



Curriculum Mapping Report

PGO 6: Systems-based Practice



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™
EL PASO

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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 Components

Demonstrate an awareness of and responsiveness to the larger context and systems of health care as well as the ability to call on other resources in the system to provide optimal care.

- 6.1: Describe the health system and its components, how the system is funded and how it affects individual and community health.
- 6.2: Demonstrate the ability to identify patient access to public, private, commercial and/or community-based resources relevant to patient health and care.
- 6.3: Incorporate consideration of benefits, risks and costs inpatient and/or population care.
- 6.4: Describe appropriate processes for referral of patients and for maintaining continuity of care throughout transitions between providers and settings.

Course Syllabus Map

Program Goal :	6.1	6.2	6.3	6.4
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 :	6.1	6.2	6.3	6.4
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

SB6.1: Describe the health system and its components, how the system is funded, and how it affects individual and community health.

Objective Id	Objective	Course Title	Session Id	Session Title
1214	Conduct key informant interviews	SCI I	355	Community Assessment
		SCI I	363	Community Assessment (Field Trip)
		SCI I	369	Community Assessment Presentations Group Dialogue
		SCI I	368	Community Assessment Presentations-Rompecabezas
		SCI I	387	Community Assessment Presentations-Rompecabezas II
		SCI I	356	Preparation for Community Assessment
1215	Conduct a windshield survey	SCI I	355	Community Assessment
		SCI I	363	Community Assessment (Field Trip)
		SCI I	369	Community Assessment Presentations Group Dialogue
		SCI I	368	Community Assessment Presentations-Rompecabezas
		SCI I	387	Community Assessment Presentations-Rompecabezas II
		SCI I	356	Preparation for Community Assessment
18675	The students will be aware of the initial constraints on dialysis access, as well as current limits for non U.S. citizens.	MC II	1066	Dialysis and Transplantation: Access to Care
18681	Students will be able to list the major challenges involved in global health, as well as articulate current and potential solutions.	MC II	1423	Economics of healthcare : Intro to Medicare, Medicaid
		MC II	1424	Global Health Issues
25763	Review patient scenarios in which harm occurred as a result of medical care, and discuss the scenario from the point of view of a clinician, as well is the point of	MC III	264	Medical Nemesis

Objective Id	Objective	Course Title	Session Id	Session Title
	view of society and culture.			
25764	Review patient scenarios in which harm occurred as a result of medical care, and identify potential errors, opportunities for improvement, and a clinical/social/cultural barriers that might resist adoption of these improvements.	MC III	264	Medical Nemesis
44557	Know how the US ranks among industrialized nations in terms of longevity and health care spending.	SCI I	334	Social Determinants of Health
44560	Understand the essential services of public health in the US.	SCI I	355	Community Assessment
44560	Understand the essential services of public health in the US.	SCI I	363	Community Assessment (Field Trip)
		SCI I	369	Community Assessment Presentations Group Dialogue
		SCI I	368	Community Assessment Presentations-Rompecabezas
		SCI I	387	Community Assessment Presentations-Rompecabezas II
		SCI I	356	Preparation for Community Assessment
		SCI I	388	Preparation for Community Assessment II
44563	Conduct key informant interviews.	SCI I	369	Community Assessment Presentations Group Dialogue
		SCI I	368	Community Assessment Presentations-Rompecabezas
		SCI I	387	Community Assessment Presentations-Rompecabezas II
		SCI I	356	Preparation for Community Assessment
		SCI I	388	Preparation for Community Assessment II
		SCI I	369	Community Assessment Presentations Group Dialogue
44564	Do a windshield survey.	SCI I	369	Community Assessment Presentations Group Dialogue
		SCI I	368	Community Assessment Presentations-Rompecabezas
		SCI I	387	Community Assessment Presentations-Rompecabezas II
		SCI I	356	Preparation for Community Assessment
		SCI I	388	Preparation for Community Assessment II
		SCI I	369	Community Assessment Presentations Group Dialogue

