

AY2016-17 CEPC Review of the Curriculum as a Whole

Based on a 'top-down' evaluation of educational program goals and objectives

January – April 2017

- Process:

- Evaluations to be based on:

- The Annual Program Evaluation Report
- Course/clerkship reviews
- Attached report of objective and assessment linkages collated by Dr. Lacy's office
- Other data as available and identified by the team or the OME

- Review teams to perform a **structured analysis** based on the following questions (each member to perform an independent review, followed by team discussion and generation of a consensus report):

- Does the educational program have adequate learning objective linkages for each goal and its objectives? If so, by what criteria? If not, are there other curriculum or program features that promote and/or ensure fulfillment of the program objective?
- Does the educational program adequately assess each goal and its objectives?
- Would it be possible for a student to graduate from PLFSOM with deficiencies in any of the goal/competency domains?
- Would the school know if a student were deficient in any of the goal/competency domains and, if so, how?
- For each program goal and/or objective, how, and up to what point, is a student able to demonstrate remediation for deficiencies?

- As a team, **identify and prioritize programmatic weaknesses** for each assigned objective, and for each assigned overarching goal.

- **Provide recommendations** for improvement and **tracking** of identified weaknesses (think CQI...plan-do-study-act cycles)

- **1/30/17 (special meeting):**
 - *Knowledge for practice* (2.1-2.6) Presenters: Blunk/Perry/Piskurich*/Dudrey* &
 - *Personal and professional development* (8.1-8.5) -- Presenters: Pfarr/Janssen*/Padilla/T. Salazar*
- **2/13/17 (regular meeting):**
 - *Patient care* (1.1-1.9) Presenters: Cashin/Gest/Uga/R. Salazar* &
 - *Interprofessional collaboration* (7.1-7.4) – Presenters: Francis/Cervantes/Kassar/Hernan*
- **3/6/17 (regular meeting shifted):**
 - *Practice-based learning and improvement* (3.1-3.5) Presenters: Blunk/Perry/Piskurich*/Dudrey* &
 - *Professionalism* (5.1-5.7) – Presenters: Pfarr/Janssen*/Padilla/T. Salazar* (discussed 3/20/2017)
- **3/20/17 (special meeting):**
 - *Systems-based practice* (6.1-6.4) Presenters: Francis/Cervantes/Kassar/Hernan* &
 - *Interpersonal and communication skills* (4.1-4.4) – Presenters: Cashin/Gest/Uga/R. Salazar* (discussed 4/10/2017)

*Means not a member of the CEPC – yellow highlighting denotes Evaluation Committee members

GOAL 1 [Patient Care] Provide patient-centered care that is compassionate, appropriate and effective for the treatment of health problems and the promotion of health

- 1.1 Gather essential information about patients and their conditions through history taking, physical examination, and the use of laboratory data, imaging studies, and othertests.
- 1.2 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- 1.3 For a given clinical presentation, use data derived from the history, physical examination, imaging and/or laboratory investigation to categorize the disease process and generate and prioritize a focused list of diagnostic considerations.
- 1.4 Organize and prioritize responsibilities in order to provide care that is safe, efficient, and effective.
- 1.5 Recognize a patient requiring urgent or emergent care, and initiate evaluation and management.
- 1.6 Describe and propose treatments appropriate to the patient’s condition and preferences.
- 1.7 Accurately document history, physical examination, assessment, investigatory steps and treatment plans in the medical record.
- 1.8 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making.
- 1.9 Provide preventative health care services and promote health in patients, families and communities.

Does the educational program have adequate learning objective linkages for each goal and its objectives?	YES – NOTES: OBJECTIVE 1.4 AND 1.9 SEEM RELATIVELY UNDER-SUPPORTED WITH OBJECTIVE LINKAGES ; GREATER CLARITY IN GENERAL REGARDING OBJECTIVE LINKAGES RECOMMENDED IN THE CLERKSHIP PHASE.
Does the educational program adequately assess each goal and its objectives?	UNCERTAIN: ALIGNMENT OF CONTENT/OBJECTIVE-TO-ASSESSMENT LINKAGES LACKS CLARITY (SEE TEAM REPORT). LINKAGES INCOMPLETE FOR YEAR 4 REQUIRED SELECTIVES (EG. SICU). SOME CLERKSHIP LINKAGES VAGUE/IMPRECISE.
Would it be possible for a student to graduate from PLFSOM with deficiencies in any of the goal/competency domains?	NO - SEE BELOW. ASSESSMENT PLANS FOR BOTH PHASES APPEAR SUFFICIENT AND ARE FUNCTIONING AS INTENDED IN THIS REGARD.
Would the school know if a student were deficient in any of the goal/competency domains and, if so, how?	YES – NOTES: MEDICAL SKILLS COURSE AND ICE/PICE PROVIDED ADEQUATE PRE-CLERKSHIP PHASE COVERAGE; CONCERN RE. ASSESSMENT PROFICIENCY IN MED SKILLS ADDRESSED (OSCES, REMEDIATIONS). ADEQUATE CLERKSHIP SYSTEMS IN PLACE.
For each program goal and/or objective, how, and up to what point, is a student able to demonstrate remediation for deficiencies?	YES – NOTES: EVALUATION OF CLERKSHIP PHASE WOULD BENEFIT FROM TABULATION OF REMEDIATION METHODS .

Patient Care

Laura Cashin
Thomas Gest
Ricardo Salazar
Aghaegbulam Uga

Does the educational program have adequate learning objective linkages for each goal and its objectives?

If so, by what criteria?

If not, are there other curriculum or program features that promote and/or ensure fulfillment of the program objective?

Course	Objective Syllabi linkages
SCI I-IV - Society, Community, and the Individual	No
SPM I-IV - Scientific Principles of Medicine	Yes
ICE - Integrated Curricular Elements	Yes
MSK I-IV - Medical Skills	Yes
MAS I-IV - Master's Colloquium	No
SARP - Scholarly Activity and Research Program	No

Goal:

1.1: Gather essential information about patients and their conditions through history taking, PE, and the use of laboratory data, imaging studies, and other tests?

NOTE: PICE is called by several different names throughout the Annual Report (ICE, Clerkship Preparation, Clinical Preparation) and other documents; MSK is not defined as Medical Skills in the Annual report, and is called PMSK and MSC in its syllabus.

Goal:

1.1: Gather essential information about patients and their conditions through history taking, PE, and the use of laboratory data, imaging studies, and other tests?

Red indicates “?” in table
However findings in syllabus

Clerkship	Objective Syllabi linkages
IM	Yes (clin assess, H+P write ups, observed H+P, OSCE)
Psych	Yes (clin assess, psych eval, instruments, am reports, OSCE)
Peds	Yes (clin eval, H+P write ups, observed H+P, neonate resus, group OSCE telephone, admit orders, ethics activity, OSCE)
OBGYN	Yes (clin eval, observed pelvic exam/ H+P, OSCE)
Surgery	Yes (clin eval, OSCE)
Family Med	Yes (clin eval, SOAP notes, OSCE)
Sub I IM Surgery OBGYN Peds FM	Yes ? Yes Yes Yes Not yet mapped
Critical Care CVICU MICU PICU NICU SICU	Yes No Yes Yes Yes
Emergency Med	Yes
Neurology	?

Goal:

1.2: Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up to date scientific evidence, and clinical judgement

Course	Objective Syllabi linkages
SCI I-IV - Society, Community, and the Individual	No
SPM I-IV - Scientific Principles of Medicine	Yes
ICE - Integrated Curricular Elements	Yes
MSK I-IV - Medical Skills	Yes
MAS I-IV - Master's Colloquium	No
SARP - Scholarly Activity and Research Program	No

Goal:

1.2: Make informed decisions
About diagnostic and therapeutic
interventions based on patient
information and preferences, up to
date scientific evidence, and
clinical judgement

Clerkship	Objective Syllabi linkages
IM	Yes (clin eval, H+P write ups, observed H+P, educational rx, OSCE)
Psych	Yes (clin eval, OSCE)
Peds	Yes (clin eval, wards H+P write up, nursery write up, transp group OSCE telephone, ethics activity, OSCE)
OBGYN	Yes (OSCE)
Surgery	Yes (OSCE)
Family Med	Yes (OSCE and clin eval)
Sub I IM Surgery OBGYN Peds FM	Yes ? Yes Yes Yes
Critical Care CVICU MICU PICU NICU SICU	No Yes Yes Yes Yes Not yet mapped
Emergency Med	Yes
Neurology	?

Goal:

1.3: For a given clinical presentation, use data derived from the history, PE, imaging and/or laboratory investigation to categorize the disease process and generate and prioritize a focused list of diagnostic considerations.

Course	Objective Syllabi linkages
SCI I-IV - Society, Community, and the Individual	No
SPM I-IV - Scientific Principles of Medicine	Yes
ICE - Integrated Curricular Elements	Yes
MSK I-IV - Medical Skills	Yes
MAS I-IV - Master's Colloquium	No
SARP - Scholarly Activity and Research Program	No

Goal:

1.3: For a given clinical presentation, use data derived from the history, PE, imaging and/or laboratory investigation to categorize the disease process and generate and prioritize a focused list of diagnostic considerations.

Clerkship	Objective Syllabi linkages
IM	Yes (clin eval, H+P write ups, OSCE)
Psych	Yes (clin eval, progress notes, instruments and OSCE)
Peds	Yes (clin eval, H+P write ups, observed H+P, OSCE)
OBGYN	Yes (clin eval, OSCE)
Surgery	Yes (clin eval, OSCE)
Family Med	Yes (clin eval, OSCE)
Sub I IM Surgery OBGYN Peds FM	Yes ? Yes Yes Yes
Critical Care CVICU MICU PICU NICU SICU	No Yes Yes Yes Yes Not yet mapped
Emergency Med	Yes
Neurology	?

Goal:

1.4: Organize and prioritize responsibilities in order to provide care that is safe, efficient, and effective.

*None of the MS1-2 courses assess patient care PGO 1.4

Course	Objective Syllabi linkages
SCI I-IV - Society, Community, and the Individual	No
SPM I-IV - Scientific Principles of Medicine	No
ICE - Integrated Curricular Elements	Yes
MSK I-IV - Medical Skills	No
MAS I-IV - Master's Colloquium	No
SARP - Scholarly Activity and Research Program	No

Goal:

1.4: Organize and prioritize responsibilities in order to provide care that is safe, efficient, and effective.

Clerkship	Objective Syllabi linkages
IM	Yes (matrix)
Psych	Yes (matrix)
Peds	Yes (neonatal rescus, telephone activity)
OBGYN	Yes (emergency simulated delivery)
Surgery	Yes (clin eval)
Family Med	Yes (clin eval, MCF)
Sub I IM Surgery OBGYN Peds FM	Yes ? Yes No Yes Not yet mapped
Critical Care CVICU MICU PICU NICU SICU	No Yes Yes No Yes
Emergency Med	Yes
Neurology	?

Goal:

1.5: Recognize a patient requiring Urgent or emergent care, and Initiate evaluation and management.

Course	Objective Syllabi linkages
SCI I-IV - Society, Community, and the Individual	No
SPM I-IV - Scientific Principles of Medicine	No
ICE - Integrated Curricular Elements	Yes
MSK I-IV - Medical Skills	Yes
MAS I-IV - Master's Colloquium	No
SARP - Scholarly Activity and Research Program	No

Goal:

1.5: Recognize a patient requiring Urgent or emergent care, and Initiate evaluation and management.

Clerkship	Objective Syllabi linkages
IM	Yes (clin eval)
Psych	Yes (clin eval, OSCE)
Peds	Yes (clin eval, neonatal resusc, telephone activity)
OBGYN	Yes (emergency sim delivery)
Surgery	Yes (clin eval)
Family Med	Yes (clin eval)
Sub I IM Surgery OBGYN Peds FM	Yes ? Yes Yes Yes
Critical Care CVICU MICU PICU NICU SICU	Yes No Yes No Yes Not yet mapped
Emergency Med	Yes
Neurology	?

Goal:

1.6: Describe and propose treatments appropriate to the patient's condition and preference

Course	Objective Syllabi linkages
SCI I-IV - Society, Community, and the Individual	No
SPM I-IV - Scientific Principles of Medicine	Yes
ICE - Integrated Curricular Elements	Yes
MSK I-IV - Medical Skills	Yes
MAS I-IV - Master's Colloquium	No
SARP - Scholarly Activity and Research Program	No

Goal:

1.6: Describe and propose treatments appropriate to the patient's condition and preference

Clerkship	Objective Syllabi linkages
IM	Yes (clin eval, H+P write ups, OSCE)
Psych	Yes (clin eval, OSCE)
Peds	Yes (clin eval, H+P write ups, observed H+P, neonatal resus, admit orders, dc orders, ethics activity, OSCE)
OBGYN	Yes (emerg sim delivery, OSCE, combined ethics case)
Surgery	Yes (clin eval and OSCE)
Family Med	Yes (clin eval and OSCE)
Sub I IM Surgery OBGYN Peds FM	Yes ? Yes Yes Yes
Critical Care CVICU MICU PICU NICU SICU	Yes No Yes No Yes Not yet mapped
Emergency Med	Yes
Neurology	?

