Exam |
| | | | 1390 | Introduction to ACLS Training |
| | | | 1391 | ACLS Curriculum - Video Lectures |
| | | | 1392 | ACLS Skills Practice |
| | | | 1393 | ACLS Mega Code Testing |
| | | | 1394 | ACLS Curriculum - Video Lectures Part 2 |
| | | | 1395 | ACLS Skills Practice Part 2 |
| | | | 1396 | ACLS Review |
| 49977 | Recognize and initiate early management of ACS, including appropriate disposition. | PICE | 1397 | ACLS Written Exam |
| | | | 1390 | Introduction to ACLS Training |
| | | | 1391 | ACLS Curriculum - Video Lectures |
| | | | 1392 | ACLS Skills Practice |
| | | | 1393 | ACLS Mega Code Testing |
| | | | 1394 | ACLS Curriculum - Video Lectures Part 2 |
| | | | 1395 | ACLS Skills Practice Part 2 |
| | | | 1396 | ACLS Review |
| 49978 | Recognize and initiate early management of stroke, including appropriated disposition. | PICE | 1397 | ACLS Written Exam |
| | | | 1390 | Introduction to ACLS Training |
| | | | 1391 | ACLS Curriculum - Video Lectures |
| | | | 1392 | ACLS Skills Practice |
| | | | 1393 | ACLS Mega Code Testing |
| | | | 1394 | ACLS Curriculum - Video Lectures Part 2 |
| | | | 1395 | ACLS Skills Practice Part 2 |
| | | | 1396 | ACLS Review |

| Objective Id | Objective | Course Title | Session Id | Session Title |
|--------------|---|--------------|------------|---|
| 49979 | Demonstrate effective communication as a team member or team leader. | PICE | 1397 | ACLS Written Exam |
| | | | 1390 | Introduction to ACLS Training |
| | | | 1391 | ACLS Curriculum - Video Lectures |
| | | | 1392 | ACLS Skills Practice |
| | | | 1393 | ACLS Mega Code Testing |
| | | | 1394 | ACLS Curriculum - Video Lectures Part 2 |
| | | | 1395 | ACLS Skills Practice Part 2 |
| | | | 1396 | ACLS Review |
| 49980 | Recognize the impact of team dynamics on overall team performance. | PICE | 1397 | ACLS Written Exam |
| | | | 1390 | Introduction to ACLS Training |
| | | | 1391 | ACLS Curriculum - Video Lectures |
| | | | 1392 | ACLS Skills Practice |
| | | | 1393 | ACLS Mega Code Testing |
| | | | 1394 | ACLS Curriculum - Video Lectures Part 2 |
| | | | 1395 | ACLS Skills Practice Part 2 |
| | | | 1396 | ACLS Review |
| 50016 | Define cultural competence at various levels (individual, organizational, program, community). | SCI IV | 1246 | Addressing Diversity and Cultural Competence in Health Service Delivery |
| 50017 | Identify examples of cultures that require special attention within the health care system (LGBT, Hispanic, low SES, etc) | SCI IV | 1246 | Addressing Diversity and Cultural Competence in Health Service Delivery |
| 50018 | Describe culturally competent practices that can be integrated into MD practice. | SCI IV | 1246 | Addressing Diversity and Cultural Competence in Health Service Delivery |
| 50019 | Consider elements of culturally competent dialogue. | SCI IV | 1246 | Addressing Diversity and Cultural Competence in Health Service Delivery |
| 50020 | Discuss the importance of culturally competent medical practice. | SCI IV | 1246 | Addressing Diversity and Cultural Competence in Health Service Delivery |

| Objective Id | Objective | Course Title | Session Id | Session Title |
|--------------|---|--------------|------------|---|
| 50021 | To synthesize SCI MS1 and MS2 course Social Foundations of Medicine objectives and materials presented. | SCI IV | 1246 | Addressing Diversity and Cultural Competence in Health Service Delivery |

IC4.2: Communicate effectively with colleagues and other health care professionals

| Objective Id | Objective | Course Title | Session Id | Session Title |
|--------------|---|----------------------|------------|--|
| 11937 | List and describe the new skills that each medical student will need to develop in order to achieved exemplary performance and optimal learning during the third year clerkships. | Master Colloquium IV | 1123 | Orientation to Third Year Panel |
| 18486 | Identify the qualities of a good physician. | Masters Colloquium I | 3 | Introduction to Colloquium |
| 18487 | Consider the types of effort required to become a good physician. | Masters Colloquium I | 3 | Introduction to Colloquium |
| 25961 | Students will consider the varies leadership roles of physicians. | Masters Colloquium I | 39 | Leadership (General) |
| 25962 | Students will consider the toolkit of effective leaders. | Masters Colloquium I | 39 | Leadership (General) |
| 34147 | List some of the reasons why communication and coordination can often be ineffective and inefficient the medical workplace. | MSK HEM | 574 | TeamSTEPPS Interprofessional Scenarios |
| | | SCI II | 1021 | TeamSTEPPS I |
| | | | 1022 | TeamSTEPPS II |
| | | | 1025 | TeamSTEPPS III |
| 34148 | Describe the characteristics of TeamSTEPPS tools and the basic steps in using these tools. | MSK HEM | 574 | TeamSTEPPS Interprofessional Scenarios |
| | | SCI II | 1021 | TeamSTEPPS I |
| | | | 1022 | TeamSTEPPS II |
| | | | 1025 | TeamSTEPPS III |
| 34149 | Explain how the use of TeamSTEPPS tools can enhance teamwork, improve patient safety, and facilitate better work outcomes in a healthcare organization. | MSK HEM | 574 | TeamSTEPPS Interprofessional Scenarios |
| | | SCI II | 1021 | TeamSTEPPS I |
| | | | 1022 | TeamSTEPPS II |
| | | | 1025 | TeamSTEPPS III |