Objective Id	Objective	Course Title	Session Id	Session Title
49218	Outline some of the major events in the history of Medicare, Medicaid, and the Affordable Care Act (ACA)	SCI II	138	Introduction to Medicare, Medicaid, and the ACA
49219	Delineate some of the underlying problems that prompted the creation of the ACA	SCI II	138	Introduction to Medicare, Medicaid, and the ACA
49220	Outline the main provisions and sources of revenue for Medicare parts A, B, C, and D	SCI II	138	Introduction to Medicare, Medicaid, and the ACA
49221	Distinguish between federal and state roles in Medicaid	SCI II	138	Introduction to Medicare, Medicaid, and the ACA
49222	Outline eligibility for Medicaid, prior to and after the adoption of the ACA	SCI II	138	Introduction to Medicare, Medicaid, and the ACA
49223	Outline the original 10 titles of the ACA	SCI II	138	Introduction to Medicare, Medicaid, and the ACA
49224	Outline the main provisions of title I of the ACA	SCI II	138	Introduction to Medicare, Medicaid, and the ACA
49225	Outline the main provisions of title II of the ACA	SCI II	138	Introduction to Medicare, Medicaid, and the ACA
49226	Outline the main provisions of title III of the ACA	SCI II	138	Introduction to Medicare, Medicaid, and the ACA
49227	Outline the major sources of revenue to fund the ACA	SCI II	138	Introduction to Medicare, Medicaid, and the ACA
49553	Identify core competency areas linked to public health practice	SCI III	614	Core Public Health Functions in Neighborhoods & Nations
49568	Assess the merits of short and long terms goals of health interventions	SCI I	706	Logic Models and Health Interventions - 7/11/16
49607	Define the terms—alternative medicine and complementary medicine and provide at least two examples of each.	SCI III	618	Complementary and Alternative Medicine
49608	List the three most common herbal products used in the El Paso/Ciudad Juarez border region.	SCI III	618	Complementary and Alternative Medicine
49671	Define the terms--alternative medicine and complementary medicine and provide at least two examples of each.	SCI III	618	Complementary and Alternative Medicine
49866	To identify the key elements of health policy issues relevant to medical school curriculum	SCI III	624	Policy Change: Pulling Big Levers
49872	To recognize the trends of past and present US health care spending within the US and in contrast to international settings	SCI III	860	Sustainability and the Economics of Health Care
49875	To consider how physician's work is impacted by the health system economics	SCI III	860	Sustainability and the Economics of Health Care

Objective Id	Objective	Course Title	Session Id	Session Title
49876	To describe innovations in health care delivery and finance that offer opportunities for improving the efficiency and effectiveness of health care	SCI III	860	Sustainability and the Economics of Health Care
50026	Apply lessons learned in Community Clinic to improve understanding of factors influencing individual, community, and society’s health status and access to care.	SCI IV	1462	SCI Capstone Presentation

SB6.2: Demonstrate the ability to identify patient access to public, private, commercial and/or community-based resources relevant to patient health and care.

Objective Id	Objective	Course Title	Session Id	Session Title
18681	Students will be able to list the major challenges involved in global health, as well as articulate current and potential solutions.	MC II	1423	Economics of healthcare : Intro to Medicare, Medicaid
			1424	Global Health Issues
49218	Outline some of the major events in the history of Medicare, Medicaid, and the Affordable Care Act (ACA)	SCII II	138	Introduction to Medicare, Medicaid, and the ACA
49219	Delineate some of the underlying problems that prompted the creation of the ACA	SCI II	138	Introduction to Medicare, Medicaid, and the ACA
49220	Outline the main provisions and sources of revenue for Medicare parts A, B, C, and D	SCI II	138	Introduction to Medicare, Medicaid, and the ACA
49221	Distinguish between federal and state roles in Medicaid	SCI II	138	Introduction to Medicare, Medicaid, and the ACA
49222	Outline eligibility for Medicaid, prior to and after the adoption of the ACA	SCI II	138	Introduction to Medicare, Medicaid, and the ACA
49223	Outline the original 10 titles of the ACA	SCI II	138	Introduction to Medicare, Medicaid, and the ACA
49224	Outline the main provisions of title I of the ACA	SCI II	138	Introduction to Medicare, Medicaid, and the ACA
49225	Outline the main provisions of title II of the ACA	SCI II	138	Introduction to Medicare, Medicaid, and the ACA
49226	Outline the main provisions of title III of the	SCI II	138	Introduction to Medicare, Medicaid, and the