Goal:

1.7: Accurately document history, PE, assessment, investigatory Steps and treatment plans in the Medical record.

Course	Objective Syllabi linkages
SCI I-IV - Society, Community, and the Individual	No
SPM I-IV - Scientific Principles of Medicine	No
ICE - Integrated Curricular Elements	Yes
MSK I-IV - Medical Skills	Yes
MAS I-IV - Master's Colloquium	No
SARP - Scholarly Activity and Research Program	No

Goal:

1.7: Accurately document history, PE, assessment, investigatory Steps and treatment plans in the Medical record.

Clerkship	Objective Syllabi linkages
IM	Yes (clin eval, written H+Ps, observed H+P, OSCE)
Psych	Yes (outpatient clin form, progress note, morning report/ calls, OSCE)
Peds	Yes (clin eval, written H+Ps, telephone activity, OSCE)
OBGYN	Yes (clin eval and OSCE)
Surgery	Yes (OSCE)
Family Med	Yes (clin eval, SOAP notes, OSCE)
Sub I IM Surgery OBGYN Peds FM	Yes Yes Yes Yes Yes
Critical Care CVICU MICU PICU NICU SICU	Yes Yes Yes Yes Yes Not yet mapped
Emergency Med	Yes
Neurology	?

Goal:

1.8: Counsel and educate patients
And their families to empower them
To participate in their care and
Enable shared decision making

Course	Objective Syllabi linkages
SCI I-IV - Society, Community, and the Individual	Yes; Assessed
SPM I-IV - Scientific Principles of Medicine	No
ICE - Integrated Curricular Elements	Yes
MSK I-IV - Medical Skills	Yes; Assessed
MAS I-IV - Master's Colloquium	Yes
SARP - Scholarly Activity and Research Program	No

Goal:

1.8: Counsel and educate patients
 And their families to empower them
 To participate in their care and
 Enable shared decision making

Clerkship	Objective Syllabi linkages
IM	Yes (observed H+P, OSCE)
Psych	Yes (clin eval, outpatient clin form, OSCE)
Peds	Yes (write ups, observed H+P, discharge orders, OSCE)
OBGYN	Yes (clin eval, OSCE, discharge planning)
Surgery	No
Family Med	Yes (OSCE)
Sub I IM Surgery OBGYN Peds FM	Yes ? Yes Yes Yes
Critical Care CVICU MICU PICU NICU SICU	Yes No Yes Yes Yes
Emergency Med	Yes
Neurology	?

Not yet mapped

Goal:

1.9: Provide preventative health
Care services and promote health in
Patients, families and communities

Course	Objective Syllabi linkages
SCI I-IV - Society, Community, and the Individual	No
SPM I-IV - Scientific Principles of Medicine	No
ICE - Integrated Curricular Elements	No
MSK I-IV - Medical Skills	Yes
MAS I-IV - Master's Colloquium	No
SARP - Scholarly Activity and Research Program	No

Goal:

1.9: Provide preventative health
Care services and promote health in
Patients, families and communities

Clerkship	Objective Syllabi linkages
IM	No
Psych	Yes (matrix)
Peds	Yes (observed H+P, SNAP, dc orders, dc planning)
OBGYN	Yes (clin eval)
Surgery	No
Family Med	Yes (combined integrated cases, selectives presentations, ACCION, DAC)
Sub I IM Surgery OBGYN Peds FM	Yes ? Yes Yes Yes
Critical Care CVICU MICU PICU NICU SICU	No No No No Yes Yes Not yet mapped
Emergency Med	Yes
Neurology	?

PGO 1: Assessment Map

Program Goal 1: Patient Care	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9
Master's Colloquium									
Medical Skills	✓	✓	✓		✓	✓	✓	✓	✓
Scientific Principles of Medicine	✓	✓	✓		⊙	✓			

- Activity but not assessed
- No activity but assessed

Program Goal 1: Patient Care	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9
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)	✓	✓	✓		✓	✓	✓	✓	✓

The answer to the question: **Yes**, the educational program has adequate learning objective linkages for each goal and its objectives

PGO	Number of areas in the curriculum M1	Number of areas in the curriculum M2	Number of areas in the curriculum M3	Number of areas in the curriculum M4	Total
1.1	2	3	6	9	20
1.2	2	3	6	9	20
1.3	2	3	6	9	20
1.4	0	1	6	7	14
1.5	1	2	6	8	17
1.6	2	3	6	8	19
1.7	1	2	6	11	20
1.8	3	4	5	9	21
1.9	1	1	4	6	12

Does the educational program adequately assess each goal and its objectives?

- Some misalignment Years 1-2
 - SCI assesses 1.2, 1.6, 1.9 but not covered; covers 1.8 but not assessed.
 - ICE covers 1.4, 1.7, 1.8 but not assessed.
 - SPM assesses 1.5 but not covered.
 - MAS covers 1.8 but not assessed.
- Not sure of the reliability
 - Ex: SICU has “?” throughout the goal section but check marks for assessment in all but PGO 1.4.
- For the clerkships this would be hard to say without linking exactly which activity in the goal map to each assessment.
 - Ex: The Internal Medicine observed H+P under PGO 1.1 is assessed with a percentage grade based on individual skills (see IM H+P form in IM syllabus)

Would it be possible for a student to graduate from PLFSOM with deficiencies in any of the goal/competency domains?

- No; with certain explanatory notes below
- In years 1-2, it is difficult to tell whether proficiency is guaranteed
 - MSK and ICE cover most of the Patient Care PGOs
 - Medical Skills:
 - If a student has any identified skill deficiencies, they could be recognized with the weekly formative assessments early in each of the units as well review done with SPERRSA and OpenLab
 - The other place skill deficiencies could be identified would be with the OSCE at the end of each unit (every 4-6 weeks)
- In the clerkship years, students are assigned mandatory mid-clerkship evaluations
 - If each of these goal/ competency domains are covered and reviewed during this session, deficiencies should be identified and remediation plans in place making it difficult to pass the clerkship with such deficiencies

Would the school know if a student were deficient in any of the goal/competency domains and, if so, how?

- Pre-clinical – must pass MedSkills and ICE
- During clerkship phase “needs improvements” given during final clerkship assessments are tracked by Dr Horn.
 - PGO’s 1.1-1.9 are addressed under the “patient care and procedural skills” competency
 - CD’s are encouraging their faculty to give more “needs improvements” and give criteria for such

For each program goal and/or objective, how, and up to what point, is a student able to demonstrate remediation for deficiencies?

- Pre-clinical – remediate Med Skills and ICE
- Clerkship years: Perhaps this needs to be included in one more table?
 - objective → linked to PGO → linked to assessment → linked to remediation plan
 - Ex: In the IM clerkship the history and physical examination is linked to PGO 1.1, 1.2, 1.7 and 1.8. → it is assessed with a grade percentage correct → students with a grade <70% must repeat the skill by the end of the clerkship until their grade is $\geq 70\%$
 - This could be represented with a table

Activity	PGO	Assessment Tool	Remediation Method
Observed H+P	1.1, 1.2, 1.7, 1.8	Percentage grade (see figure X IM syllabus for grading sheet)	grade <70% must repeat the skill by the end of the clerkship until their grade is $\geq 70\%$

Identify and prioritize programmatic weaknesses for each assigned objective, and for each assigned overarching goal.

Provide recommendations for improvement and **tracking** of identified weaknesses (think CQI...plan-do-study-act cycles)

- PGO 1.4 and 1.9 are slightly less represented (14 and 12 times respectively) compared to the remaining PGO's being represented 17-20 times
 - Consider areas for increased inclusion of these PGO's
- Link PGO's to objectives in year 4 similar to year 3
- To best answer questions regarding assessment and remediation we recommend a table similar to previous slide to easily demonstrate our process
- Determine whether or not we feel tracking of "needs improvements" is enough to detect students who are not competent in patient care in years 3-4

Audio Link

https://elpasottuhsc.mediaspace.kaltura.com/media/Patient+Care/0_c1piprh6

GOAL 2 [Knowledge for Practice] Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care.

- 2.1 Compare and contrast normal variation and pathological states in the structure and function of the human body across the life span.
- 2.2 Apply established and emerging foundational/basic science principles to health care.
- 2.3 Apply evidenced-based principles of clinical sciences to diagnostic and therapeutic decision-making and clinical problem solving.
- 2.4 Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations.
- 2.5 Apply principles of social-behavioral sciences to patient care including assessment of the impact of psychosocial, cultural, and societal influences on health, disease, care seeking, adherence and barriers to care.
- 2.6 Demonstrate an understanding of and potential for engagement in the creation, dissemination and application of new health care knowledge.

<p>Does the educational program have adequate learning objective linkages for each goal and its objectives? <i>Notes: Consider revision of 2.1 and 2.2 to promote use in objective and assessment mapping (“difficult wording”).</i></p>	<p>YES – NOTES: 2.6 IS WEAKLY REPRESENTED IN FORMAL COURSE OBJECTIVES (BUT W/ SARP THERE IS ADEQUATE COVERAGE).</p>
<p>Does the educational program adequately assess each goal and its objectives? <i>Notes: Course/clerkship syllabus and assessment maps should be in better alignment – identification of gaps in assessing prog. objectives can be difficult.</i></p>	<p>YES – NOTES: ALIGNMENT ISSUES, AS WITH 2.1 AND 2.2 IN SPM (TAUGHT, ASSESSED, BUT ASSESSMENT LINKAGE NOT MADE). FOR 2.6, SEVERAL COURSES/CLKSHIPS LIST BUT DO NOT CLEARLY ASSESS. ASSESSMENT MAPPING NEEDS IMPROVEMENT (GREATER SPECIFICITY)</p>
<p>Would it be possible for a student to graduate from PLFSOM with deficiencies in any of the goal/competency domains? <i>Notes: As above, course/clerkship syllabus and assessment maps should be in better alignment – identification of gaps in assessing prog. obj.s can be difficult.</i></p>	<p>NO – NOTES: EACH DOMAIN WIDELY ASSESSED. ISSUE OF DEFINING WHAT CONSTITUTES A DEFICIENCY WAS DISCUSSED (SOME REQUIRE MASTERY, OTHERS A MORE FLEXIBLE STANDARD).</p>
<p>Would the school know if a student were deficient in any of the goal/competency domains and, if so, how? <i>Notes: Continue collection on unit exam performance and their predictive value for Step exams (to refine cutoff points for remediation/intervention).</i></p>	<p>YES – NOTES: ASSESSMENT PLAN APPEARS SUFFICIENTLY COMPREHENSIVE AND APPROPRIATELY PACED.</p>
<p>For each program goal and/or objective, how, and up to what point, is a student able to demonstrate remediation for deficiencies? <i>Notes: As above, continue collection on unit exam performance and their predictive value for Step exams (to refine cutoff points for intervention).</i></p>	<p>NOTES: PROGRAM OBJECTIVES IN THIS DOMAIN SUBJECT TO RELATIVELY CLEAR PROCESSES AND EXPECTATIONS RELATED TO REMEDIATION.</p>

PGO Review

Knowledge For Practice

(2.1-2.6)

Cynthia Perry, Janet Piskurich, Dan Blunk, Ellen Dudre

Knowledge For Practice (2.1-2.6)

Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care.

- **2.1: Compare and contrast normal variation and pathological states in the structure and function of the human body across the lifespan.**
- **2.2: Apply established and emerging foundational/basic science principles to healthcare.**
- **2.3: Apply evidence-based principles of clinical sciences to diagnostic and therapeutic decision-making and clinical problem solving.**
- **2.4: Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health**

Knowledge For Practice (2.1-2.6)

Does the educational program have adequate learning objective linkages for each goal and its objectives? If so, by what criteria? If not, are there other curriculum or program features that promote and/or ensure fulfillment of the program objective?



PGO:	Answer:	Criteria:	Alternatively fulfilled by:
2.1	Yes	130 pages of associated objectives/ 10 Courses	NA
2.2	Yes	262 pages of associated objectives / 15 courses	NA
2.3	Yes	47 pages of associated objectives / 17 courses (Do clerkship assessments, e.g. pg. 41 belong here?)	NA
2.4	Yes	18 pages of associated objectives / 11 courses (Do clerkship assessments, e.g. pg. 62 belong here?)	NA
2.5	Yes	18 pages of associated objectives / 9 courses (Do clerkship assessments, e.g. pg. 81 belong here?)	NA
2.6	No	1 page of associated objectives (SCI) / 13 courses	SARP Program

Knowledge For Practice (2.1-2.6)

Does the educational program adequately assess each goal and its objectives?

