Curriculum Mapping Report
PGO 7: Interprofessional Collaboration

TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
EL PASO
Paul L. Foster School *of* Medicine

TTUHSC – PLFSOM

Office of Medical Education

Office of Assessment and Evaluation

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Contents

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 7 Components

Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient and population-centered care.

7.1:   Describe the roles of health care professionals.

7.2:   Use knowledge of one's own role in the roles of other healthcare professionals to work together in providing safe and effective care.

7.3:   Function effectively both as a team leader and team member

7.4:   Recognize and respond appropriately to circumstances involving conflict with other healthcare professionals and team members.

Course Syllabus Map

Program Goal :	7.1	7.2	7.3	7.4
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 :	7.1	7.2	7.3	7.4
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)		✓	✓	

Champ Session Objective Maps

IP 7.1: Describe the roles of 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
49630	Know the roles and responsibilities of the health care professionals who commonly work together to provide patient care.	MSK IHD	555	Interprofessional Role Development
49943	Appraise Community Health Worker's unique skills as cultural mediators and health educators.	SCI III	616	Border Health Issues Roundtable
49972	Apply the principles of ACLS based on evidence-based principles from the 2010 AHA guidelines.	PICE	1391	ACLS Curriculum - Video Lectures
			1394	ACLS Curriculum - Video Lectures Part 2
			1393	ACLS Mega Code Testing
			1396	ACLS Review
			1392	ACLS Skills Practice
			1395	ACLS Skills Practice Part 2
			1397	ACLS Written Exam
			1390	Introduction to ACLS Training
49973	Recognize and initiate early management of periarrest conditions that may result in arrest.	PICE	1391	ACLS Curriculum - Video Lectures
			1394	ACLS Curriculum - Video Lectures Part 2
			1393	ACLS Mega Code Testing
			1396	ACLS Review
			1392	ACLS Skills Practice
			1395	ACLS Skills Practice Part 2
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			1390	Introduction to ACLS Training
49974	Demonstrate proficiency in providing BLS care.	PICE	1391	ACLS Curriculum - Video Lectures
			1394	ACLS Curriculum - Video Lectures Part 2

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

Objective Id	Objective	Course Title	Session Id	Session Title
			1395	ACLS Skills Practice Part 2
			1397	ACLS Written Exam
			1390	Introduction to ACLS Training
49979	Demonstrate effective communication as a team member or team leader.	PICE	1391	ACLS Curriculum - Video Lectures
			1394	ACLS Curriculum - Video Lectures Part 2
			1393	ACLS Mega Code Testing
			1396	ACLS Review
			1392	ACLS Skills Practice
			1395	ACLS Skills Practice Part 2
			1397	ACLS Written Exam
			1390	Introduction to ACLS Training
49980	Recognize the impact of team dynamics on overall team performance.	PICE	1391	ACLS Curriculum - Video Lectures
			1394	ACLS Curriculum - Video Lectures Part 2
			1393	ACLS Mega Code Testing
			1396	ACLS Review
			1392	ACLS Skills Practice
			1395	ACLS Skills Practice Part 2
			1397	ACLS Written Exam
			1390	Introduction to ACLS Training

IP7.2: Use knowledge of one's own role and the roles of other health care professionals to work together in providing safe and effective care.

Objective Id	Objective	Course Title	Session Id	Session Title
44566	Use information gathered for a community to assess it problems and assets.	SCI I	355	Community Assessment
			363	Community Assessment (Field Trip)
			369	Community Assessment Presentations Group Dialogue
			368	Community Assessment Presentations-Rompecabezas
			387	Community Assessment Presentations-Rompecabezas II
			356	Preparation for Community Assessment