Objective Id	Objective	Course Title	Session Id	Session Title
49227	ACA Outline the major sources of revenue to fund the ACA	SCI II	138	ACA Introduction to Medicare, Medicaid, and the ACA
49561	Discuss the consequences of failing to undertake prevention strategies	SCI III	614	Core Public Health Functions in Neighborhoods & Nations
49606	List up to three herbal products that have a high potential for abuse or negative outcomes due to toxicity.	SCI III	618	Complementary and Alternative Medicine
49629	To assess the student's progress during the clerkship.	Adolescent Medicine (2 wks)	1411	Adolescent Medicine (2 wk) Final Assessment
		Adolescent Medicine (4 wks)	1412	Adolescent Medicine (4 wks) Final Assessment
		Advanced Gross Anatomy	936	Anatomy Final Assessment
		Advanced Gross Anatomy (4 week)	1354	Advanced Gross Anatomy (4) Final Assessment
		Advanced Obstetrics	1036	Adv. OB Final Assessment
		Ambulatory Pediatrics (2 wk.)	1428	Ambulatory Peds (2 wk) Final Assessment
		Ambulatory Pediatrics - 4 wks	1410	Ambulatory Peds (4 wk.) Final Assessment
		Anatomic and Clinical Pathology (2 wk)	1418	Pathology (2wk) Final Assessment
		Anesthesiology Sr. Elective	982	Anesthesiology Sr. Elective Final Assessment
		Biomedical Information Management	1013	Biomedical Information Mgmt. Final Assessment
		Biomedical Information Management	1406	Final Library Assessment
		Cardiology Elective	1115	Cardiology Final Assessment
		Clinical Neurosciences	891	Neuro Mid-Clerkship
		Clinical Neurosciences	997	Neurology Final Assessmet
		Clinical Research in Primary Care	1043	FM Research Final Assessment
		Clinical Research in Primary Care	1042	FM Research Mid-Clerkship
		Community Services/Child Psychiatry (2 wks)	1414	Community Services/Child Psych (2 wk) Final Assessment

Objective Id	Objective	Course Title	Session Id	Session Title
		Emergency Medicine	921	EM Final Assessment
		Emergency Medicine	890	EM Mid-Clerkship Assessment
		Emergency Medicine	990	Emergency Medicine NBME
		Emergency Medicine Research	1441	EM Research Final Assessment
		Family Medicine Sr. Elective	1045	FM Sr. Elective Final Assessment
		Family Medicine Sr. Elective	1044	FM Sr. Elective Mid-Clerkship
		Gastroenterology Elective	1114	GI Final Assessment
		Health Informatics	1308	Health Informatics Final Assessment
		Infectious Disease	1350	Infectious Disease (4) Final Assessment
		Internal Medicine Research	1007	IM Research Final Assessment
		Internal Medicine Sub-Internship	1030	IM Sub-I Final Assessment
		Internal Medicine Sub-Internship	1029	IM Sub-I Midclerkship Feedback
		Internal Medicine Sub-Internship	1244	Second Half Rotation Review
		Interventional Radiology	1355	Interventional Radiology Final Assessment
		Nephrology (2 Wk.)	1408	Nephrology (2 weeks) Final Assessment
		Nephrology (4 weeks)	1409	Nephrology (4 weeks) Final Assessment
		Orthopaedic Elective	1357	Ortho Final Assessment
		Pediatric Endocrinology	1413	Pediatric Endocrinology (2 wk) Final Assessment
		Pediatric Hematology/Oncology	1047	Peds Hem/Onc Final Assessment
		Pediatric Hematology/Oncology	1046	Peds Hem/Onc Mid-Clerkship
		Pediatric Surgery (2 week)	1041	Peds Surgery Final Assessment
		Pediatric Surgery (4 weeks)	1362	Pediatric Surgery (4 Wks.) Final Assessment
		Psychiatry Research	1415	Psychiatry Research Final Assessment
		Psychiatry Senior Rotation	1416	Psych Sr. Rotation Final Assessment
		Radiology	1006	Radiology Final Assessment
		Radiology Research	937	Final Assessment - Research