| Objective Id | Objective | Course Title | Session Id | Session Title |
|--------------|---|------------------------|------------|--|
| 40658 | Correctly perform an examination to evaluate coordination and cerebellar function including tests for proprioception, rapid alternating movements, finger-nose-finger and heel to shin tests. | MSK CSS | 589 | Gait Disturbance |
| 44560 | Understand the essential services of public health in the US. | SCI I | 355 | Community Assessment |
| | | | 356 | Preparation for Community Assessment |
| | | | 363 | Community Assessment (Field Trip) |
| | | | 368 | Community Assessment Presentations-Rompecabezas |
| | | | 369 | Community Assessment Presentations Group Dialogue |
| | | | 387 | Community Assessment Presentations-Rompecabezas II |
| | | | 388 | Preparation for Community Assessment II |
| 44581 | Be able to provide quality constructive feedback to their fellow students. | SCI I | 364 | Structure of the Medical Interview |
| | | | 365 | Patient Centered Interviewing |
| 44591 | Be able to effectively use motivational interviewing. | SCI I | 706 | Logic Models and Health Interventions - 7/11/16 |
| 48685 | Demonstrate effective communication between members of the healthcare team. | MSK CSS | 592 | Stroke |
| 49583 | Explain the major underlying principles of CBPR | SCI III | 615 | Qualitative Methods & Community Based Participatory Research Methods |
| 49600 | Identify partners who can support physician in addressing social determinants of health | SCI III | 617 | MD Practice and Public Health Matters: Clinical and Community Service to Help Address Determinants of Health |
| 49629 | To assess the student's progress during the clerkship. | Emergency Medicine | 890 | EM Mid-Clerkship Assessment |
| | | Clinical Neurosciences | 891 | Neuro Mid-Clerkship |
| | | Emergency Medicine | 921 | EM Final Assessment |

| Objective Id | Objective | Course Title | Session Id | Session Title |
|--------------|-----------|-----------------------------------|------------|---|
| | | Advanced Gross Anatomy | 936 | Anatomy Final Assessment |
| | | Radiology Research | 937 | Final Assessment - Research |
| | | Anesthesiology Sr. Elective | 982 | Anesthesiology Sr. Elective Final Assessment |
| | | Emergency Medicine | 990 | Emergency Medicine NBME |
| | | Clinical Neurosciences | 997 | Neurology Final Assessment |
| | | Radiology | 1006 | Radiology Final Assessment |
| | | Internal Medicine Research | 1007 | IM Research Final Assessment |
| | | Biomedical Information Management | 1013 | Biomedical Information Mgmt. Final Assessment |
| | | Internal Medicine Sub-Internship | 1029 | IM Sub-I Midclerkship Feedback |
| | | | 1030 | IM Sub-I Final Assessment |
| | | Advanced Obstetrics | 1036 | Adv. OB Final Assessment |
| | | Senior Surgery Elective | 1039 | Sr. Surgery Elective Mid-Clerkship |
| | | | 1040 | Sr. Surgery Elective Final Assessment |
| | | Pediatric Surgery (2 week) | 1041 | Peds Surgery Final Assessment |
| | | Clinical Research in Primary Care | 1042 | FM Research Mid-Clerkship |
| | | | 1043 | FM Research Final Assessment |
| | | Family Medicine Sr. Elective | 1044 | FM Sr. Elective Mid-Clerkship |
| | | | 1045 | FM Sr. Elective Final Assessment |
| | | Pediatric Hematology/Oncology | 1046 | Peds Hem/Onc Mid-Clerkship |
| | | | 1047 | Peds Hem/Onc Final Assessment |
| | | Gastroenterology Elective | 1114 | GI Final Assessment |
| | | Cardiology Elective | 1115 | Cardiology Final Assessment |
| | | Internal Medicine Sub-Internship | 1244 | Second Half Rotation Review |
| | | Health Informatics | 1308 | Health Informatics Final Assessment |