Objective Id	Objective	Course Title	Session Id	Session Title
			388	Preparation for Community Assessment II
49572	Identify elements of well-designed health interventions in domestic, border, and global settings	SCI I	355	Community Assessment
			363	Community Assessment (Field Trip)
			369	Community Assessment Presentations Group Dialogue
			368	Community Assessment Presentations-Rompecabezas
			387	Community Assessment Presentations-Rompecabezas II
			706	Logic Models and Health Interventions - 7/11/16
			356	Preparation for Community Assessment
49573	Recognize signs of community readiness for collaboration in health interventions	SCI I	355	Community Assessment
			363	Community Assessment (Field Trip)
			369	Community Assessment Presentations Group Dialogue
			368	Community Assessment Presentations-Rompecabezas
			387	Community Assessment Presentations-Rompecabezas II
			706	Logic Models and Health Interventions - 7/11/16
			356	Preparation for Community Assessment
49603	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
49605	List the three most common alternative and complementary modalities employed in the U.S.	SCI III	618	Complementary and Alternative Medicine
49629	To assess the student's progress during the clerkship.	Adolescent Medicine (2 wk) Final Assessment	1411	Adolescent Medicine (2 wk) Final Assessment
		Adolescent Medicine (4 wks) Final Assessment	1412	Adolescent Medicine (4 wks) Final Assessment

Objective Id	Objective	Course Title	Session Id	Session Title
		Anatomy Final Assessment	936	Anatomy Final Assessment
		Advanced Gross Anatomy (4) Final Assessment	1354	Advanced Gross Anatomy (4) Final Assessment
		Adv. OB Final Assessment	1036	Adv. OB Final Assessment
		Ambulatory Peds (2 wk) Final Assessment	1428	Ambulatory Peds (2 wk) Final Assessment
		Ambulatory Peds (4 wk.) Final Assessment	1410	Ambulatory Peds (4 wk.) Final Assessment
		Pathology (2wk) Final Assessment	1418	Pathology (2wk) Final Assessment
		Anesthesiology Sr. Elective Final Assessment	982	Anesthesiology Sr. Elective Final Assessment
		Biomedical Information Mgmt. Final Assessment	1013	Biomedical Information Mgmt. Final Assessment
		Final Library Assessment	1406	Final Library Assessment
		Cardiology Final Assessment	1115	Cardiology Final Assessment
		Neuro Mid-Clerkship	891	Neuro Mid-Clerkship
		Neurology Final Assessmet	997	Neurology Final Assessmet
		FM Research Final Assessment	1043	FM Research Final Assessment
		FM Research Mid-Clerkship	1042	FM Research Mid-Clerkship

Objective Id	Objective	Course Title	Session Id	Session Title
		Community Services/Child Psych (2 wk) Final Assessment	1414	Community Services/Child Psych (2 wk) Final Assessment
		EM Final Assessment	921	EM Final Assessment
		EM Mid-Clerkship Assessment	890	EM Mid-Clerkship Assessment
		Emergency Medicine NBME	990	Emergency Medicine NBME
		EM Research Final Assessment	1441	EM Research Final Assessment
		FM Sr. Elective Final Assessment	1045	FM Sr. Elective Final Assessment
		FM Sr. Elective Mid-Clerkship	1044	FM Sr. Elective Mid-Clerkship
		GI Final Assessment	1114	GI Final Assessment
		Health Informatics Final Assessment	1308	Health Informatics Final Assessment
		Infectious Disease (4) Final Assessment	1350	Infectious Disease (4) Final Assessment
		IM Research Final Assessment	1007	IM Research Final Assessment
		IM Sub-I Final Assessment	1030	IM Sub-I Final Assessment
		IM Sub-I Midclerkship Feedback	1029	IM Sub-I Midclerkship Feedback
		Second Half Rotation Review	1244	Second Half Rotation Review