Objective Id	Objective	Course Title	Session Id	Session Title
		Senior OB/Gyn Elective (2 wks)	1458	Sr. OB Elective Final Assessment
		Senior Surgery Elective	1040	Sr. Surgery Elective Final Assessment
		Senior Surgery Elective	1039	Sr. Surgery Elective Mid-Clerkship
49873	To identify major drivers of the US health care economy	SCI III	860	Sustainability and the Economics of Health Care
49874	To understand medical, public health and policy strategies that can assist in addressing these economic drivers	SCI III	860	Sustainability and the Economics of Health Care
49960	Describe important considerations for the medical office environment regarding obesity.	SCI III	862	PH Selected Topic: Obesity Issues
49967	Assess the impact of international violence on the health of individuals, families, communities, and nations and consider options to diminish its impact.	SCI IV	863	Violence and Peace: At Home, In Neighborhoods, and Nations
50005	Consider factors that contribute to a successful professional presentation to peers.	SCI IV	863	Violence and Peace: At Home, In Neighborhoods, and Nations
50022	To synthesize SCI MS2 Fall 2016 course objectives and materials presented.	SCI IV	863	Violence and Peace: At Home, In Neighborhoods, and Nations

SB6.3: Incorporate considerations of benefits, risks and costs in patient and/or population care.

Objective Id	Objective	Course Title	Session Id	Session Title
18902	Discuss the advantages in diagnosis and patient management that are created by the availability of diagnostic imaging, and also the potential liabilities and drawbacks of easy availability of imaging modalities.	MC I	1440	Diagnostic Imaging -Two Edged Sword
18986	From a clinical case scenario of a patient with cancer, review the options for therapy, can weigh the potential risks of each option compared with its potential benefits to the patient.	MC II	1058	The Risk Benefit Ratio of Cancer therapy

Objective Id	Objective	Course Title	Session Id	Session Title
18987	Use the background information of a patients personal values, cultural norms, and the preferences of family members to adjust recommendations for therapy in a clinical case scenario of a patient with cancer.	MC II	1058	The Risk Benefit Ratio of Cancer therapy
44553	Understand that social policy and health policy are intertwined.	SCI I	334	Social Determinants of Health
44556	Understand the significance of the impact that economic and political inequalities can have on health.	SCI I	334	Social Determinants of Health
		SCI I	355	Community Assessment
		SCI I	363	Community Assessment (Field Trip)
		SCI I	369	Community Assessment Presentations Group Dialogue
		SCI I	368	Community Assessment Presentations-Rompecabezas
		SCI I	387	Community Assessment Presentations-Rompecabezas II
		SCI I	356	Preparation for Community Assessment
		SCI I	388	Preparation for Community Assessment II
44567	Use information gathered for a community to recommend a useful intervention.	SCI I	355	Community Assessment
		SCI I	363	Community Assessment (Field Trip)
		SCI I	369	Community Assessment Presentations Group Dialogue
		SCI I	368	Community Assessment Presentations-Rompecabezas
		SCI I	387	Community Assessment Presentations-Rompecabezas II
		SCI I	356	Preparation for Community Assessment
		SCI I	388	Preparation for Community Assessment II
		49563	Connect the practice of public health skills and processes that support medical care delivery	SCI III
49634	Identify medical billing issues and physician-related fraud and abuse laws	SCI III	619	Medical Jurisprudence
50006	Identify the concept of Digital Health.	SCI IV	864	Using Bio Informatics
50007	Understand the complexities of health care payments.	SCI IV	864	Using Bio Informatics
50008	Identify ways Digital Health is changing/disrupting healthcare.	SCI IV	864	Using Bio Informatics

Objective Id	Objective	Course Title	Session Id	Session Title
50009	Summarize various patient related technology tools.	SCI IV	864	Using Bio Informatics
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

SB6.4: Describe appropriate processes for referral of patients and for maintaining continuity of care throughout transitions between providers and settings.