| Objective Id | Objective | Course Title | Session Id | Session Title |
|--------------|-----------|---|------------|--|
| | | Infectious Disease | 1350 | Infectious Disease (4) Final Assessment |
| | | Advanced Gross Anatomy (4 week) | 1354 | Advanced Gross Anatomy (4) Final Assessment |
| | | Interventional Radiology | 1355 | Interventional Radiology Final Assessment |
| | | Orthopaedic Elective | 1357 | Ortho Final Assessment |
| | | Pediatric Surgery (4 weeks) | 1362 | Pediatric Surgery (4 Wks.) Final Assessment |
| | | Biomedical Information Management | 1406 | Final Library Assessment |
| | | Nephrology (2 Wk.) | 1408 | Nephrology (2 weeks) Final Assessment |
| | | Nephrology (4 weeks) | 1409 | Nephrology (4 weeks) Final Assessment |
| | | Ambulatory Pediatrics - 4 wks | 1410 | Ambulatory Peds (4 wk.) Final Assessment |
| | | Adolescent Medicine (2 wks) | 1411 | Adolescent Medicine (2 wk) Final Assessment |
| | | Adolescent Medicine (4 wks) | 1412 | Adolescent Medicine (4 wks) Final Assessment |
| | | Pediatric Endocrinology | 1413 | Pediatric Endocrinology (2 wk) Final Assessment |
| | | Community Services/Child Psychiatry (2 wks) | 1414 | Community Services/Child Psych (2 wk) Final Assessment |
| | | Psychiatry Research | 1415 | Psychiatry Research Final Assessment |
| | | Psychiatry Senior Rotation | 1416 | Psych Sr. Rotation Final Assessment |
| | | Anatomic and Clinical Pathology (2 wk) | 1418 | Pathology (2wk) Final Assessment |
| | | Ambulatory Pediatrics (2 wk.) | 1428 | Ambulatory Peds (2 wk) Final Assessment |

| Objective Id | Objective | Course Title | Session Id | Session Title |
|--------------|--|--------------------------------|------------|---|
| 49740 | Demonstrate meaningful participation in each case discussion through reflective listening, respectful discourse, sharing insights, encouraging others, and being accountable to support an interdependent, generative learning environment | Emergency Medicine Research | 1441 | EM Research Final Assessment |
| | | Senior OB/Gyn Elective (2 wks) | 1458 | Sr. OB Elective Final Assessment |
| | | SPM IHD | 18 | Child with Dehydration WCE Session |
| | | | 61 | Sore Throat WCE Session |
| | | | 100 | Wound WCE Session |
| | | SPM GIS | 145 | Liver Function Tests and Abdominal Distention WCE |
| | | | 147 | Vomiting and Nausea WCE Session |
| | | | 174 | Abdominal Pain & GI Bleed WCE |
| | | SPM IMN | 187 | Rash and Skin Lesions - Worked Case Examples |
| | | | 194 | Hair and Nail Disorders Worked Case Examples |
| | | | 204 | Bone Fractures, Dislocations and Joint Injuries WCE |
| | | | 222 | Joint Pain WCE Session |
| | | | 237 | Musculoskeletal Lumps and Masses WCE |
| | | | 250 | Numbness and Pain WCE Session |
| | | SPM CSS | 261 | Weakness WCE Session |
| | | | 306 | Movement Disorders and Gait Disturbances WCE Session |
| | | | 318 | Headache & Seizure WCE |
| | | | 324 | Stroke and Aphasia WCE |
| | | | 340 | Delirium, Stupor and Coma WCE Session |
| | | SPM END | 349 | Visual Disturbances and Diplopia/Strabismus/Eye Redness WCE Session |
| 377 | Hearing Loss & Tinnitus and Dizziness & Vertigo WCE Session | | | |
| | | SPM END | 435 | Hypothalamus/Pituitary/Adrenal Disorders WCE Session |

| Objective Id | Objective | Course Title | Session Id | Session Title |
|--------------|--|--------------|---|--|
| | | SPM REP | 451 | Men's Health WCE Session |
| | | | 462 | Abnormal Uterine Bleeding WCE Session |
| | | | 471 | Pelvic Masses and Pelvic Pain WCE Session |
| | | | 484 | Pregnancy WCE Session |
| | | | 497 | Screening and Prevention and Infertility WCE Session |
| | | SPM IHD | 686 | Child with Poor Growth WCE |
| | | | 688 | Fever WCE |
| | | SPM GIS | 690 | Dysphagia - WCE |
| | | | 692 | WCE Diarrhea & Constipation |
| | | SPM END | 1385 | Hypertension WCE Session |
| | | | 1386 | Diabetes and Obesity WCE Session |
| | | | 1387 | Disorders of Thyroid Function WCE Session |
| | | 49888 | Recognize the physical therapy evaluation process and various treatment modalities including manual therapy, functional knee strengthening and range of motion. | MSK IMN |
| 49892 | Create a presentation of their cadaver's case appropriate for an audience of their peers and faculty. | PICE | 1444 | Tankside Grand Rounds |
| 49893 | Present their case findings to a public audience primarily composed of their peers and faculty. | PICE | 1444 | Tankside Grand Rounds |
| 49895 | Clearly explain the relevant basic science content supporting their findings. | PICE | 1444 | Tankside Grand Rounds |
| 49896 | Defend the group's conclusions about the case. | PICE | 1444 | Tankside Grand Rounds |
| 49944 | Examine the unique perspective front line culturally competent health workers offer on individual and community health issues. | SCI III | 616 | Border Health Issues Roundtable |
| 49972 | Apply the principles of ACLS based on evidence-based principles from the 2010 AHA guidelines. | PICE | 1390 | Introduction to ACLS Training |
| | | | 1391 | ACLS Curriculum - Video Lectures |
| | | | 1392 | ACLS Skills Practice |