PGO :	Answer:
2.1	Yes? Syllabus and Assessment maps do not align [e.g. SPM lists but does not assess this objective; also, assessments are listed for courses not on syllabus map: Med Skills, SCI, Emergency Med and Neurology Clerkships(?), MICU and SICU Selectives, all 5 Sub I Selectives] in 22 courses or curricular elements
2.2	Yes? Syllabus and Assessment maps do not align [e.g. SPM lists but does not assess this objective; also, assessments are listed for courses not on syllabus map: Med Skills, SCI, Neurology Clerkship, SICU Selective(?), Surgery(?) and Peds Sub I Selectives] in 20 courses or curricular elements
2.3	Yes? Syllabus and Assessment maps do not align [e.g. Assessments are listed for courses not on syllabus map: Neurology Clerkship(?), SICU Selective(?), Surgery(?) and Peds Sub I Selectives] in 20 courses or curricular elements
2.4	Yes? Syllabus and Assessment maps do not align [e.g. Assessments are listed for courses not on syllabus map: SPM; Emergency Med and Neurology Clerkships; MICU, PICU, NICU and SICU Selectives; Surgery and Peds Sub I Selectives] in 19 courses or curricular elements
2.5	Yes? Syllabus and Assessment maps do not align [e.g. Assessments are listed for courses not on syllabus map: SPM; Emergency Med and Neurology Clerkships; , PICU, NICU and SICU Selectives; all 5 Sub I Selectives] in 20 courses or curricular elements
2.6	Maybe? Syllabus and Assessment maps do not align [e.g. These courses list but do not assess this objective: SCI; Clinical Prep Course; CVICU, PICU and NICU Selectives; IM and Surgery(?) Sub I Selectives] only assessed in 7 courses or curricular elements although I suspect it is more just not linked

Knowledge For Practice (2.1-2.6)

Would it be possible for a student to graduate from PLFSOM with deficiencies in any of the goal/competency domains?

PGO:	Answer:
2.1	No (since each domain is widely assessed)
2.2	No
2.3	No
2.4	No
2.5	No
2.6	No

Knowledge For Practice (2.1-2.6)

Would the school know if a student were deficient in any of the goal/competency domains and, if so, how?

PGO:	Answer:	How?
2.1	Yes	Through the assessments
2.2	"	"
2.3	"	"
2.4	"	"
2.5	"	"
2.6	"	"

Knowledge For Practice (2.1-2.6)

For each program goal and/or objective, how, and up to what point, is a student able to demonstrate remediation for deficiencies?

PGO:	How?	To what point?
2.1	By passing the assessments	The pass/fail cut off point
2.2	"	"
2.3	"	"
2.4	"	"
2.5	"	"
2.6	"	"

Identify and prioritize programmatic weaknesses for each assigned objective, and for each assigned overarching goal.

Objective Specific Evaluations:

2.1/2.2 Wording makes it difficult for faculty to uniformly and reliably assign objectives to each PGO

2.6 Inadequately assessed per Annual Report linkages, needs better documentation

Overarching Goal Evaluation:

- 1. Course Syllabus and Assessment Maps should be in better alignment**
- 2. It is currently difficult to accurately identify weakness and/or gaps in assessing each goal and objective**

Provide recommendations for improvement and **tracking** of identified weaknesses (think CQI...plan-do-study-act cycles)

- 1. Work with Course Directors to fully align Course Syllabus and Assessment Maps**
- 2. Adjust the wording or provide guidelines for use of PGOs 2.1 and 2.2 so that it is easier for faculty to uniformly and reliably assign to learning objectives**
- 3. Continue to collect data on summative performance and their predictive value for Step scores with the goal of creating relevant cutoff points for remediation and intervention**
- 4. Suggest improved method for determining assessment gaps programmatically. Perhaps could address by mapping with keywords?**

Audio Link

https://elpasottuhsc.mediaspace.kaltura.com/media/Knowledge+for+Practice/0_jqn1493h

GOAL 3 [Practice-Based Learning] Demonstrate the ability to investigate and evaluate the care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.

3.1 Identify and perform learning activities to address gaps in one’s knowledge, skills and/or attitudes.

3.2 Demonstrate a basic understanding of quality improvement principles and their application to analyzing and solving problems in patient and/or population-based care.

3.3 Accept and incorporate feedback into practice.

3.4 Locate, appraise and assimilate evidence from scientific studies related to patients’ health problems.

3.5 Obtain and utilize information about individual patients, populations or communities to improve care.

<p>Does the educational program have adequate learning objective linkages for each goal and its objectives?</p>	<p>NO – NOTES: FEW FORMAL COURSE/CLERKSHIP SESSION-LEVEL OBJECTIVE AND ASSESSMENT LINKAGES TO GOAL 3 PROG. OBJECTIVES. HOWEVER, ALL CLERKSHIPS (+SARP) APPEAR TO COVER THE GOAL 3 PROG. OBJ.S. LINKAGES NEED IMPROVEMENT.</p>
<p>Does the educational program adequately assess each goal and its objectives?</p>	<p>TEPID YES – NOTES: ASSESSMENTS APPEAR TO BE IN PLACE BUT NOT WELL-ALIGNED WITH SESSION OBJECTIVES (CONSIDERATION OF CREATING COURSE OBJECTIVE LINKS SUGGESTED).</p>
<p>Would it be possible for a student to graduate from PLFSOM with deficiencies in any of the goal/competency domains? <i>Note: Consider incorporation of more QI training/activities (and/or the IHI modules) to address 3.2.</i></p>	<p>NO – NOTES: DESPITE CONCERNS OUTLINED ABOVE, THE TEAM EVALUATED THE OVERALL ASSESSMENT PLAN RELATED TO GOAL 3 OBJECTIVES AS ADEQUATE – WITH THE EXCEPTION OF 3.2 (REL. WEAKLY ASSESSED – POSSIBLY A LINKAGE/MAPPING PROBLEM).</p>
<p>Would the school know if a student were deficient in any of the goal/competency domains and, if so, how? <i>Note: team suggested we need better ways to track and monitor the coverage and assessment of the Goal 3 program objectives.</i></p>	<p>“PROBABLY” (YES BASED ON DISCUSSION) – NOTES: THE SESSION-LEVEL OBJECTIVE MAPPING WAS INADEQUATE TO MAKE THIS DETERMINATION, BUT COURSE-LEVEL EXPECTATIONS AND ASSESSMENT PLANS PER THE CLERKSHIP SYLLABI ADDRESS THIS.</p>
<p>For each program goal and/or objective, how, and up to what point, is a student able to demonstrate remediation for deficiencies?</p>	<p>YES – NOTES: RELATES TO RESPONSE ABOVE – THERE ARE ADEQUATE SAFEGUARDS IN CLERKSHIP SYLLABI TO PROVIDE FOR IDENTIFICATION OF STUDENTS FOR INTERVENTION/REMEDATION.</p>

PGO Review

**Practice-Based Learning &
Improvement
(3.1-3.5)**

Cynthia Perry, Janet Piskurich, Dan Blunk, Ellen Dudley

Practice-Based Learning & Improvement (3.1-3.5)

Demonstrate the ability to investigate and evaluate the care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.

- 3.1: Identify and perform learning activities to address gaps in one's knowledge, skills and/or attitudes.
- 3.2: Demonstrate a basic understanding of quality improvement principles and their application to analyzing and solving problems in patient and/or population-based care.
- 3.3: Accept and incorporate feedback into practice.
- 3.4: Locate, appraise and assimilate evidence from scientific studies related to patients' health problems.
- 3.5: Obtain and utilize information about individual patients, populations or communities to improve care.

Course Linkages:

Program Goal :	3.1	3.2	3.3	3.4	3.5
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					

Assessment Linkages:

Program Goal :	3.1	3.2	3.3	3.4	3.5
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)		✓		✓	

Practice-Based Learning & Improvement (3.1-3.5)

Does the educational program have adequate learning objective linkages for each goal and its objectives? If so, by what criteria? If not, are there other curriculum or program features that promote and/or ensure fulfillment of the program objective?



PGO :	Answer :	Criteria:	Alternatively fulfilled by:
3.1	No	15 courses are mapped to it, only 4 courses list objectives for it (MC,SCI,PICE,EM) and even some of these do not assess it	Current information does not suggest alternatives. The course level objectives need to be mapped to the PGOs instead of the session level objectives.
3.2	No	6 courses are mapped to it, only one course (MC) has one (unassessed) objective for it	“
3.3	No	15 courses are mapped to it, (plus 2 ? Marks) only 2 courses list objectives for it (MC,SCI) and even some of these do not assess it	“
3.4	No	14 courses are mapped to it, (plus 2 ? Marks), only 4 courses list objectives for it (SPM,SCI,PICE,EM) and even some of these do not assess it	“ All clerkships and likely SARP cover this PGO.
3.5	No	12 courses are mapped to it, , (plus 1 ? Mark) only 2 courses list objectives for it (MC,SCI) and even some of these do not assess it	“

Practice-Based Learning & Improvement (3.1-3.5)

Does the educational program adequately assess each goal and its objectives?

PGO :	Answer:
3.1	Yes? 22 courses assess it, but only 15 courses are mapped to it; course and assessment maps do not align probably due to being provided with session level objectives instead of course level objectives.
3.2	Maybe? 8 courses assess it (is this enough?), but only 6 courses are mapped to it; course and assessment maps do not align probably due to being provided with session level objectives instead of course level objectives.
3.3	Yes? 19 courses assess it, but only 15 courses are mapped to it; course and assessment maps do not align probably due to being provided with session level objectives instead of course level objectives.
3.4	Yes? 22 courses assess it, but only 14 courses are mapped to it; course and assessment maps do not align probably due to being provided with session level objectives instead of course level objectives.
3.5	Yes? 20 courses assess it, but only 12 courses are mapped to it; course and assessment maps do not align probably due to being provided with session level objectives instead of course level objectives.

Practice-Based Learning & Improvement (3.1-3.5)

Would it be possible for a student to graduate from PLFSOM with deficiencies in any of the goal/competency domains?

PGO:	Answer:
3.1	No (since domain is widely assessed)
3.2	Probably not (need more information)
3.3	No (since domain is widely assessed)
3.4	No (since domain is widely assessed)
3.5	No (since domain is widely assessed)

Practice-Based Learning & Improvement (3.1-3.5)

Would the school know if a student were deficient in any of the goal/competency domains and, if so, how?

PGO:	Answer:	How?
3.1	Probably	Since this review was based on session level objectives and not course level objectives, there should be adequate safeguards to identify if a student is deficient in any domain through the syllabus for each course. Any deficiencies identified would be referred to Grading and Promotions Committee.
3.2	Probably	“
3.3	Probably	“
3.4	Probably	“
3.5	Probably	“

Practice-Based Learning & Improvement (3.1-3.5)

For each program goal and/or objective, how, and up to what point, is a student able to demonstrate remediation for deficiencies?

PGO:	How?	To what point?
3.1	Since the review was from our session level objectives instead of the course level objectives, it is unclear from the information provided. However, there are adequate safeguards in all of our course syllabi that provide for remediation for any deficiencies.	Per faculty approval
3.2	“	Per faculty approval
3.3	“	Per faculty approval
3.4	“	Per faculty Approval
3.5	“	Per faculty approval

Identify and prioritize programmatic weaknesses for each assigned objective, and for each assigned overarching goal. Demonstrate the ability to investigate and evaluate the care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.

- 1. Perhaps a better picture of the mapping would have been present had there been mapping of the course level objectives instead of the session level objectives.**
- 2. Under 3.2 – Remove the “To assess the student’s progress during clerkship” from the objectives, it is linked to 36 “course titles”**
- 3. As a result of #1, there was not a good alignment between the session level objectives and the assessments**

Provide recommendations for improvement and **tracking** of identified weaknesses (think CQI...plan-do-study-act cycles)

- 1. Improve mapping to give a better picture of tracking and alignment of courses.**

- 2. Incorporate QI activity (IHI?) to address 3.2**
 - Improving capability
 - Patient Safety
 - Leadership
 - Person and Family-Centered Care
 - Triple Aim for Populations (Healthcare equity)

Audio Link

https://elpasottuhsc.mediaspace.kaltura.com/media/Practice+Based+Learning+and+Improvement/0_4029fa8j

GOAL 4 [Interpersonal and Communication Skills] 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 socio-economic and cultural backgrounds.