Objective Id	Objective	Course Title	Session Id	Session Title
49563	Connect the practice of public health skills and processes that support medical care delivery	SCI III	614	Core Public Health Functions in Neighborhoods & Nations
49568	Assess the merits of short and long terms goals of health interventions	SCI I	706	Logic Models and Health Interventions - 7/11/16
49592	Develop a basic Logic Model for a health intervention	SCI III	623	Designing, Monitoring and Evaluating Interventions & Logic Models
49594	Recognize the importance of evaluating intervention effectiveness	SCI III	623	Designing, Monitoring and Evaluating Interventions & Logic Models
49597	Consider knowledge, skills, and attitudes required for participation in public health practice as an extension of medical practice to promote community health and wellness	SCI III	617	MD Practice and Public Health Matters: Clinical and Community Service to Help Address Determinants of Health
49688	Differentiate between EMT-B, EMT-I, EMT-P providers. Summarize the capabilities between each and the role	Emergency Medicine	927	Ride Out

Objective Id	Objective	Course Title	Session Id	Session Title
	of the EMS Medical Director. Demonstrate the use of ABC's and Broselow Tape in the field. Discuss the pre-hospital criteria for STEMI and Stroke patients as mandated by the AHA. Evaluate the ACOS trauma categorization for trauma calls and transport to appropriate trauma designated facilities.			
49694	Identify the key role 911 Dispatch plays for STEMI, Stroke and Trauma calls.	Emergency Medicine	928	911 Dispatch
49695	Recognize the importance of nationally recognized standardized protocols (Computer Assisted Dispatch - CAD) and documentation in the initial assessment and continued treatment of patients.	Emergency Medicine	928	911 Dispatch
49696	Recognize the role 911 Dispatch plays in notifications, communication and transport.	Emergency Medicine	928	911 Dispatch

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) 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
Describe the health system and its component parts, how the system is funded and how it affects individual and community health.	<ul style="list-style-type: none"> - M1 & M2 Masters' Colloquium graded essays ^z - M1 & M2 SCI graded oral presentations ^y - M1 & M2 SCI written examinations ^g - M3 Pediatric SNAP Challenge - M3 Systems-based Practice week in FM/Surgery Block - M3 Hospice assessment (FM) - M3 Journal article review (FM) - M3 Selective Presentations (FM)
Demonstrate the ability to identify patient access to public, private, commercial and/or community-based resources relevant to patient health and care.	<ul style="list-style-type: none"> - M1 & M2 SCI graded oral presentations ^y - M1 & M2 SCI written examinations ^g - M3 & M4 clerkship clinical assessment forms ^v - M3 Pediatric SNAP Challenge - M3 Systems-based Practice week (Surgery) - M3 Health Matrix assignment (Psychiatry and IM) - M3 Discharge planning activity (OB/GYN and Pediatrics)
Incorporate considerations of benefit, risks and costs in patient and/or population care.	<ul style="list-style-type: none"> - M1 & M2 Masters' Colloquium graded essays ^z - M1 & M2 SCI graded oral presentations ^y - M1 & M2 SCI graded problem sets ^x - M1 & M2 SCI written examinations ^g

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) ^c - M2 NBME comprehensive basic science exams (CBSE) ^d - M3 & M4 clerkship clinical assessment forms ^v - M3 Health Matrix assignment (IM) - M3 Discharge Planning activity (Pediatrics) - USMLE Step 1 and 2 CK exams - End of Year 3 Comprehensive OSCE
<p>Describe appropriate processes for referral of patients and for maintaining continuity of care throughout transitions between providers and settings.</p>	<ul style="list-style-type: none"> - M1 & M2 Masters' Colloquium graded essays ^z - M3 & M4 clerkship clinical assessment forms ^v - M4 Hand-off assignments (Sub Internship) - (In the future, this will be assessed in the MS4 bootcamp as well)

^a Weekly formative assessments are used primarily to assess knowledge and skills acquired in the 'Scientific Principles of Medicine' (SPM) and 'Society, Community & the Individual' (SCI) courses. These computer-based assessments contain 25 clinical- and experimental-vignette multiple-choice questions taken from our faculty-generated assessment item pool. 2nd year students receive an additional weekly formative assessment consisting of 10 short-answer cumulative questions derived from the 1st year material.