| Objective Id | Objective | Course Title | Session Id | Session Title | | | |
|--------------|---|--------------|--------------|--|------|------|----------------------------------|
| | | | 1393 | ACLS Mega Code Testing | | | |
| | | | 1394 | ACLS Curriculum - Video Lectures Part 2 | | | |
| | | | 1395 | ACLS Skills Practice Part 2 | | | |
| | | | 1396 | ACLS Review | | | |
| | | | 1397 | ACLS Written Exam | | | |
| 49973 | Recognize and initiate early management of periarrest conditions that may result in arrest. | PICE | 1390 | Introduction to ACLS Training | | | |
| | | | 1391 | ACLS Curriculum - Video Lectures | | | |
| | | | 1392 | ACLS Skills Practice | | | |
| | | | 1393 | ACLS Mega Code Testing | | | |
| | | | 1394 | ACLS Curriculum - Video Lectures Part 2 | | | |
| | | | 1395 | ACLS Skills Practice Part 2 | | | |
| | | | 1396 | ACLS Review | | | |
| | | | 1397 | ACLS Written Exam | | | |
| | | | 49974 | Demonstrate proficiency in providing BLS care. | PICE | 1390 | Introduction to ACLS Training |
| | | | | | | 1391 | ACLS Curriculum - Video Lectures |
| 1392 | ACLS Skills Practice | | | | | | |
| 1393 | ACLS Mega Code Testing | | | | | | |
| 1394 | ACLS Curriculum - Video Lectures Part 2 | | | | | | |
| 1395 | ACLS Skills Practice Part 2 | | | | | | |
| 1396 | ACLS Review | | | | | | |
| 1397 | ACLS Written Exam | | | | | | |
| 49975 | Recognize and manage respiratory arrest. | PICE | | | | 1390 | Introduction to ACLS Training |
| | | | | | | 1391 | ACLS Curriculum - Video Lectures |
| | | | 1392 | ACLS Skills Practice | | | |
| | | | 1393 | ACLS Mega Code Testing | | | |
| | | | 1394 | ACLS Curriculum - Video Lectures Part 2 | | | |
| | | | 1395 | ACLS Skills Practice Part 2 | | | |
| | | | 1396 | ACLS Review | | | |
| | | | 1397 | ACLS Written Exam | | | |

| Objective Id | Objective | Course Title | Session Id | Session Title |
|--------------|--|--------------|------------|---|
| 49976 | Recognize and manage cardiac arrest. | PICE | 1390 | Introduction to ACLS Training |
| | | | 1391 | ACLS Curriculum - Video Lectures |
| | | | 1392 | ACLS Skills Practice |
| | | | 1393 | ACLS Mega Code Testing |
| | | | 1394 | ACLS Curriculum - Video Lectures Part 2 |
| | | | 1395 | ACLS Skills Practice Part 2 |
| | | | 1396 | ACLS Review |
| | | | 1397 | ACLS Written Exam |
| 49977 | Recognize and initiate early management of ACS, including appropriate disposition. | PICE | 1390 | Introduction to ACLS Training |
| | | | 1391 | ACLS Curriculum - Video Lectures |
| | | | 1392 | ACLS Skills Practice |
| | | | 1393 | ACLS Mega Code Testing |
| | | | 1394 | ACLS Curriculum - Video Lectures Part 2 |
| | | | 1395 | ACLS Skills Practice Part 2 |
| | | | 1396 | ACLS Review |
| | | | 1397 | ACLS Written Exam |
| 49978 | Recognize and initiate early management of stroke, including appropriated disposition. | PICE | 1390 | Introduction to ACLS Training |
| | | | 1391 | ACLS Curriculum - Video Lectures |
| | | | 1392 | ACLS Skills Practice |
| | | | 1393 | ACLS Mega Code Testing |
| | | | 1394 | ACLS Curriculum - Video Lectures Part 2 |
| | | | 1395 | ACLS Skills Practice Part 2 |
| | | | 1396 | ACLS Review |
| | | | 1397 | ACLS Written Exam |
| 49979 | Demonstrate effective communication as a team member or team leader. | PICE | 1390 | Introduction to ACLS Training |
| | | | 1391 | ACLS Curriculum - Video Lectures |
| | | | 1392 | ACLS Skills Practice |
| | | | 1393 | ACLS Mega Code Testing |