4.2 Communicate effectively with colleagues and other health care professionals.

4.3 Communicate with sensitivity, honesty, compassion and empathy.

4.4 Maintain comprehensive and timely medical records.

<p>Does the educational program have adequate learning objective linkages for each goal and its objectives?</p>	<p>YES – NOTES: SOME LINKS NOT IN MAP BUT FOUND IN SYLLABI.</p>
<p>Does the educational program adequately assess each goal and its objectives?</p>	<p>YES – NOTES: 4.4 ONLY WEAKLY ASSESSED BASED ON AVAILABLE DATA.</p>
<p>Would it be possible for a student to graduate from PLFSOM with deficiencies in any of the goal/competency domains?</p>	<p>NO – NOTES: THE PROFICIENCY EXPECTED BY THE END OF THE PRE-CLERKSHIP PHASE SEEMS UNCLEAR. CLERKSHIP PHASE ADDRESSES THIS.</p>
<p>Would the school know if a student were deficient in any of the goal/competency domains and, if so, how?</p>	<p>YES – NOTES: RELATES TO RESPONSE ABOVE. PRE-CLERKSHIP PHASE STUDENTS: MOSTLY VIA ASSESSMENT IN THE MEDICAL SKILLS COURSE; CLERKSHIP PHASE SYSTEMATICALLY ASSESSES FOR DEFICIENCIES IN THESE OBJECTIVES (POSSIBLY WEAK FOR 4.4).</p>
<p>For each program goal and/or objective, how, and up to what point, is a student able to demonstrate remediation for deficiencies? Note: Team suggested inclusion of a table linking clerkship activities to PGOs, assessments, AND remediation methods/plans.</p>	<p>PRE-CLERKSHIP: PRIMARILY THROUGH REGULAR ASSESSMENT AND, IF NEEDED, REMEDIATION IN MED SKILLS. CLERKSHIP: FREQ. OPPORTUNITIES, BUT NOT CLEARLY MAPPED.</p>

Additional notes:

- Objectives 4.3 and 4.4 relatively under-represented in session-level objective linkages.
- Better objective mapping for required Year 4 clerkships suggested.
- Posed question: Is Year 3 tracking of “needs improvement” competency assessments adequate to track students with interpersonal and communication skills issues/deficiencies?

Interpersonal and Communication Skills

Laura Cashin
Thomas Gest
Ricardo Salazar
Aghaegbulam Uga

Does the educational program have adequate learning objective linkages for each goal and its objectives?

If so, by what criteria?

If not, are there other curriculum or program features that promote and/or ensure fulfillment of the program objective?

Goal:

4.1 Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds.

Course	Objective Syllabi linkages
SCI I-IV - Society, Community, and the Individual	Yes; assessed
SPM I-IV - Scientific Principles of Medicine	No
ICE - Integrated Curricular Elements	Yes; assessed
MSK I-IV - Medical Skills	Yes; assessed
MAS I-IV - Master's Colloquium	Yes; not assessed?
SARP - Scholarly Activity and Research Program	No

Goal:

4.1 Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds.

Red indicates “?” in table
However findings in syllabus

Clerkship	Objective Syllabi linkages
IM	Yes
Psych	Yes
Peds	Yes
OBGYN	Yes
Surgery	Yes
Family Med	Yes
Sub I IM Surgery OBGYN Peds FM	Yes ? Yes No Yes
Critical Care CVICU MICU PICU NICU SICU	Yes Yes Yes Yes ?
Emergency Med	Yes
Neurology	Yes

Goal:

4.2 Communicate effectively with colleagues and other health care professionals.

Course	Objective Syllabi linkages
SCI I-IV - Society, Community, and the Individual	Yes; assessed
SPM I-IV - Scientific Principles of Medicine	Yes; assessed
ICE - Integrated Curricular Elements	Yes; assessed
MSK I-IV - Medical Skills	Yes; assessed
MAS I-IV - Master's Colloquium	Yes; assessed
SARP - Scholarly Activity and Research Program	Yes; assessed

Goal:

4.2 Communicate effectively with colleagues and other health care professionals.

Clerkship	Objective Syllabi linkages
IM	Yes
Psych	Yes
Peds	Yes
OBGYN	Yes
Surgery	Yes
Family Med	Yes
Sub I IM Surgery OBGYN Peds FM	Yes No Yes No Yes
Critical Care CVICU MICU PICU NICU SICU	Yes Yes Yes Yes ?
Emergency Med	Yes
Neurology	?

Goal:

4.3 Communicate with sensitivity, honesty, compassion and empathy.

Course	Objective Syllabi linkages
SCI I-IV - Society, Community, and the Individual	No; assessed
SPM I-IV - Scientific Principles of Medicine	No; assessed
ICE - Integrated Curricular Elements	Yes; assessed
MSK I-IV - Medical Skills	Yes; assessed
MAS I-IV - Master's Colloquium	Yes; assessed
SARP - Scholarly Activity and Research Program	No

Goal:

4.3 Communicate with sensitivity, honesty, compassion and empathy.

Clerkship	Objective Syllabi linkages
IM	Yes
Psych	Yes
Peds	Yes
OBGYN	Yes
Surgery	Yes
Family Med	Yes
Sub I	
IM	No
Surgery	No
OBGYN	No
Peds	No
FM	No
Critical Care	No
CVICU	No
MICU	No
PICU	Yes
NICU	Yes
SICU	?
Emergency Med	Yes
Neurology	No

Goal:
4.4 Maintain comprehensive and timely medical record.

Course	Objective Syllabi linkages
SCI I-IV - Society, Community, and the Individual	No
SPM I-IV - Scientific Principles of Medicine	No
ICE - Integrated Curricular Elements	Yes; not assessed
MSK I-IV - Medical Skills	Yes; assessed
MAS I-IV - Master's Colloquium	No
SARP - Scholarly Activity and Research Program	No

Goal:


4.4 Maintain comprehensive and timely medical record.


Clerkship	Objective Syllabi linkages
IM	Yes
Psych	Yes
Peds	Yes
OBGYN	Yes
Surgery	No
Family Med	Yes
Sub I	
IM	No
Surgery	No
OBGYN	No
Peds	No
FM	No
Critical Care	No
CVICU	No
MICU	No
PICU	Yes
NICU	Yes
SICU	?
Emergency Med	No
Neurology	No

The answer to the question: **Yes**, the educational program has adequate learning objective linkages for each goal and its objectives

PGO	Number of areas in the curriculum M1	Number of areas in the curriculum M2	Number of areas in the curriculum M3	Number of areas in the curriculum M4	Total
4.1	4	4	6	9	23
4.2	5	6	6	8	25
4.3	3	3	6	3	15
4.4	1	1	5	2	9

PGO 4 Assessment by Course Map

 Activity but not assessed

 No activity but assessed

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)	✓	✓	✓	✓

Does the educational program adequately assess each goal and its objectives?

- Yes; 4.4 Maintain comprehensive and timely medical record – is addressed only 9 times within educational program, but medical record is not a large component of years 1 and 2.

Would it be possible for a student to graduate from PLFSOM with deficiencies in any of the goal/competency domains?

- No; with certain explanatory notes below
- In years 1-2, it is difficult to tell whether proficiency is guaranteed
 - Medical Skills:
 - If a student has any identified skill deficiencies, they could be recognized with the weekly formative assessments early in each of the units as well review done with SPERRSA and Open Lab
 - The other place skill deficiencies could be identified would be with the OSCE at the end of each unit (every 4-6 weeks)
- In the clerkship years, students are assigned mandatory mid-clerkship evaluations
 - If each of these goal/ competency domains are covered and reviewed during this session, deficiencies should be identified and remediation plans in place making it difficult to pass the clerkship with such deficiencies

Would the school know if a student were deficient in any of the goal/competency domains and, if so, how?

- Yes; In Pre-clinical – must pass MedSkills
- During clerkship phase “needs improvements” given during final clerkship assessments are tracked by Dr Horn.
 - PGO’s 4.1-4.4 are addressed under the “interpersonal and communication skills” competency
 - CD’s are encouraging their faculty to give more “needs improvements” and give criteria for such

For each program goal and/or objective, how, and up to what point, is a student able to demonstrate remediation for deficiencies?

- Pre-clinical – remediate Med Skills
- Clerkship years: Perhaps this needs to be included in one more table?
 - objective→linked to PGO→linked to assessment→linked to remediation plan
 - Ex: In the IM clerkship the history and physical examination is linked to PGO 4.1 and 4.3→it is assessed with a grade percentage correct→students with a grade <70% must repeat the skill by the end of the clerkship until their grade is >/= 70%
 - This could be represented with a table

Activity	PGO	Assessment Tool	Remediation Method
Observed H+P	4.1, 4.3 etc.	Percentage grade (see figure X IM syllabus for grading sheet)	grade <70% must repeat the skill by the end of the clerkship until their grade is >/= 70%

Identify and prioritize programmatic weaknesses for each assigned objective, and for each assigned overarching goal.

Provide recommendations for improvement and **tracking** of identified weaknesses (think CQI...plan-do-study-act cycles)

- PGO 4.3 and 4.4 are less represented (15 and 9 times respectively) compared to the remaining PGO's being represented 23-25 times
 - Consider areas for increased inclusion of these PGO's
 - Students in years 3 and 4 should be able to get experience with electronic medical records
- Link PGO's to objectives in year 4 similar to year 3
- To best answer questions regarding assessment and remediation we recommend a table similar to previous slide to easily demonstrate our process
- Determine whether or not we feel tracking of "needs improvements" is enough to detect students who are not competent in interpersonal communication skills in years 3-4

Audio Link

https://elpasottuhsc.mediaspace.kaltura.com/media/Interpersonal+and+Communication+Skills/0_y4gz0k2i

GOAL 5 [Professionalism] Demonstrate understanding of and behavior consistent with professional responsibilities and adherence to ethical principles.

- 5.1 Demonstrate sensitivity, compassion, integrity and respect for all people.
- 5.2 Demonstrate knowledge of and appropriately apply ethical principles pertaining to patient privacy, autonomy and informed consent.
- 5.3 Demonstrate accountability to patients and fellow members of the health care team.
- 5.4 Demonstrate and apply knowledge of ethical principles pertaining to the provision or withholding of care.
- 5.5 Demonstrate and apply knowledge of ethical principles pertaining to health care related business practices and health care administration, including compliance with relevant laws, policies, regulations and the avoidance of conflicts of interest.
- 5.6 Demonstrate honesty in all professional and academic interactions.
- 5.7 Meet professional and academic commitments and obligations.

Does the educational program have adequate learning objective linkages for each goal and its objectives?	YES – NOTES: OBJECTIVE MAPPING FOR GOAL 5 OBJECTIVES IS “THOROUGH AND CONSISTENT”
Does the educational program adequately assess each goal and its objectives?	YES – NOTES: ASSESSMENT PLAN FOR GOAL 5 OBJECTIVES IS THOROUGH THROUGHOUT THE PROGRAM.
Would it be possible for a student to graduate from PLFSOM with deficiencies in any of the goal/competency domains?	YES (COMBINED) – NOTES: BASED ON OBJECTIVE AND ASSESSMENT LINKAGES THROUGHOUT THE PROGRAM. INCOMPLETE ALIGNMENT OF SESSION LEVEL AND COURSE LEVEL OBJECTIVES COMPLICATES MONITORING/EVALUATION.
Would the school know if a student were deficient in any of the goal/competency domains and, if so, how?	
For each program goal and/or objective, how, and up to what point, is a student able to demonstrate remediation for deficiencies?	YES – NOTES: REMEDIATION IN THE CLERKSHIP PHASE IS VAGUE, BUT ONCE THE ISSUE RISES TO THE GPC, THAT COMMITTEE DEFINES THE EXPECTATION FOR REMEDIATION CASE-BY-CASE.

Notes:

- Goal 5 program objectives “somewhat difficult” to map to course/session level objectives, some could be consolidated to create a smaller set.
- Consider tighter alignment of “event card” process with College Master professionalism reports.
- Communication to students [and faculty?] of expectations related to goal 5 seems involves a variety of sources with varying consistency.
- Opportunities exist to integrate the monitoring of professionalism teaching and assessment (resources include College Masters/Colloquium and e-Portfolio).
- Review team perceived too many professionalism expectations across the TTUHSC El Paso and PLFSOM student handbooks, and the PGOs – suggest consideration of “distilling” these to a smaller set of “core” expectations: Respect for all people; Knowledge of ethical principles and behaviors; Show empathy and compassion for all people; Demonstrate honesty in all activities; Fulfill all obligations.

PGO Review
Professionalism
(5.1-5.5)

Tammy Salazar, Herb Janssen,
Osvaldo Padilla, Curt Pfarr

March 20, 2017

PLFSOM Education Program Goals and Objectives: Professionalism

Demonstrate understanding of and behavior consistent with professional responsibilities and adherence to ethical principles.

5.1: Demonstrate sensitivity, compassion, integrity and respect for all people.

5.2: Demonstrate knowledge of and appropriately apply ethical principles pertaining to patient privacy, autonomy and informed consent.