Objective Id	Objective	Course Title	Session Id	Session Title
		Interventional Radiology Final Assessment	1355	Interventional Radiology Final Assessment
		Nephrology (2 weeks) Final Assessment	1408	Nephrology (2 weeks) Final Assessment
		Nephrology (4 weeks) Final Assessment	1409	Nephrology (4 weeks) Final Assessment
		Ortho Final Assessment	1357	Ortho Final Assessment
		Pediatric Endocrinology (2 wk) Final Assessment	1413	Pediatric Endocrinology (2 wk) Final Assessment
		Peds Hem/Onc Final Assessment	1047	Peds Hem/Onc Final Assessment
		Peds Hem/Onc Mid-Clerkship	1046	Peds Hem/Onc Mid-Clerkship
		Peds Surgery Final Assessment	1041	Peds Surgery Final Assessment
		Pediatric Surgery (4 Wks.) Final Assessment	1362	Pediatric Surgery (4 Wks.) Final Assessment
		Psychiatry Research Final Assessment	1415	Psychiatry Research Final Assessment
		Psych Sr. Rotation Final Assessment	1416	Psych Sr. Rotation Final Assessment
		Radiology Final Assessment	1006	Radiology Final Assessment
		Final Assessment - Research	937	Final Assessment - Research
		Sr. OB Elective Final Assessment	1458	Sr. OB Elective Final Assessment

Objective Id	Objective	Course Title	Session Id	Session Title
		Sr. Surgery Elective Final Assessment	1040	Sr. Surgery Elective Final Assessment
		Sr. Surgery Elective Mid-Clerkship	1039	Sr. Surgery Elective Mid-Clerkship
49631	Recognize one's limitations in skills, knowledge, and abilities.	MSK IHD	555	Interprofessional Role Development
49632	Engage diverse healthcare professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs.	MSK IHD	555	Interprofessional Role Development
49870	To recognize the importance of listening to others (heath care team teams/community members) in order to be effective in pursuing improved health and health systems	SCI III	622	Coalitions and Partnerships for Health
49888	Recognize the physical therapy evaluation process and various treatment modalities including manual therapy, functional knee strengthening and range of motion.	MSK IHD Integumentary, Musculoskeletal and Nervous Systems (IMN)	564	Knee Workshop
49945	Explore how Community Health Workers can partner with physicians to improve patient and community health.	SCI III	616	Border Health Issues Roundtable
49962	Appraise potential collaborators in addressing obesity in patients and in the community.	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	1391	ACLS Curriculum - Video Lectures
			1394	ACLS Curriculum - Video Lectures Part 2
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			1395	ACLS Skills Practice Part 2
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49980	Recognize the impact of team dynamics on overall team performance.	PICE	1391	ACLS Curriculum - Video Lectures
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			1396	ACLS Review
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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

Objective Id	Objective	Course Title	Session Id	Session Title
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
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
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

IP7.3: Function effectively both as a team leader and team member.

Objective Id	Objective	Course Title	Session Id	Session Title
18965	Students will appreciate the challenges of working on a team that includes various experts.	Masters Colloquium II	1053	The Big Picture Ethical Issues in Genetic Screening of Populations
25961	Students will consider the varies leadership roles of physicians.	Masters Colloquium I	39	Leadership (General)

Objective Id	Objective	Course Title	Session Id	Session Title
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 IHD Hematologic System (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 IHD Hematologic System (HEM)	574	TeamSTEPPS Interprofessional Scenarios
			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 IHD Hematologic System (HEM)	574	TeamSTEPPS Interprofessional Scenarios
			1021	TeamSTEPPS I
			1022	TeamSTEPPS II
			1025	TeamSTEPPS III
44487	Given clinical cases correctly identify the symptoms that are important in making a correct DSM 5 diagnosis and apply basic science rationale to the symptoms, diagnosis, causes and treatments (both pharmacologic and non-pharmacologic) of the primary depressive and primary bipolar and related disorders.	SPM MHD	1295	Integration Session: Mood
44488	Given clinical cases correctly identify the symptoms that are important in making a correct DSM 5 diagnosis and apply basic science rationale to the symptoms, diagnosis, causes and treatments (both pharmacologic and non-pharmacologic) of the stress-induced, fear and anxiety disorders.	SPM MHD	1296	Integration Session: SIFA
44489	Given clinical cases correctly identify the symptoms that are important in making a	SPM MHD	1306	Integration Session