| Objective Id | Objective | Course Title | Session Id | Session Title |
|--------------|--|--------------|------------|--|
| 49980 | Recognize the impact of team dynamics on overall team performance. | PICE | 1394 | ACLS Curriculum - Video Lectures Part 2 |
| | | | 1395 | ACLS Skills Practice Part 2 |
| | | | 1396 | ACLS Review |
| | | | 1397 | ACLS Written Exam |
| | | | 1390 | Introduction to ACLS Training |
| | | | 1391 | ACLS Curriculum - Video Lectures |
| | | | 1392 | ACLS Skills Practice |
| | | | 1393 | ACLS Mega Code Testing |
| | | | 1394 | ACLS Curriculum - Video Lectures Part 2 |
| | | | 1395 | ACLS Skills Practice Part 2 |
| 1396 | ACLS Review | | | |
| 1397 | ACLS Written Exam | | | |
| 50010 | Define the mission of public health. | SCI IV | 865 | Health Department Leadership and Key Issues in Public Health |
| 50011 | Identify key services that public health provides during an emergency response. | SCI IV | 865 | Health Department Leadership and Key Issues in Public Health |
| 50012 | Describe components of the all hazards emergency response plan. | SCI IV | 865 | Health Department Leadership and Key Issues in Public Health |
| 50013 | Describe the role of local health authority in isolation and quarantine. | SCI IV | 865 | Health Department Leadership and Key Issues in Public Health |
| 50014 | Describe public health surveillance systems. | SCI IV | 865 | Health Department Leadership and Key Issues in Public Health |
| 50015 | Describe the roles that health care providers play in protecting the health of the community and stopping spread of disease. | SCI IV | 865 | Health Department Leadership and Key Issues in Public Health |

IC4.3: Communicate with sensitivity, honesty, compassion and empathy.

| Objective Id | Objective | Course Title | Session Id | Session Title |
|--------------|---|------------------------|------------|--|
| 9102 | Use effective approaches to verbal and nonverbal communication to greet the patient, establish a positive atmosphere, and clarify the purpose of the visit. | MSK IHD | 553 | The Febrile Patient / Introduction to the Simulation Lab |
| 9103 | Use communication techniques effectively such as eye contact, attentive body posture, comfortable spatial positioning, and verbal cues indicating interest to establish a supportive initial relationship with the patient. | MSK CVR | 581 | Cough / Chest X-Ray Interpretation |
| 9262 | Through interview and conversation with a dialysis patient, explore the life experience of being on dialysis including the impact that end-stage renal disease has had on the patient's own emotional well-being, family, employment, recreation, and intimate relationships. | MSK Renal System (RNL) | 586 | Dialysis Center Visit |
| | | | 587 | Dialysis Visit Debriefing Session |
| 18487 | Consider the types of effort required to become a good physician. | Masters Colloquium I | 3 | Introduction to Colloquium |
| 19108 | The students will consider the issue of artistic perspective. | Masters Colloquium II | 1054 | Art of observation |
| 25540 | Describe and demonstrate the verbal and non-verbal behaviors that characterize active listening. | SCI I | 364 | Structure of the Medical Interview |
| | | | 365 | Patient Centered Interviewing |
| 33615 | Understand barriers to healthcare faced by LGBT* patients. | SCI I | 208 | LGBT Healthcare |
| 33616 | Understand the importance of knowing your patients' sexual orientations and gender identities in providing excellent care. | SCI I | 208 | LGBT Healthcare |
| 33617 | Learn how to create a welcoming environment for LGBT* patients. | SCI I | 208 | LGBT Healthcare |
| 33618 | Learn to conduct a culturally competent interview, including proper vocabulary. | SCI I | 208 | LGBT Healthcare |

| Objective Id | Objective | Course Title | Session Id | Session Title |
|--------------|--|--------------|------------|---|
| 33619 | Recognize common mistakes made during medical visits with transgender patients. | SCI I | 208 | LGBT Healthcare |
| 44573 | Apply LEARN and ETHNICS mnemonics to provide culturally appropriate care. | SCI I | 364 | Structure of the Medical Interview |
| | | | 365 | Patient Centered Interviewing |
| 44574 | Identify and use patient "cues" that should prompt the physician to elicit and explore the implications of a patient's explanatory model of an illness. | SCI I | 364 | Structure of the Medical Interview |
| | | | 365 | Patient Centered Interviewing |
| 44578 | Demonstrate good medical interviewing skills during an Objective Structured Clinical Examination (OSCE). | SCI I | 364 | Structure of the Medical Interview |
| | | | 365 | Patient Centered Interviewing |
| 44579 | Recognize, define, and use each of the following "PEARLS": Partnership, Empathy, Apology, Respect, Legitimization, and Support. | SCI I | 364 | Structure of the Medical Interview |
| | | | 365 | Patient Centered Interviewing |
| 44580 | Recognize, define, and use each of the following: Agenda setting, open-ended questions, closed/directive questions, open-closed question cone, verbal and non-verbal facilitations, and summarization. | SCI I | 364 | Structure of the Medical Interview |
| | | | 365 | Patient Centered Interviewing |
| 44591 | Be able to effectively use motivational interviewing. | SCI I | 706 | Logic Models and Health Interventions - 7/11/16 |
| 49740 | Demonstrate meaningful participation in each case discussion through reflective listening, respectful discourse, sharing insights, encouraging others, and being accountable to support an interdependent, generative learning environment | SPM IHD | 18 | Child with Dehydration WCE Session |
| | | | 61 | Sore Throat WCE Session |
| | | | 100 | Wound WCE Session |
| | | SPM GIS | 145 | Liver Function Tests and Abdominal Distention WCE |
| | | | 147 | Vomiting and Nausea WCE Session |
| | | | 174 | Abdominal Pain & GI Bleed WCE |
| | | SPM IMN | 187 | Rash and Skin Lesions - Worked Case Examples |
| | | | 194 | Hair and Nail Disorders Worked Case Examples |
| | | | 204 | Bone Fractures, Dislocations and Joint Injuries WCE |
| 222 | Joint Pain WCE Session | | | |