^b End-of-unit summative examinations are used primarily to assess knowledge and skills acquired in each SPM unit. These computer-based assessments generally consist of 150 clinical- and experimental-vignette multiple-choice questions taken from our faculty-generated assessment item pool. Exams for the 2nd year students include a minor percentage (up to 15%) of cumulative material from the 1st year.

^c The NBME comprehensive end-of-year exam (CEYE) is taken by 1st year students at the end of the academic year. This is a customized 300-item exam developed by PLFSOM faculty and featuring a vetted selection of relevant assessment items from the NBME customized assessment services (CAS). The CEYE covers material from all of the 1st year organ-system units and courses, including SPM (basic and clinical sciences), SCI (biostatistics, epidemiology, culture and communication), Medical Skills (history taking, physical examination and clinical diagnosis), and Masters' Colloquium (ethics).

^d The NBME comprehensive basic science exam (CBSE) is provided to the 2nd year medical students at multiple times, including the end of the Fall semester, midway through the Spring semester, and at the conclusion of the academic year.

^e Tankside Grand Rounds assessment forms assess basic and clinical science knowledge, investigatory & analytical thinking, diagnostic reasoning skills, scientific literature inquiry skills, teamwork & collaboration, and oral communication skills.

^f Advanced Cardiovascular Life Support (ACLS) provider training is given to 2nd year students in the Spring semester. Students receive oral and written feedback, including ACLS certification if eligible.

^g The SCI course administers midterm and end-of-semester examinations covering a range of topics including biostatistics, epidemiology, social determinants of health, health disparities, border health issues, occupational and environmental health, community health, cultural competence, family systems, and patient-centered interviewing.

^h Preceptors observe students during the community-based clinic sessions in SCI. Assessments include professionalism, clinical skills, communication skills, and Spanish language skills (if applicable). The preceptor also provides narrative feedback regarding specific strengths and recommended areas for improvement. The student is required to reflect on this feedback and identify strategies for improvement.

ⁱ Community-based clinic sessions in SCI require the student to document each patient encounter including any active medical problem(s) and associated clinical presentation(s), medical history, family history, and treatment strategies. Students are also asked to comment on preventive-health measures discussed with the patient (if applicable), and the impact of the symptoms/disease on the patient and their family.

^j Each student maintains a log of their patient encounters across the curriculum, including standardized patient encounters during the Medical Skills course. Students receive feedback on their Online Patient Log (OP Log) entries by the clinical faculty.

^k The Medical Skills course frequently features an inter-disciplinary OSCE station that draws on knowledge from other courses (e.g., basic science, ethics, cultural competence). Students receive formative feedback on their performance.

^l Patients assess the student as part of both Medical Skills experiences.

^m Students assess their peers during standardized patient encounters in the Medical Skills course.

ⁿ Once each semester during the M1-M2 years, each student is required to meet with the Nurse Educators for a small-group review of one of their filmed standardized patient (SP) encounters. Each student completes a reflective SP video questionnaire and identifies goals for improvement in communication, interpersonal skills, and clinical reasoning.

^o A readiness assurance quiz is regularly presented at the beginning of each Medical Skills session.

^p Students must demonstrate mastery of a physical examination set during each unit of the Medical Skills course.

^q Students participate in graded team-based learning (TBL) sessions during the Medical Skills course.

^r Students visit a dialysis center and interview a patient to assess the psychological, social, and medical issues affecting the patient's life. Each student is required to submit a progress note documenting the visit which is graded.

^s During the 2nd year, each student will interview and examine two patients for the purpose of writing a complete history and physical examination for each case. Students prepare a write up of each encounter in the standard history and physical exam format and submit them to the faculty for feedback.