Objective Id	Objective	Course Title	Session Id	Session Title
	correct DSM 5 diagnosis and apply basic science rationale to the symptoms, diagnosis, causes and treatments (both pharmacologic and non-pharmacologic) of the psychosis and disordered thought scheme presentation.			
49166	Given clinical cases correctly identify the symptoms that are important in making a correct DSM 5 diagnosis and apply basic science rationale to the symptoms, diagnosis, causes and treatments (both pharmacologic and non-pharmacologic) of the substance use disorders.	SPM MHD	1306	Integration Session
49632	Engage diverse healthcare professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs.	MSK IHD	555	Interprofessional Role Development
49864	To identify role of physicians in health policy processes	SCI III	624	Policy Change: Pulling Big Levers
49865	To experience a consensus building processes that can lead to health policy development	SCI III	624	Policy Change: Pulling Big Levers
49867	To identify the importance of community-level collaboration in promoting individual, family and community health	SCI III	622	Coalitions and Partnerships for Health
49868	To identify roles a physician can play in actively promoting improved health and health systems	SCI III	622	Coalitions and Partnerships for Health
49894	Demonstrate collaborative teamwork in the preparation, presentation, and defense of their case.	PICE	1444	Tankside Grand Rounds
49972	Apply the principles of ACLS based on evidence-based principles from the 2010 AHA guidelines.	PICE	1391	ACLS Curriculum - Video Lectures
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			1397	ACLS Written Exam
			1390	Introduction to ACLS Training
49979	Demonstrate effective communication as a team member or team leader.	PICE	1391	ACLS Curriculum - Video Lectures
			1394	ACLS Curriculum - Video Lectures Part 2
			1393	ACLS Mega Code Testing
			1396	ACLS Review
			1392	ACLS Skills Practice
			1395	ACLS Skills Practice Part 2
			1397	ACLS Written Exam
			1390	Introduction to ACLS Training
49980	Recognize the impact of team dynamics on overall team performance.	PICE	1391	ACLS Curriculum - Video Lectures
			1394	ACLS Curriculum - Video Lectures Part 2
			1393	ACLS Mega Code Testing
			1396	ACLS Review
			1392	ACLS Skills Practice
			1395	ACLS Skills Practice Part 2
			1397	ACLS Written Exam
			1390	Introduction to ACLS Training
34147		MSK IHD Hematologic	574	TeamSTEPPS Interprofessional Scenarios
			1021	TeamSTEPPS I

Objective Id	Objective	Course Title	Session Id	Session Title
	List some of the reasons why communication and coordination can often be ineffective and inefficient the medical workplace.	System (HEM)	1022	TeamSTEPPS II
			1025	TeamSTEPPS III
34148	Describe the characteristics of TeamSTEPPS tools and the basic steps in using these tools.	MSK IHD Hematologic System (HEM)	574	TeamSTEPPS Interprofessional Scenarios
			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 IHD Hematologic System (HEM)	574	TeamSTEPPS Interprofessional Scenarios
			1021	TeamSTEPPS I
			1022	TeamSTEPPS II
			1025	TeamSTEPPS III
49602	Describe the roles of a curandero/curandera and recognize the types of conditions for which these folk healers' services may be sought.	SCI III	618	Complementary and Alternative Medicine
49604	Discuss the concept of "integrative medicine" and provide at least two examples of such an approach.	SCI III	618	Complementary and Alternative Medicine
49869	To analyze issues that both help and hinder physician's participation in teams and coalitions	SCI III	622	Coalitions and Partnerships for Health
49871	To analyze the power relations that influence the collaboration	SCI III	622	Coalitions and Partnerships for Health

IP7.4: Recognize and respond appropriately to circumstances involving conflict with other health care professionals and team members.