| Objective Id | Objective | Course Title | Session Id | Session Title |
|--------------|---|--------------|------------|---|
| | | SPM CSS | 237 | Musculoskeletal Lumps and Masses WCE |
| | | | 250 | Numbness and Pain WCE Session |
| | | | 261 | Weakness WCE Session |
| | | | 306 | Movement Disorders and Gait Disturbances WCE Session |
| | | | 318 | Headache & Seizure WCE |
| | | | 324 | Stroke and Aphasia WCE |
| | | | 340 | Delirium, Stupor and Coma WCE Session |
| | | | 349 | Visual Disturbances and Diplopia/Strabismus/Eye Redness WCE Session |
| | | | 377 | Hearing Loss & Tinnitus and Dizziness & Vertigo WCE Session |
| | | | SPM END | 435 |
| | | SPM REP | 451 | Men's Health WCE Session |
| | | | 462 | Abnormal Uterine Bleeding WCE Session |
| | | | 471 | Pelvic Masses and Pelvic Pain WCE Session |
| | | | 484 | Pregnancy WCE Session |
| | | | 497 | Screening and Prevention and Infertility WCE Session |
| | | SPM IHD | 686 | Child with Poor Growth WCE |
| | | | 688 | Fever WCE |
| | | SPM GIS | 690 | Dysphagia - WCE |
| | | | 692 | WCE Diarrhea & Constipation |
| | | SPM END | 1385 | Hypertension WCE Session |
| 1386 | Diabetes and Obesity WCE Session | | | |
| 1387 | Disorders of Thyroid Function WCE Session | | | |
| 49886 | Develop an effective provider-relationship. | MSK IMN | 566 | Preventive Care |
| 49892 | Create a presentation of their cadaver's case appropriate for an audience of their peers and faculty. | PICE | 1444 | Tankside Grand Rounds |

| Objective Id | Objective | Course Title | Session Id | Session Title |
|--------------|---|--------------|------------|-----------------------|
| 49893 | Present their case findings to a public audience primarily composed of their peers and faculty. | PICE | 1444 | Tankside Grand Rounds |
| 49895 | Clearly explain the relevant basic science content supporting their findings. | PICE | 1444 | Tankside Grand Rounds |
| 49896 | Defend the group’s conclusions about the case. | PICE | 1444 | Tankside Grand Rounds |

IC4.4: Maintain comprehensive and timely medical records.

| Objective Id | Objective | Course Title | Session Id | Session Title |
|--------------|---|--|------------|--|
| 4147 | Write a SOAP note that captures the most salient points from the patient's history narrative (including positive and negative points), past history, physical exam findings, and study results, and uses them to reason through the decision points of the appropriate diagnostic scheme in order to arrive at the most likely diagnosis. | MSK IHD | 551 | A Child with Poor Growth / SOAP Note Workshop |
| | | | 552 | Sore Throat / Exam of the Febrile Patient |
| | | | 553 | The Febrile Patient / Introduction to the Simulation Lab |
| | | MSK GIS | 557 | Dysphagia / Swallowing Evaluation |
| | | | 558 | Nausea and Vomiting / Abdominal Exam |
| | | | 559 | Jaundice / Abdominal Ultrasound Workshop |
| | | | 560 | Diarrhea / Cancer Screening Workshop |
| | | MSK IMN | 561 | Abdominal Pain / Shock Simulation |
| | | | 567 | Shoulder Pain / Exam of the Shoulder |
| | | | 568 | Numbness and Tingling / Screening Neuro Exam |
| | | MSK HEM | 569 | Weakness / OSCE Review / Exam Testing Station |
| 573 | Abnormal WBC | | | |
| MSK CVR | 576 | Chest Discomfort / The Cardiovascular Exam | | |

| Objective Id | Objective | Course Title | Session Id | Session Title |
|--------------|--|--------------|------------|--|
| | | MSK CSS | 578 | Syncope / ECG Rhythm Strip Interpretation |
| | | | 580 | Dyspnea / Interpretation of Pulmonary Function Tests |
| | | | 581 | Cough / Chest X-Ray Interpretation |
| | | | 589 | Gait Disturbance |
| | | | 590 | Movement Disorders |
| | | | 591 | Headache |
| | | | 593 | Vision Loss |
| | | | 594 | Hearing Loss/Tinnitus/Dizziness/Vertigo |
| 49641 | Outline a few key physician reporting responsibilities | SCI III | 619 | Medical Jurisprudence |