5.3: Demonstrate accountability to patients and fellow members of the healthcare team.

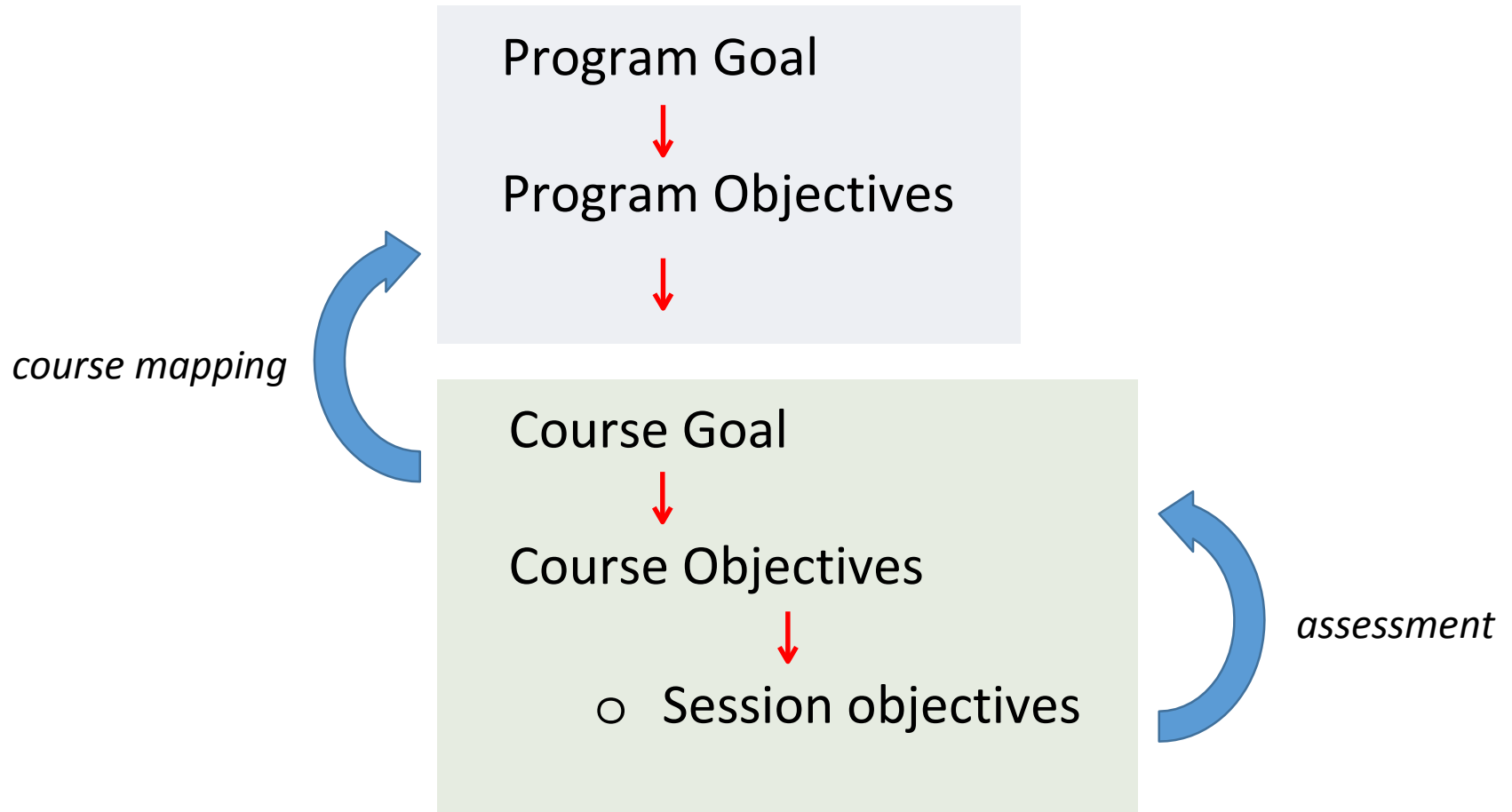
5.4: Demonstrate and apply knowledge of ethical principles pertaining to the provision or withholding of care.

5.5: Demonstrate and apply knowledge of ethical principles contained to healthcare related business practices in healthcare administration, including compliance with relevant laws, policies, regulations and the avoidance of conflicts of interest.

5.6: Demonstrate honesty in all professional and academic interactions.

5.7: Meet professional and academic commitments and obligations.

Professionalism in the PLFSOM Curriculum



Does the educational program have adequate learning objective linkages for each goal and its objectives? If so, by what criteria? If not, are there other curriculum or program features that promote and/or ensure fulfillment of the program objective?

PGO 5

PGO 5 Course Map

Program Goal :	5.1	5.2	5.3	5.4	5.5	5.6	5.7
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		✓					

Does the educational program adequately assess each goal and its objectives?

PGO 5 Assessment by Course Map

Program Goal :	5.1	5.2	5.3	5.4	5.5	5.6	5.7
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)	✓	✓	✓	✓	✓	✓	

Professionalism in the PLFSOM Curriculum

- ✓ Scientific Principles of Medicine
- ✓ Medical Skills
- ✓ Society, Community and Individual
- ✓ Masters' Colloquium
- ✓ Scholarly Activity & Research Program

Y1 and Y2

- ✓ Family + Surgery
- ✓ IM + Psychiatry
- ✓ OB/GYN + PEDS

- ✓ EM
- ✓ NEURO

- ✓ Critical Care Selective

- ✓ Sub-I Selective

Y3 and Y4

Does the educational program adequately assess each goal and its objectives?

assessments

✓ Scientific Principles of Medicine

✓ Medical Skills

✓ Society, Community and Individual

✓ Masters' Colloquium

✓ Scholarly Activity & Research Program

Required attendance (select sessions) WCE – small group evaluation forms: E-portfolio

Standardized Patients checklists: formative & summative

Community Clinics

Discussion participation
Essays: reflection and analysis
Professionalism statements: E-portfolio

Feedback from SARP mentors

Y1 and Y2

Does the educational program adequately assess each goal and its objectives?

assessments

- ✓ Family + Surgery
- ✓ IM + Psychiatry
- ✓ OB/GYN + PEDS

- ✓ EM
- ✓ NEURO

- ✓ Critical Care Selective
- ✓ Sub-I Selective

Clinical Clerkship Evaluation forms
(filled out by faculty and residents)

Clerkship Coordinator Assessment forms

Various activities: e.g., away rotations

Y3 and Y4

- ✓ Assessment of course level professionalism objectives (mapped to PGOs) is thorough and consistent.

Would the school know if a student were deficient in any of the goal/competency domains and, if so, how?

- ✓ Thorough assessment element mapping to PGOs (rubric-based and narrative commentary) flag individual student deficiencies.
- ✓ For pre-clerkship curriculum College Master professionalism statements summarize any student deficiencies.
- ✓ For Y3 and Y4 mid-clerkship evaluations, final Clinical Clerkship Evaluations and Clerkship Coordinator Evaluations would identify any lapses in student professional behavior.

For each program goal and/or objective, how, and up to what point, is a student able to demonstrate remediation for deficiencies?

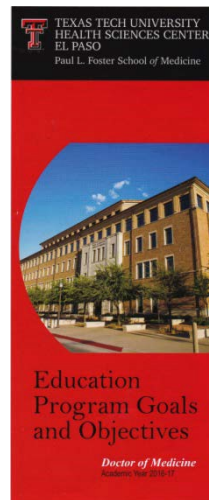
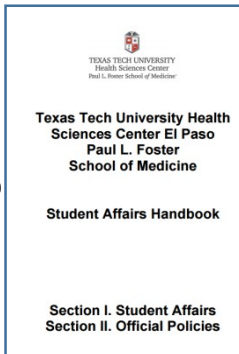
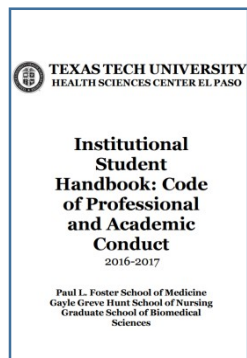
- ✓ If assessment indicates deficiencies in professionalism the student will be referred to Student Affairs (Dr. Horn).
- ✓ If breach of professionalism rises to a high level the student would be asked to report to the Grading and Promotions Committee.
- ✓ Remediation plan would be constructed by GPC and/or Dr. Horn.
- ✓ Remediation is demonstrated by following remediation plan successfully along with ongoing monitoring.

Identify and prioritize programmatic weaknesses for each assigned objective, and for each assigned overarching goal.

Provide recommendations for improvement and **tracking** of identified weaknesses (think CQI...plan-do-study-act cycles)

- ✓ Current Program Objectives are somewhat difficult for mapping course level objectives.
- ✓ Tracking of event cards, etc. is not tightly coordinated with professionalism reports prepared by the College Masters.
- ✓ Expectations are communicated to students from a variety of sources (overlapping or supplementary).
- ✓ While individual syllabi address professionalism through stated objectives, the mapping of these objectives to higher level PGOs has no strong relevance to students.
- ✓ Opportunities exist to further integrate professionalism teaching and assessment by exploiting Masters' Colloquium and E-portfolio (centralized monitoring?), etc.

Professionalism expectations above course-level



- Altruism
- Advocacy
- Ethical standards
- Moral standards
- Honesty in professional interactions
- Honesty in professional interactions
- Integrity
- Trustworthiness
- Caring
- Compassion
- Respect
- Reflective
- Accountability
- Confidentiality
- Fidelity
- Dependability
- Sensitivity
- Patient autonomy
- Patient informed consent
- Ethics of provision and withholding care
- Ethics of business practice
- Ethics of health-care administration
- Ethics of compliance with relative laws
- Ethics of compliance with policies
- Ethics of legal issues
- Ethics of conflict of interest
- Meet professional commitments
- Meet academic commitments
- Meet obligations
- Don't lie
- Don't cheat
- Don't steal

One possibility: distilling these to smaller 'core' behavior expectations

- Altruism
- Advocacy
- Ethical standards
- Moral standards
- Honesty in professional interactions
- Honesty in professional interactions
- Integrity
- Trustworthiness
- Caring
- Compassion
- Respect
- Reflective
- Accountability
- Confidentiality
- Fidelity
- Dependability
- Sensitivity
- Patient autonomy
- Patient informed consent
- Ethics of provision and withholding care
- Ethics of business practice
- Ethics of health-care administration
- Ethics of compliance with relative laws
- Ethics of compliance with policies
- Ethics of legal issues
- Ethics of conflict of interest
- Meet professional commitments
- Meet academic commitments
- Meet obligations
- Don't lie
- Don't cheat
- Don't steal



- Show respect for all people.
- Know ethical principles and demonstrate ethical behavior.
- Show empathy and compassion for all people.
- Demonstrate honesty in all activities.
- Fulfill all obligations.

Professionalism as Propaganda

- Show respect for all people.
- Know ethical principles and demonstrate ethical behavior.
- Show empathy and compassion for all people.
- Demonstrate honesty in all activities.
- Fulfill all obligations.



- Be respectful.
- Be ethical.
- Be empathic.
- Be compassionate.
- Be honest.
- Be accountable.



- Would a universal PLFSOM rubric for professionalism be useful?

Professionalism Topics in Masters' Colloquium

Masters' Colloquium AY 2016-2017

Ethics

- 1.3 Introduction to Ethics
- 1.12 Honesty / Confidentiality
- 1.16 Ethics of Pain Management
- 2.2 Ethics of Genetic Screening
- 2.5 Ethics of Life-sustaining Interventions
- 2.8 Research Ethics_1
- 2.9 Research Ethics_2
- 3.11 Reproductive Ethics
- 4.1 Pediatric Ethical Decision Making

Humanities

- 1.14 Patient Experience Chronic Disease
- 2.1 Art of Observation
- 2.6 Imelda
- 3.12 GATTACA

Uncertainty

- 1.4 Heuristics
- 1.13 Diagnostic Imaging
- 2.3 Risk / Benefit Cancer Therapy
- 3.3 Medical Nemesis
- 4.2 Physician Errors

Society Economics

- 1.5 Vaccines
- 1.15 Awareness of Disability
- 2.11 Dialysis / Access to Care
- 2.12 Economics of Healthcare
- 2.13 Global Health Issues
- 3.4 Advocacy
- 3.6 Blindness / Deafness
- 3.7 Systemic Barriers
- 3.9 Cultural Competence
- 3.13 Assisted Reproduction

Miscellaneous

- 1.17 Cultural Interaction
- 2.4 Open Forum
- 2.14 Cultural Interaction
- 3.1 Review of Summer / SARP
- 3.8 Open Forum
- 3.10 Open Forum
- 3.15 Cultural Interaction
- 4.5 Cultural Interaction

Physicianship

- | | |
|--------------------|---|
| 1.1 Intro to MC | 2.7 Empathy_2 |
| 1.2 Text Exercises | 2.10 Gender / Life Balance_1 |
| 1.6 Empathy_1 | 3.2 Leadership_palette |
| 1.7 Wellness_1 | 3.5 Physicianship |
| 1.8 Leadership | 3.14 Gender / Life Balance_2 |
| 1.9 Learning | 4.3 Patient Safety |
| 1.10 Wellness_2 | 4.4 3 rd Year Panel Discussion |
| 1.11 Facing Fears | |

Professionalism Topics in Masters' Colloquium

Ethics

~100 NBME-style ethics exam items are reviewed and discussed.