Objective Id	Objective	Course Title	Session Id	Session Title
34147	List some of the reasons why communication and coordination can often be ineffective and inefficient the medical workplace.	MSK IHD Hematologic System (HEM)	574	TeamSTEPPS Interprofessional Scenarios
		SCI II	1021	TeamSTEPPS I
			1022	TeamSTEPPS II

Objective Id	Objective	Course Title	Session Id	Session Title
			1025	TeamSTEPPS III
34148	Describe the characteristics of TeamSTEPPS tools and the basic steps in using these tools.	MSK IHD Hematologic System (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 IHD Hematologic System (HEM)	574	TeamSTEPPS Interprofessional Scenarios
		SCI II	1021	TeamSTEPPS I
			1022	TeamSTEPPS II
			1025	TeamSTEPPS III
49602	Describe the roles of a curandero/curandera and recognize the types of conditions for which these folk healers' services may be sought.	SCI III	618	Complementary and Alternative Medicine
49604	Discuss the concept of "integrative medicine" and provide at least two examples of such an approach.	SCI III	618	Complementary and Alternative Medicine
49869	To analyze issues that both help and hinder physician's participation in teams and coalitions	SCI III	622	Coalitions and Partnerships for Health
49871	To analyze the power relations that influence the collaboration	SCI III	622	Coalitions and Partnerships for Health

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 roles of health care professionals.	- M1 & M2 SCI written examinations g - M1 & M2 SCI graded oral presentations y - M1 & M2 SCI community clinic preceptor feedback form h - M1 & M2 standardized patient encounter review and reflective self-assessment (SPERRSA) n - M1 Inter-Professional Collaborative Practice Modules cc - M1 Team Based Learing Activity assessments for roles and resposibilities of health care professionals - M2 ACLS practical and written assessments f - v [SD82] ??? - M3 Supplemental Nutrition Assitance Program activity (Pediatrics) - M3 Ethics Case Discussion (OB/GYN and Pediatrics combined activity) - M3 Psychaitry morning report activity - M3 and M4 Clerkship clincial assessment forms - M3 system-based practice week (Surgery) - M3 Hospice assessment (FM) - M3 Selective Presentations (FM) - M3 community colon cancer screeningprogram (Project ACCION in FM) - M3 and M4 Clerkship Clinical assessment forms

Table 6.1-1 | Competencies, Program Objectives, and Outcome Measures #update_table	
Use knowledge of one's own role and the roles of other health care professionals to work together in providing safe and effective care.	- M1 Inter-Professional Collaborative Practice Modules cc - M1 & M2 SCI community clinic preceptor feedback form h - M1 & M2 SCI community clinic student activity checklist i - M1 & M2 Masters' Colloquium graded essays z - M2 ACLS practical and written assessments f - M3 & M4 clerkship assessment forms v - M3 Pediatric SNAP Challenge - M3 Discharge planning activity (Pediatrics) - USMLE Step 2 CK exam
Function effectively both as a team leader and team member.	- M1 Inter-Professional Collaborative Practice Modules cc- - M1 & M2 SCI graded oral presentations y - M1 & M2 small group assessment forms t - M2 ACLS practical and written assessments f - M2 Tankside Grand Rounds assessment forms e - SARP assessment forms w - M3 & M4 clinical clerkship assessment forms v - M3 & M4 simulation activities - M3 Telephone OSCE (Pediatrics) - M3 Mock Root Cause Analysis (Pediatrics)
Recognize and respond appropriately to circumstances involving conflict with other health care professionals and team members.	- M1 Inter-Professional Collaborative Practice Modules cc - M1 & M2 SCI graded oral presentations y - M1 & M2 SCI community clinic preceptor feedback form h - M2 ACLS practical and written assessments f - M1 & M2 Masters' Colloquium graded essays z - M3 Emergency delivery simulation (OB/GYN) - M3 Ethics Case Discussion activity (OB/GYN and Pediatrics) - M3 & M4 clerkship assessment forms v

[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 and 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.

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
7.1											
7.2	X			X							
7.3	X			X							
7.4											