Assessment Type to PGO Linkages

Table 6.1 information

Note: the current draft of the table contains suggestions from multiple people. The highlighting represents Dr. Maureen Francis’s suggestions and is coded as follows:

- Yellow – there is a question of fit
- Red- suggest removing
- Pink – added

| Table 6.1-1 Competencies, Program Objectives, and Outcome Measures ^{#update_table} | |
|---|---|
| List each general competency expected of graduates, the related medical education program objectives, and the outcome measure(s) <u>specifically</u> used to assess students’ attainment of <u>each</u> related objective and competency. Add rows as needed. | |
| Medical Education Program Objective(s) | Outcome Measure(s) for Objective |
| Communicate effectively with patients and families across a broad range of socio-economic and cultural backgrounds. | - M1 NBME comprehensive end-of-year exam (CEYE) ^d |
| | - M2 NBME comprehensive basic science exams (CBSE) ^d |
| | - M2 ACLS practical and written assessments ^f |
| | - M1 & M2 SCI community clinic preceptor feedback form ^h |
| | - M1 & M2 SCI community clinic student activity checklist ⁱ |
| | - M1 & M2 SCI Spanish language assessments ^{bb} |
| | - M1, M2 & M3 OSCEs ^u |
| | -) ^j |
| | - k [SD59]??? |
| | - M1 & M2 standardized patient checklist ^l |
| | - M1 & M2 peer observer feedback ^m |
| | - M1 & M2 standardized patient encounter review and reflective self-assessment (SPERRSA) ⁿ |
| | - M1 Inter-Professional Collaborative Practice Modules ^{cc} |
| | - [FM60] teamSTEPPS and IPE TBL focus on provider communication and not on patient and family communication |
| - M2 patient history and physical examinations | |
| - [FM61] this might be a stretch. The students turn in a written assignment and their communication is not assessed. | |
| - s | |

| Table 6.1-1 Competencies, Program Objectives, and Outcome Measures #update_table | |
|---|---|
| List each general competency expected of graduates, the related medical education program objectives, and the outcome measure(s) specifically used to assess students' attainment of each related objective and competency. Add rows as needed. | |
| Medical Education Program Objective(s) | Outcome Measure(s) for Objective |
| | <ul style="list-style-type: none"> - M3 & M4 clerkship assessment forms ^v - M3 & M4 observed H&P evaluations - USMLE Step 1 and Step 2 CK/CS exams - End of Year 2 Comprehensive OSCE - End of Year 3 Comprehensive OSCE |
| Communicate effectively with colleagues and other health care professionals. | <ul style="list-style-type: none"> - SARP assessment forms ^w - M1 & M2 SCI community clinic preceptor feedback form ^h - M1 & M2 SCI community clinic student activity checklist ⁱ - M1 & M2 SCI graded oral presentations ^y - M1 & M2 SCI written examinations ^g - M1 Inter-Professional Collaborative Practice Modules ^{cc} - [FM62] M1 students have 3 in person sessions focused on teamwork using TeamSTEPPS material. There is a plan for a new in person TBL on roles and responsibilities of different health care professionals. - M1 & M2 Masters' Colloquium graded essays ^z - M1 & M2 small group assessment forms ^t - M2 ACLS practical and written assessments ^f - M1, M2 & M3 OSCEs ^u - ^k [SD63] ??? - M1 & M2 standardized patient encounter review and reflective self-assessment (SPERRSA) ⁿ - M2 patient history and physical examinations ^s - M2 Tankside Grand Rounds assessment forms ^e - M3 student peer presentations - M3 student morning report (IM) - M3 simulated delivery, neonatal resuscitation, and ethic case discussions (OB/GYN and Pediatrics combined activity) - M3 & M4 clerkship assessment forms ^v - M3 & M4 observed H&P and written H&P evaluations and progress notes - USMLE Step 2 CS exam - End of Year 2 Comprehensive OSCE - End of Year 3 Comprehensive OSCE |
| Communicate with sensitivity, honesty, compassion and empathy. | <ul style="list-style-type: none"> - M1 & M2 Masters' Colloquium graded essays ^z - M1 & M2 small group assessment forms ^t |