Reflection and Analysis essays

2 per semester = 8 total

Professionalism document repository in e-portfolios

Professionalism document repository in e-portfolios




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Student e-Portfolio

SEARCH
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Pre-Matriculation	Exam Scores & Grades	Projects	Evaluations	Patient Encounter Log Data	Reflections and Service Learning	Scholarly Project Requirement	Career Planning
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Evaluations

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Professionalism

[Expand All](#) | [Contract All](#)

- [Add New Evaluation](#)
- [Small Group Evaluations](#)
- [Clerkship Evaluations](#)
- [-] [Scientific Principles of Medicine](#)
- [-] [Medical Skills](#)
- [+] [Society, Community and Individual](#)
- [+] [Masters Colloquium](#)
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Professionalism document repository in e-portfolios




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Evaluations

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- 📁 [Professionalism](#)
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Professionalism

▼ **OCEA**

- [Professional Citizenship - Lacy Naomi \(08/13/2015\)](#)
- [Professional Citizenship - Lacy Naomi \(09/15/2015\)](#)
- [Professional Citizenship - Lacy Naomi \(10/22/2015\)](#)
- [Professional Citizenship - Lacy Naomi \(01/15/2016\)](#)
- [Professional Citizenship - Lacy Naomi \(03/16/2016\)](#)
- [Professional Citizenship - Lacy Naomi \(05/25/2016\)](#)
- [Professional Citizenship - Lacy Naomi \(10/18/2016\)](#)
- [Professional Citizenship - Lacy Naomi \(01/02/2017\)](#)

▼ **Files and Courses**

Evaluation Name	Description	File Name	Submitted Date	Actions
Overall Professionalism	Masters Summation of Student Professionalism	Overall Weier RED PDF PROF Class 2019_08.23.2016_FINAL 47.pdf	01/03/2017	Download Delete
Professionalism Masters Summation	Masters Summation of Student Professionalism	Weier RED PDF PROF Class 2019_08.23.2016_FINAL 46.pdf	01/03/2017	Download Delete

Professionalism document repository in e-portfolios

Student e-Portfolio
ePortfolio Sign Out

Pre-Matriculation	Exam Scores & Grades	Projects	Evaluations	Patient Encounter Log Data	Reflections and Service Learning	Scholarly Project Requirement	Career Planning
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Evaluations

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Small Group Evaluations

Expand All | Contract All

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- 📁 Society, Community and Individual
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- 📁 Professionalism
- 📁 Tank Side/Simulation

▶ Society, Community and the Individual

▼ Scientific Principles of Medicine

- [Small Group Assessment V2 - Antowan Cenani \(01/09/2017\)](#)
- [Small Group Assessment V1 - Corral Javier \(01/22/2016\)](#)
- [Small Group Assessment V2 - Wojciechowska Joanna \(01/24/2017\)](#)
- [Small Group Assessment V1 - Boman Darius \(01/29/2016\)](#)
- [Small Group Assessment V2 - Blunk Dan \(01/31/2017\)](#)
- [Small Group Assessment V1 \(Resident\) - Krishnamurthy Guruprasad \(02/06/2017\)](#)
- [Small Group Assessment V1 - Parsa Michael \(02/11/2016\)](#)
- [Small Group Assessment V1 - Noriega Oscar \(02/19/2016\)](#)
- [Small Group Assessment V1 - Cavaretta Charles \(03/02/2016\)](#)
- [Small Group Assessment V1 - Kilgo Bob \(03/16/2016\)](#)
- [Small Group Assessment \(Fellow\) - Joseph James \(04/20/2016\)](#)
- [Small Group Assessment V1 \(Resident\) - Zebda Mohamed \(07/30/2015\)](#)
- [Small Group Assessment V1 - Penaranda Eribeth \(08/13/2015\)](#)
- [Small Group Assessment V1 - Cruz-Flores Salvador \(08/15/2016\)](#)
- [Small Group Assessment V1 - Estrada Irma \(08/19/2015\)](#)
- [Small Group Assessment V1 - Horn Kathryn \(08/26/2015\)](#)
- [Small Group Assessment V2 - Brower Richard \(08/29/2016\)](#)
- [Small Group Assessment V2 - Parsa Michael \(09/06/2016\)](#)
- [Small Group Assessment V2 - De la Torre Javier \(09/12/2016\)](#)
- [Small Group Assessment V1 \(Resident\) - Pauzauskie Sean \(09/19/2016\)](#)
- [Small Group Assessment V1 \(Resident\) - Bashashati-Saghezchi Mohammad \(10/05/2015\)](#)
- [Small Group Assessment V2 - Martin Charmaine \(10/07/2016\)](#)
- [Small Group Assessment V2 - Nelson Brian \(10/18/2016\)](#)
- [Small Group Assessment V1 - Quest Dale \(10/28/2015\)](#)
- [Small Group Assessment V2 - Molokwu Jennifer \(11/04/2016\)](#)
- [Small Group Assessment V1 - Wright Justin \(11/12/2015\)](#)
- [Small Group Assessment V1 \(Resident\) - Kusnezov Nicholas \(11/20/2015\)](#)
- [Small Group Assessment V1 - Brower Richard \(12/03/2015\)](#)
- [Small Group Assessment V1 \(Resident\) - Khamsi Naima \(12/05/2016\)](#)
- [Small Group Assessment V1 - Piriawat Paisith \(12/09/2015\)](#)

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Student e-Portfolio
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Evaluations

Welcome! Douglas Weier

Small Group Evaluations

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*“Forgive me father, for I have sinned.
It has been 3 weeks since my last professionalism rubric.”*

PLFSOM Students Responses on AAMC Graduation Questionnaire



Medical School Graduation Questionnaire

2016 Individual School Report

Texas Tech University Health Sciences Center Paul L. Foster School of Medicine

July 2016

I have a fundamental understanding of the issues in social sciences of medicine (e.g., ethics, humanism, professionalism, organization and structure of the health care system).

	2016	0.4	1.2	5.0	39.0	54.3	14,683
All Medical Schools	2016	0.0	1.5	7.6	30.3	60.6	66
Texas Tec-h Foster	2015	1.6	0.0	4.9	27.9	65.6	61
Texas Tec-h Foster	2014	0.0	0.0	2.0	51.0	46.9	49
Texas Tec-h Foster	2013	0.0	2.9	0.0	55.9	41.2	34
	2012						

I understand the ethical and professional values that are expected of the profession.

	2016	0.3	0.2	1.5	27.8	70.2	14,666
All Medical Schools	2016	0.0	0.0	0.0	25.4	74.6	67
Texas Tec-h Foster	2015	0.0	0.0	4.9	24.6	70.5	61
Texas Tec-h Foster	2014	0.0	0.0	0.0	51.0	49.0	49
Texas Tec-h Foster	2013	0.0	0.0	8.8	44.1	47.1	34
	2012						

18. Think about how often you experience[d]the following at your medical school. Determine your response by choosing one of the categories of frequency given below. Choose the category that best approximates your perceptions.

		Percentage of Respondents Selecting Each Rating						
		Never	Almost never	Sometimes	Fairly often	Very often	Always	Count
There are disconnects between what I am taught about professional behaviors/attitudes and what I see being demonstrated by faculty								
All Medical Schools	2016	7.3	36.7	35.0	9.6	7.8	3.6	14,374
Texas Tec-h Foster	2016	7.6	39.4	31.8	10.6	6.1	4.5	66

19. Please rate how often the following professional behaviors/attitudes are demonstrated by your medical school's faculty. (Continued)
 Σ
Medical School Graduation Questionnaire

2016 Individual School Report

Texas Tech University Health Sciences Center Paul L. Foster School of Medicine

July 2016

		Percentage of Respondents Selecting Each Rating						Count	
		Never	Almost never	Sometimes	Fairly often	Very often	Always		
✘	Showing respectful interaction with students								
	All Medical Schools	2016	0.2	0.4	6.2	19.4	50.6	23.2	14,243
	Texas Tech-Foster	2016	0.0	0.0	4.6	15.4	50.8	29.2	65
✘	Showing empathy and compassion								
	All Medical Schools	2016	0.2	0.5	6.2	20.5	50.2	22.4	14,239
	Texas Tech-Foster	2016	0.0	1.5	9.1	18.2	50.0	21.2	66
✘	Being respectful of patients' dignity and autonomy								
	All Medical Schools	2016	0.1	0.3	4.3	15.4	48.6	31.2	14,168
	Texas Tech-Foster	2016	0.0	0.0	7.6	15.2	43.9	33.3	66
✘	Actively listened and showed interest in patients.								
	All Medical Schools	2016	0.1	0.3	4.7	17.9	53.4	23.7	14,260
	Texas Tech-Foster	2016	0.0	0.0	7.7	21.5	41.5	29.2	65
✘	Taking time and effort to explain information to patients								
	All Medical Schools	2016	0.1	0.8	8.1	22.3	48.6	20.1	14,247
	Texas Tech-Foster	2016	0.0	0.0	12.1	22.7	47.0	18.2	66
✘	Advocating appropriately on behalf of his/her patients.								
	All Medical Schools	2016	0.1	0.4	5.5	17.1	49.7	27.2	14,234
	Texas Tech-Foster	2016	0.0	0.0	9.1	16.7	50.0	24.2	66
✘	Resolving conflicts in ways that respect the dignity of all involved								
	All Medical Schools	2016	0.1	0.4	5.2	17.2	51.3	25.8	14,225
	Texas Tech-Foster	2016	0.0	0.0	4.5	19.7	53.0	22.7	66

References:

1. Pinker, S., *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century!* 2015: Penguin Books.
2. Pinker, S., *Why academics stink at writing.* The Chronicle of Higher Education. Available: <http://chronicle.com/article/Why-Academics-Writing-Stinks/148989>, 2014.
3. Birden, H., et al., *Teaching professionalism in medical education: a Best Evidence Medical Education (BEME) systematic review.* *BEME Guide No. 25.* Medical teacher, 2013. **35**(7): p. e1252-e1266.
4. Brainard, A.H. and H.C. Brislen, *Viewpoint: learning professionalism: a view from the trenches.* Academic Medicine, 2007. **82**(11): p. 1010-1014.
5. Goldie, J., *The formation of professional identity in medical students: considerations for educators.* Medical teacher, 2012. **34**(9): p. e641-e648.
6. Goldie, J., et al., *Teaching professionalism in the early years of a medical curriculum: a qualitative study.* Medical education, 2007. **41**(6): p. 610-617.
7. Passi, V., et al., *Developing medical professionalism in future doctors: a systematic review.* International journal of medical education, 2010. **1**: p. 19.
8. Stern, D.T., *Measuring medical professionalism.* 2006: Oxford University Press.
9. Veloski, J.J., et al., *Measuring professionalism: a review of studies with instruments reported in the literature between 1982 and 2002.* Academic Medicine, 2005. **80**(4): p. 366-370.

Does the educational program adequately assess each goal and its objectives?

- ✓ Feedback is provided by web-based *Professionalism stories* that are deposited in a student's e-portfolio.

Does the educational program adequately assess each goal and its objectives?

Example: Obstetrics & Gynecology/Pediatrics Block Academic Year: 2016 - 2017

Professionalism/ Ethics

Goal: Students must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principle and sensitivity to a diverse patient population. (4.1 – 4.4; 5.1 – 5.7; 8.1 – 8.5)

Objectives: Throughout this clerkship, students will demonstrate a commitment to:

- Being sensitive to patient and family concerns (5.1 – 5.6).
- Maintaining confidentiality and respecting patient privacy (5.1 – 5.7).
- Managing personal biases in caring for patients of diverse populations and different backgrounds and recognizing how biases may affect care and decision-making (5.1 – 5.6).
- Meeting professional obligations and the timely completion of assignments and responsibilities (5.6, 5.7).
- Advocate for patient needs (5.1 – 5.6)



Obstetrics & Gynecology /Pediatrics Block
Academic Year: 2016 - 2017

Professionalism
Is reliable and dependable
Acknowledges mistakes
Displays compassion and respect for all people.
Demonstrates honesty in all professional matters
Protects patient confidentiality
Dress and grooming appropriate for the setting
Comments related to Professionalism (if none, please enter NA):

Does the educational program adequately assess each goal and its objectives?