^t Small group student assessment forms are used in the SPM clinical case discussion groups (worked-case examples). These forms assess student's ability to apply key concepts to the discussion, respectful communication, acceptance of diverse cultures, lifestyles, etc., and to appropriately admit lack of knowledge.

^u OSCEs are used at the end of each organ system unit in the M1-M2 curriculum. M2 and M3 students also take an end-of-year OSCE. Students are required to remediate areas of deficiency prior to progression to the next year, and prior to taking USMLE Step 2 CS.

^v Clerkship assessment forms assess knowledge, patient care, interpersonal and communication skills, practice-based learning and improvement, systems-based practice, professionalism, interprofessional collaboration, & personal and professional development.

^w The Scholarly Activity and Research Program (SARP) is a required mentored research experience. Students are assessed on the scientific merit of their project, knowledge, analytic skills, literature review skills, communication skills, and professionalism.

^x Students complete graded problem sets in the SCI course as part of the 'Introduction to Clinical Research' thread. Topics include biostatistics, epidemiology, and critical analysis of the medical literature.

^y Students work on a 'lessons learned' project within the SCI course in which they apply what they've learned in the 'Social Foundations of Medicine' thread to what they've observed in their community clinic experiences. This culminates in a graded oral presentation to their classmates.

^z Students are required to write two graded essays per semester in the Masters' Colloquium course. Topics explored include critical thinking, medical decision-making, ethics, professionalism, leadership, citizenship in the medical community, and controversies in the socioeconomics of healthcare.

^{aa} The M2 Clerkship Preparation Course features a lengthy self-directed learning (SDL) element that requires each student to create and implement an individual SDL-learning plan. Student SDL plans are reviewed and approved by the student's college master or a faculty mentor, and five-weeks of protected time is granted for students to meet their SDL objectives.

^{bb} SCI contains a graded small-group Spanish language component that is designed to facilitate student communication with Spanish-speaking patients. Medical Spanish is highly integrated with Medical Skills.

^{cc} Students take a series of online learning modules covering the topics of Introduction to Interprofessional Collaborative Practice, Roles and Responsibilities of Healthcare Providers, Interprofessional Communication, Teamwork, Ethical Dimensions and Cultural Sensitivity, and Electronic Health Records.

^{dd} Student professionalism is monitored and reported in the SPM course using an ‘event card’ system utilized by observing staff and/or faculty. Concerns related to negative trends in professionalism (e.g., accountability, honesty, integrity) are communicated by the course director to the student and his/her College Master and the Associate Dean for Student Affairs.

^{ee} M1 and M2 students receive feedback on their engagement in the Masters’ Colloquium, a discussion-based course that includes topics related to ethics, professionalism, human suffering, advocacy, empathy, sensitivity and compassion. Student attitudes and behaviors are a major component of this feedback.

M3 Mapping by Clerkship Assessment Form

From Dr Maureen Francis and clerkship directors

PGO #	Surgery			Family Medicine							
	Surgery 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
6.1			X								
6.2	X		X	X							
6.3	X			X							
6.4				X							

PGO #	Internal Medicine									Psychiatry					
	IM Clinical assessment form	History and Physical Write-ups	Observed H&P	Op Log Completion	MKSAP completion	Student Bedside Rounds/morning report	Educational prescription	Health matrix form	Psychiatry Inpatient Clinical form	Psychiatry outpatient clinical form	Student presentation	Matrix	Progress notes	Student psychiatric evaluation	
6.1															
6.2								X							
6.3	X								X	X					
6.4	X							X		X					

PGO #	Pediatrics									OB GYN					Combined Ethics Case
	Clinical evaluation Peds	Wards H&P	Wards Observed H&P	Nursery H&P Write-up	Nursery Observed H&P	Clinic Observed H&P	ILP	SNAP	Neonatal resuscitation	Clinical evaluations	Suture assessment	Observed Pelvic Exam	Observed H&P	Simulated delivery	
6.1								X							
6.2								X							
6.3	X									X					
6.4	X									X					