| Table 6.1-1 Competencies, Program Objectives, and Outcome Measures #update_table | |
|---|--|
| List each general competency expected of graduates, the related medical education program objectives, and the outcome measure(s) specifically used to assess students' attainment of each related objective and competency. Add rows as needed. | |
| Medical Education Program Objective(s) | Outcome Measure(s) for Objective |
| | <ul style="list-style-type: none"> - M1 NBME comprehensive end-of-year exam (CEYE) ^q - M2 NBME comprehensive basic science exams (CBSE) ^d [FM64] How effective would this be in assessing communication? May not be specific enough to list?? - M1 & M2 SCI community clinic preceptor feedback form ^h - M1 & M2 SCI graded oral presentations ^y - M2 Tankside Grand Rounds assessment forms ^e [SD65] Really? J - M1, M2 & M3 OSCEs ^u - M1 & M2 standardized patient checklist ^l - M1 & M2 peer observer feedback ^m - M1 & M2 standardized patient encounter review and reflective self-assessment (SPERRSA) ⁿ - M2 patient history and physical examinations ^s [FM66] This something from PICE be added here??es and responsibilities this August. Are a few sessions in clerkship related to this but no re - M3 & M4 clerkship assessment forms ^v - M3 & M4 observed H&P evaluations - M3 morning report and student morning report presentations (Psychiatry and IM Clerkships) - M3 breaking bad news sssion (FM and Surgery combined activity) - M3 Hospice rotation (FM clerkship) - M3 Ethics activity (Pediatics) - USMLE Step 1 & 2 CK/CS exams - End of Year 2 Comprehensive OSCE - End of Year 3 Comprehensive OSCE |
| Maintain comprehensive and timely medical records. | <ul style="list-style-type: none"> ^l [SD67]? ?? - M1 & M2 standardized patient encounter review and reflective self-assessment (SPERRSA) ⁿ ^j [SD68] ??? - M1 medical record keeping graded assignment ^r - M2 patient history and physical examinations ^s - M1, M2 & M3 OSCEs ^u - M3 & M4 clerkship assessment forms ^v - M3 & M4 observed H&P evaluations and progress notes - USMLE Step 2 CS exam - End of Year 2 Comprehensive OSCE |

| Table 6.1-1 Competencies, Program Objectives, and Outcome Measures #update_table | |
|---|------------------------------------|
| List each general competency expected of graduates, the related medical education program objectives, and the outcome measure(s) <u>specifically</u> used to assess students' attainment of <u>each</u> related objective and competency. Add rows as needed. | |
| Medical Education Program Objective(s) | Outcome Measure(s) for Objective |
| | - End of Year 3 Comprehensive OSCE |

M3 Mapping by Clerkship Assessment Form

From Dr Maureen Francis and clerkship directors

| PGO # | Surgery | | | Family Medicine | | | | | | | |
|-------|--------------------------|-------------------------|----------|------------------------|--------------------|-------------------------------------|------------|--------------|-------------------------|----------------------------------|--|
| | clinical evaluation form | Surgery evaluation card | SBP week | FM Clinical Evaluation | Hospice evaluation | clinical and translational research | SOAP notes | online cases | FM selective assessment | clerkship coordinator evaluation | Combined integrated case presentations |
| 4.1 | X | | | XX | | | | | | | |
| 4.2 | X | | | X | | | | | | | |
| 4.3 | | | | | | | | | | | |
| 4.4 | | | | | | | X | | | | |

| PGO # | IM | | | | | | | | Psychiatry | | | | | |
|-------|-----------------------------|--------------------------------|--------------|-------------------|------------------|-------------------------------|--------------------------|--------------------|------------------------------------|-------------------------------------|----------------------|--------|----------------|--------------------------------|
| | IM Clinical assessment form | History and Physical Write-ups | Observed H&P | Op Log Completion | MKSAP completion | Student Bedside Rounds/mornin | Educational prescription | Health matrix form | Psychiatry Inpatient Clinical form | Psychiatry outpatient clinical form | Student presentation | Matrix | Progress notes | Student psychiatric evaluation |
| 4.1 | XX | | X | | | | | | XX | XX | | | | |
| 4.2 | X | | | | | X | | | XX | X | X | | | |
| 4.3 | | | | | | | | | | | | | | |
| 4.4 | | X | | | | | | | | | | | | |

| PGO # | Pediatrics | | | | | | | | | | OB GYN | | | | | Combined Ethics Case | |
|-------|--------------------------|-------|----------------|-----|-------------|----------|----------------------|---------------------|-----|------|----------------------|---------------------|-------------------|----------------------|--------------|----------------------|--------------------|
| | Clinical evaluation Peds | Wards | Wards Observed | H&P | Nursery H&P | Write-up | Nursery Observed H&P | Clinic Observed H&P | ILP | SNAP | Neonatal resuscitati | Clinical evaluation | Suture assessment | Observed Pelvic Exam | Observed H&P | | Simulated delivery |
| 4.1 | X | | X | | | | | X | | | | X | | | | | |
| 4.2 | X | | | | | | | | | | | X | | | | | |
| 4.3 | | | X | | | | | X | | | | | | | | | |
| 4.4 | | | | | | | | | | | | | | | | | |