Example: Obstetrics & Gynecology/Pediatrics Block Academic Year: 2016 - 2017

Professionalism/ Ethics

Goal: Students must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles and sensitivity to a diverse patient population.

OBJECTIVES: During this clerkship, students will demonstrate:

- Sensitivity to patient and family concerns (Prof: 5.1, 5.6, 5.7).
- Acceptance of parent and patient differences in culture, beliefs, attitudes, and lifestyle (Prof: 5.1)
- The ability to manage personal biases in caring for patients of diverse populations and different backgrounds and to recognize how these biases may affect care and decision-making (Prof: 1.1, IPC: 7.2; PPD: 8.3 – 8.5).
- Respect for patient privacy and confidentiality (Prof: 5.2, 5.5, 5.7).
- Commitment to following through with professional obligations and the timely completion of assigned tasks and duties (ICS: 4.4; Prof: 5.3, 5.7; IC: 7.3; PPD: 8.1, 8.5).
- Commitment to treat faculty, residents, staff, and fellow students with respect and courtesy (Prof: 5.1, 5.3, 5.7; IC: 7.3, 7.4).
- Advocate for patient needs (Prof: 5.7).



6. Professionalism

- a. Grade – “Needs improvement, pass, honors”
- b. Source – list sources for evaluation in this competency
 - Faculty & Resident evaluations
 - Ethics case
 - Timely Op-Log Entry
 - Timely completion course requirements
- c. Comments – meant to justify grade in this competency

Does the educational program adequately assess each goal and its objectives?

Away rotation assessment (Y4)



[MSIV ASSESSMENT V1]

MS4 Final Clinical Assessment

Please return no longer than: LCME requires grades be reported within six weeks of end of rotation.

Student Name: _____ Date: _____ Rotation: _____

Faculty Name: _____ Faculty Signature: _____

Please check mark/circle

	Need Improvement	Pass	Honors	Cannot Assess
Completes an appropriate history				
Addresses patient agenda				
Exam is appropriate in scope				
Independently perform exam with proper technique				
Identifies pertinent physical findings				
Develops a treatment plan, incorporating biopsychosocial issues, appropriate to the patient.				
Appropriately documents findings				
Can independently apply knowledge to identify problem				
Communicate Clearly with Patients and Families				
Presentations to attending or resident are organized.				
Demonstrates knowledge of current peer-reviewed literature in relation to patient management.				
Takes the initiative in increasing clinical knowledge and skills.				
Effectively utilizes medical care systems and resources to benefit patient health.				
Displays appropriate level of professionalism				
Works professionally with other health care personnel				
Recognizes when to take responsibility and when to seek assistance				



Please discuss what the student can do to most improve his/her performance:

Please discuss the clerk's 2-3 strongest skills:

Final Grade _____ Honors _____ Pass _____ Fail _____

Identify and prioritize programmatic weaknesses for each assigned objective, and for each assigned overarching goal.

Provide recommendations for improvement and **tracking** of identified weaknesses (think CQI...plan-do-study-act cycles)

5.1: Demonstrate sensitivity, compassion, integrity and respect for all people.

5.2: Demonstrate knowledge of and appropriately apply ethical principles pertaining to patient privacy, autonomy and informed consent.

5.3: Demonstrate accountability to patients and fellow members of the healthcare team.

5.4: Demonstrate and apply knowledge of ethical principles pertaining to the provision or withholding of care.

5.5: Demonstrate and apply knowledge of ethical principles contained to healthcare related business practices in healthcare administration, including compliance with relevant laws, policies, regulations and the avoidance of conflicts of interest.

5.6: Demonstrate honesty in all professional and academic interactions.

5.7: Meet professional and academic commitments and obligations.

Professionalism in the PLFSOM Curriculum

Mission Statement



Institutional Student Handbook: Professional and Ethical School Standards



Student Affairs Student Handbook: Code of Professional and Academic Conduct, Medical Student Honor Code

- ✓ Scientific Principles of Medicine
- ✓ Medical Skills
- ✓ Society, Community and Individual
- ✓ Masters' Colloquium
- ✓ Scholarly Activity & Research Program

Y1 and Y2

- ✓ Family + Surgery
- ✓ IM + Psychiatry
- ✓ OB/GYN + PEDS

- ✓ EM
- ✓ NEURO

- ✓ Critical Care Selective

- ✓ Sub-I Selective

Y3 and Y4

Example: Surgery ICU
Academic Year: 2016 - 2017

PROFESSIONALISM

GOALS:

- Medical students will be expected to arrive on time for all weekday rounding activities in the ICU.
- Adequate preparation of patient information prior to rounds.
- ICU rounds are often long and extensive, appropriate behavior and attentiveness is expected throughout the experience on a daily basis.


OBJECTIVES:

- Medical students will be present and prepared a minimum of 10 minutes prior to rounds on each day.
- All relevant laboratory data, X-ray, CT and MRI results must be presented by the student to the ICU team for patients being followed.

EVALUATION:

1. Evaluation will be by direct observation and recorded on a CEC.

Does the educational program adequately assess each goal and its objectives?


TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
EL PASO

Internal Medicine Clinical Assessment

STUDENT'S NAME:

EVALUATOR'S NAME:

ROTATION:

DATES OF ROTATION:

DATE OF ASSESSMENT:

PROFESSIONALISM

	Needs Improvement	Pass	Honors	N/A
Is reliable and demonstrates accountability to patients and fellow members of the health care team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acknowledges mistakes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates compassion and respect for all people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates honesty in all professional matters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protects patient confidentiality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dress and grooming appropriate for the setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Does the educational program adequately assess each goal and its objectives?


TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
EL PASO

Outpatient Psychiatry Clinical Assessment

STUDENT'S NAME:

EVALUATOR'S NAME:

ROTATION:

DATES OF ROTATION:

DATE OF ASSESSMENT:

PROFESSIONALISM

	Needs Improvement	Pass	Honors	N/A
Is reliable and demonstrates accountability to patients and fellow members of the health care team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates compassion and respect for all people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates honesty in all professional matters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protects patient confidentiality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dress and grooming appropriate for the setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Does the educational program adequately assess each goal and its objectives?



STUDENT'S NAME:

EVALUATOR'S NAME:

SERVICE:

DATES OF ROTATION:

DATE OF ASSESSMENT:

PROFESSIONALISM

	Needs Improvement	Pass	Honors	N/A
Is reliable and demonstrates accountability to patients and fellow members of the health care team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acknowledges mistakes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates compassion and respect for all people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates honesty in all professional matters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protects patient confidentiality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dress and grooming appropriate for the setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Does the educational program adequately assess each goal and its objectives?

 **Obstetrics and Gynecology
Clinical Assessment**

STUDENT'S NAME:

EVALUATOR'S NAME:

ROTATION:

DATES OF ROTATION:

DATE OF ASSESSMENT:

PROFESSIONALISM

	Needs Improvement	Pass	Honors	N/A
Is reliable and dependable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acknowledges mistakes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Displays compassion and respect for all people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates honesty in all professional matters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protects patient confidentiality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dress and grooming appropriate for the setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Does the educational program adequately assess each goal and its objectives?



STUDENT NAME:
EVALUATOR'S NAME:
ROTATION:
DATES OF ROTATION:
DATE OF ASSESSMENT:

REQUIRED: Overall comments/Strengths/Weaknesses

	Needs Improvement	Pass	Honors	N/A
Is reliable and dependable (reports for duty on time and stays on duty until expiration of duty hours or until dismissed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acknowledges mistakes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates compassion and respect for all others, regardless of age, race, ethnicity, gender, sexual orientation, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates honesty in all professional matters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protects patient confidentiality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dress and grooming appropriate for the setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Does the educational program adequately assess each goal and its objectives?

Forms for on-line assessment in TTAS



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER.
EL PASO



Student: Student Name

Assessment: Clinical Professionalism Assessment

Rotation: Scheduler 15 Rotation Name

Event: Scheduler 15 Event Name

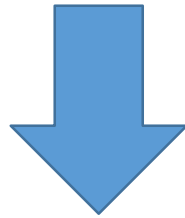
Professionalism

Is reliable and dependable	<input type="radio"/> Serious Concern	<input type="radio"/> Slight Concern	<input type="radio"/> No Concern
Acknowledges mistakes	<input type="radio"/> Serious Concern	<input type="radio"/> Slight Concern	<input type="radio"/> No Concern
Behaves respectfully to all.	<input type="radio"/> Serious Concern	<input type="radio"/> Slight Concern	<input type="radio"/> No Concern
Demonstrates concern for the needs of others.	<input type="radio"/> Serious Concern	<input type="radio"/> Slight Concern	<input type="radio"/> No Concern
Displays compassion for other regardless of age, race, ethnicity, gender, sexual orientation, etc.	<input type="radio"/> Serious Concern	<input type="radio"/> Slight Concern	<input type="radio"/> No Concern
Demonstrates honesty in all professional matters.	<input type="radio"/> Serious Concern	<input type="radio"/> Slight Concern	<input type="radio"/> No Concern
Protects patient confidentiality	<input type="radio"/> Serious Concern	<input type="radio"/> Slight Concern	<input type="radio"/> No Concern
Nonjudgmental.	<input type="radio"/> Serious Concern	<input type="radio"/> Slight Concern	<input type="radio"/> No Concern
Receptive to constructive criticism.	<input type="radio"/> Serious Concern	<input type="radio"/> Slight Concern	<input type="radio"/> No Concern
Recognizes when to take responsibility and when to seek assistance.	<input type="radio"/> Serious Concern	<input type="radio"/> Slight Concern	<input type="radio"/> No Concern
Preserves patient dignity.	<input type="radio"/> Serious Concern	<input type="radio"/> Slight Concern	<input type="radio"/> No Concern
Dress and grooming appropriate for the setting.	<input type="radio"/> Serious Concern	<input type="radio"/> Slight Concern	<input type="radio"/> No Concern

Example: SCI Syllabus

Professionalism

Professionalism is a core competency in Medicine, one that is taken extremely seriously in Society, Community, and the Individual. Students are expected to adhere to the Standards of Professional Conduct outlined in the PLFSOM student handbook. In particular, students should not attempt to copy, post, share, or use SCI exam questions. Students should not submit false claims of attendance at their community clinic. Depending on the nature of the problem and as determined by the course director, failure to act professionally may result in a grade of Fail for SCI, regardless of the student's performance in other aspects of the course. Violations of professionalism could result in expulsion from the PLFSOM.



- Show respect for all people.
- Show respect for patient autonomy.
- Know ethical principles and demonstrate ethical behavior.
- Show empathy and compassion for all people.
- Demonstrate honesty in all activities.
- Fulfill all obligations.

Does the educational program adequately assess each goal and its objectives?

Forms for on-line assessment in TTAS



Student: Student Name
Assessment: Final Clerkship Assessment
Rotation: Scheduler 15 Rotation Name
Event: Scheduler 15 Event Name

Knowledge for Practice

Grade
<input type="radio"/> Needs Improvement <input type="radio"/> Pass <input type="radio"/> Honors
Please Justify the grade in this competency

Patient Care and Procedural Skills

Grade
<input type="radio"/> Needs Improvement <input type="radio"/> Pass <input type="radio"/> Honors
Please Justify the grade in this competency

What do we want in our graduates?

These are overall **goals**.

- Highest attainable level of scientific knowledge.
- Highest attainable level of clinical competency.
- Highest attainable level of professionalism.
- Highest attainable level of personal wellness.

This leads to the question: What do we want are graduates to be?

This then leads to **objectives** that are in the form of defining behaviors (because we can assess behaviors).

Professionalism/ Ethics

Goal: Student must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles and sensitivity to a diverse patient population.

OBJECTIVES: During this clerkship, students will demonstrate:

- Sensitivity to patient and family concerns (Prof: 5.1, 5.6, 5.7).
- Acceptance of patient and family differences in culture, beliefs, attitudes, and lifestyle (Prof: 5.1)
- The ability to manage personal biases in caring for patients of diverse populations and different backgrounds and to recognize how these biases may affect care and decision-making (Prof: 1.1, IPC:7.2; PPD: 8.3 - 8.5).
- Respect for patient privacy and confidentiality (Prof: 5.2, 5.5, 5.7).
- Commitment to following through with professional obligations and the timely completion of assigned tasks and duties (ICS: 4.4; Prof: 5.3, 5.7; IC: 7.3; PPD: 8.1, 8.5).
- Commitment to treat faculty, residents, staff, and fellow students with respect and courtesy (Prof: 5.1, 5.3, 5.7; IC: 7.3, 7.4).
- Advocate for patient needs (Prof: 5.7).



**Texas Tech University Health
Sciences Center El Paso
Paul L. Foster
School of Medicine**

Student Affairs Handbook

**Section I. Student Affairs
Section II. Official Policies**

Professional Accountability

Process for reporting behaviors/professionalism evaluation

Teachers document on small group evaluation form if in small group activity (all students):

1. Teacher reports problem to course director.
2. First occurrence (alerted by small group evaluation or teacher concern): Course director meets with student and notifies College Master (CM) of concern.
3. Second occurrence: Course director forwards to CM who meets with the student to discuss early trend.
4. Third occurrence CM sends student to Associate Dean for Student Affairs (ADSA) to discuss.

Documentation:

1. Course director notified the College Master when he/she meets with a student for an initial complaint by email (in writing).
2. CM will review any and all advisory sessions at the end of the semester for professionalism comments and discuss negative trends with the student to plan ways for student to change behaviors. (This meeting should be documented) Ideally, all students meet with the CM each semester and this would be one aspect included in that meeting.
3. At the end of year one, the CMs from the students' college, ADSA, and Director of Academic Support meet to discuss each student's progress to date. This meeting would include reviewing documentation of any advisory meetings between the CM and the student and/or any documentation of excellence in professionalism. A summary will be generated per student and posted on the student's e-portfolio with plan for improvement or acknowledgment of progress, meeting expectations, etc.
4. At the end of year two, the same group meets to review all narratives and the committee authors a paragraph for each student commenting on the student's professionalism to date. The statement will be forwarded to the student e-portfolio and will be used in its entirety in the MSPE (pre-clerkship paragraph).
5. The student has a right to challenge accuracy of information as stated in the policy on challenging student grades. This must be done within 2 weeks of posting of the comments in the e-portfolio.

Social Media Policy

From the Mayo Clinic's 12-word Social Media Policy:

- Don't Lie
- Don't Cheat
- Don't Steal
- Don't Pry
- Can't Delete
- Don't Reveal

4. Commitments of Students And Residents

- a. We pledge our utmost effort to acquire the knowledge, skills, attitudes, and behaviors required to fulfill all educational objectives established by the faculty.
- b. We cherish the professional virtues of honesty, compassion, integrity, fidelity, and dependability.
- c. We pledge to respect all faculty members and all students and residents as individuals, without regard to gender, race, national origin, religion, or sexual orientation.

19

- d. As physicians in training, we embrace the highest standards of the medical profession and pledge to conduct ourselves accordingly in all of our interactions with patients, colleagues, and staff.
- e. In fulfilling our own obligations as professionals, we pledge to assist our fellow students and residents in meeting their professional obligations, as well.

Medical Student Code of Professional and Academic Conduct

Medical professionals are expected, not only by patients but also by society as a whole, to possess certain attributes, which include, but are not limited to:

1. Altruism, whereby they subordinate their own interests to take care of their patients
2. High ethical and moral standards
3. Honesty, integrity, trustworthiness, caring, compassion and respect in their interactions with patients, colleagues and others.
4. Accountability, not only for their own actions, but also for those of their colleagues, which is the basis for the autonomy of the profession.
5. Maintaining confidentiality concerning the patient and the patient's records.



The Paul L. Foster School of Medicine TTUHSCEP expects medical students to exhibit these attributes.

Medical Student Honor Code

In my capacity as a Paul L. Foster School of Medicine medical student, I will uphold the dignity of the medical profession. I will, to the best of my ability, avoid actions which might result in harm to my patients. I will protect the dignity of my patients and the deceased, and will protect their confidential information in accordance with the prevailing standards of medical practice. I will not lie, cheat, or steal. I will enter into professional relationships with my colleagues, teachers, and other health care professionals in a manner that is respectful and reflective of the high standards and expectations of my profession. I will not tolerate violations of this code by others and will report such violations to the appropriate authorities.

- Altruism
- Ethical standards
- Moral standards
- Honesty
- Integrity
- Trustworthiness
- Caring
- Compassion
- Respect
- Accountability
- Confidentiality
- Fidelity
- Dependability
- Sensitivity
- Patient autonomy
- Patient informed consent
- Provision and withholding care
- Ethics of business
- Ethics of administration
- Ethics of compliance/legal
- Ethics of conflict of interest
- Meet commitments
- Meet obligations

**Institutional
Student
Handbook: Code
of Professional
and Academic
Conduct**
2016-2017

Paul L. Foster School of Medicine
Gayle Greve Hunt School of Nursing
Graduate School of Biomedical
Sciences

b. Paul L. Foster School of Medicine students, as well as medical professionals in general, are expected, not only by patients. but also by society as a whole, to possess certain attributes, which include, but are not limited to:

- i. Altruism, whereby they subordinate their own interests to take care of their patients;
- ii. High ethical and moral standards;
- iii. Honesty, integrity, trustworthiness, caring, compassion and respect in their interactions with patients, colleagues and others;
- iv.. Accountability, not only for their own actions, but also for those of their colleagues, which is the basis for the autonomy of the profession;
and,
- v. Maintaining confidentiality concerning the patient and the patient's records.

Goals and Objectives

- School mission statement
- Student Affairs Handbook
- Institutional Student Handbook
- Course Syllabi / course objectives
- Session information / session-level objectives –CANVAS/CHAMP

Assessment

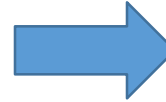
- Small group assessment forms (WCE) - SPM
- Standardized Patient items – Medical Skills
- Professionalism statements – College Masters
- Clerkship assessments (8)
- Critical Care Selective (1)
- Sub-internship Elective (1)

Example: SCI Syllabus

Professional Attire

During clinical experience in the community as well as when working with standardized patients, students need to dress in a modest and understated manner, commensurate with proper decorum for clinical work. These are identical to the requirement for Clinical Skills.

- Men are required to wear business casual attire. This includes slacks, a collared dress shirt, dress shoes, and optionally a necktie. Inappropriate attire includes polo shirts, running shoes, blue jeans, cargo pants, shorts, or T-shirts.
- Women are required to wear business casual attire. This includes slacks, dresses, or a skirt with blouse and dress shoes. Inappropriate attire includes low cut necklines, see-through blouses, bare midriffs, and short skirts or dresses that reveal the thigh above the knee.
- Closed-toe shoes are required in all clinical settings. Heels should be modest (3" or less). Sandals and shoes with open toes are prohibited in clinical areas by OSHA regulations because of the hazards posed by spills, needles, and sharp instruments.
- Grooming should be hygienic. Students must shower, use deodorant, and use daily oral hygiene. Long hair must be tied back so that it does not contact the standardized patient or interfere with the physical examination. Facial hair such as beards and sideburns must be neat, clean, and well-trimmed. Fingernails should be clean and length of nails should not be so long as to interfere with the proper performance of the physical examination.
- Students will wear their short white coats during clinical activities unless specifically advised otherwise by the community clinic.



- Fulfill all obligations.



Medical School Graduation Questionnaire

2016 Individual School Report

Texas Tech University Health Sciences Center Paul L. Foster
School of Medicine

July 2016

1. Pinker, S., *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century!* 2015: Penguin Books.
2. Pinker, S., *Why academics stink at writing.* The Chronicle of Higher Education. Available: <http://chronicle.com/article/Why-Academics-Writing-Stinks/148989>, 2014.
3. Birden, H., et al., *Teaching professionalism in medical education: a Best Evidence Medical Education (BEME) systematic review.* *BEME Guide No. 25.* Medical teacher, 2013. **35**(7): p. e1252-e1266.
4. Brainard, A.H. and H.C. Brislen, *Viewpoint: learning professionalism: a view from the trenches.* Academic Medicine, 2007. **82**(11): p. 1010-1014.
5. Goldie, J., *The formation of professional identity in medical students: considerations for educators.* Medical teacher, 2012. **34**(9): p. e641-e648.
6. Goldie, J., et al., *Teaching professionalism in the early years of a medical curriculum: a qualitative study.* Medical education, 2007. **41**(6): p. 610-617.
7. Passi, V., et al., *Developing medical professionalism in future doctors: a systematic review.* International journal of medical education, 2010. **1**: p. 19.
8. Stern, D.T., *Measuring medical professionalism.* 2006: Oxford University Press.
9. Veloski, J.J., et al., *Measuring professionalism: a review of studies with instruments reported in the literature between 1982 and 2002.* Academic Medicine, 2005. **80**(4): p. 366-370.



- Show respect for all people.
- Show respect for patient autonomy.
- Know ethical principles and demonstrate ethical behavior.
- Show empathy and compassion for all people.
- Demonstrate honesty in all activities.
- Fulfill all obligations.

Table of Contents

Background and Context for the Core EPAs for Entering Residency .	. 2
How to Use this Document .	. 6
EPA 1: Gather a history and perform a physical examination (Primary authors: Stephanie Call, Tracy Fulton)	. 7
EPA 2: Prioritize a differential diagnosis following a clinical encounter . (Primary authors: Maureen Garrity, Brenessa Lindeman)	. 10
EPA 3: Recommend and interpret common diagnostic and screening tests (Primary authors: Steven Lieberman, Monica Lypson)	. 13
EPA 4: Enter and discuss orders and prescriptions . (Primary authors: Rebecca Minter, Jay Rosenfield)	. 17
EPA 5: Document a clinical encounter in the patient record . (Primary authors: Carl Carraccio, Lynn Cleary)	. 20
EPA 6: Provide an oral presentation of a clinical encounter (Primary authors: Rebecca Minter, Jay Rosenfield)	. 23
EPA 7: Form clinical questions and retrieve evidence to advance patient care (Primary authors: Stephanie Call, Tracy Fulton)	. 26
EPA 8: Give or receive a patient handover to transition care responsibility . (Primary authors: Joe Thomas, Mark Wilson)	. 29
EPA 9: Collaborate as a member of an interprofessional team . (Primary authors: Carl Carraccio, Lynn Cleary)	. 32
EPA 10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management. (Primary authors: Joe Thomas, Mark Wilson)	. 34
EPA 11: Obtain informed consent for tests and/or procedures. (Primary authors: Robert Englander, Timothy Flynn)	. 38
EPA 12: Perform general procedures of a physician (Primary authors: Maureen Garrity, Brenessa Lindeman)	. 41
EPA 13: Identify system failures and contribute to a culture of safety and improvement . (Primary author: Robert Englander)	. 43
Appendix: Bulleted list of expected behaviors for pre-entrustable and entrustable learners	. 46
References	. 60

Audio Link

https://elpasottuhsc.mediaspace.kaltura.com/media/Professionalism/0_8q7yql02

GOAL 6 [Systems-Based Practice] Demonstrate an awareness of, and responsiveness to, the larger context and system 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 considerations of benefits, risks and costs in patient 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.

<p>Does the educational program have adequate learning objective linkages for each goal and its objectives?</p> <p><i>Notes: Should consider "growth" of related curricular linkages to goal 6 (anticipate new links with implementation of clerkship intersessions in AY2017-18). Consider links to improvement in our health care system.</i></p>	<p>YES – MAPPING DEMONSTRATES A REASONABLE DEPTH AND BREADTH OF OBJECTIVE MAPPING ACROSS PRE-CLERKSHIP AND CLERKSHIP PHASES – LINKS TO 6.1 ARE RELATIVELY LIGHT. IN A MISSION-BASED PERSPECTIVE, STRENGTHENING LINKS TO THE GOAL 6 OBJECTIVES SHOULD BE CONSIDERED.</p>
<p>Does the educational program adequately assess each goal and its objectives?</p> <p><i>Notes: Potential need for faculty development related to the instruction and assessment related to these program objectives.</i></p>	<p>YES – MAPPING DEMONSTRATES ADEQUATE FORMATIVE AND SUMMATIVE ASSESSMENTS RELATED TO THE TEACHING AND EXPERIENCES LINKED TO THESE PROGRAM OBJECTIVES.</p>
<p>Would it be possible for a student to graduate from PLFSOM with deficiencies in any of the goal/competency domains?</p>	<p>NO – NOTES: "REASONABLE [SAFE]GUARDS" IN PLACE (BASED ON RESPONSES ABOVE).</p>
<p>Would the school know if a student were deficient in any of the goal/competency domains and, if so, how?</p>	<p>YES – NOTES: RELIES ON A COMBINATION OF SUMMATIVE TESTING, MID-CLERKSHIP AND FINAL ASSESSMENTS DURING THE CORE CLERKSHIPS, CLERKSHIP PHASE (THE THREE "NEEDS IMPROVEMENT" GPC REFERRAL PROCESS).</p>
<p>For each program goal and/or objective, how, and up to what point, is a student able to demonstrate remediation for deficiencies?</p>	<p>NOTES: RELATES TO RESPONSE ABOVE - REMEDIATION PROCESSES ESTABLISHED FOR ALL LEVELS OF ASSESSMENT AS LISTED.</p>

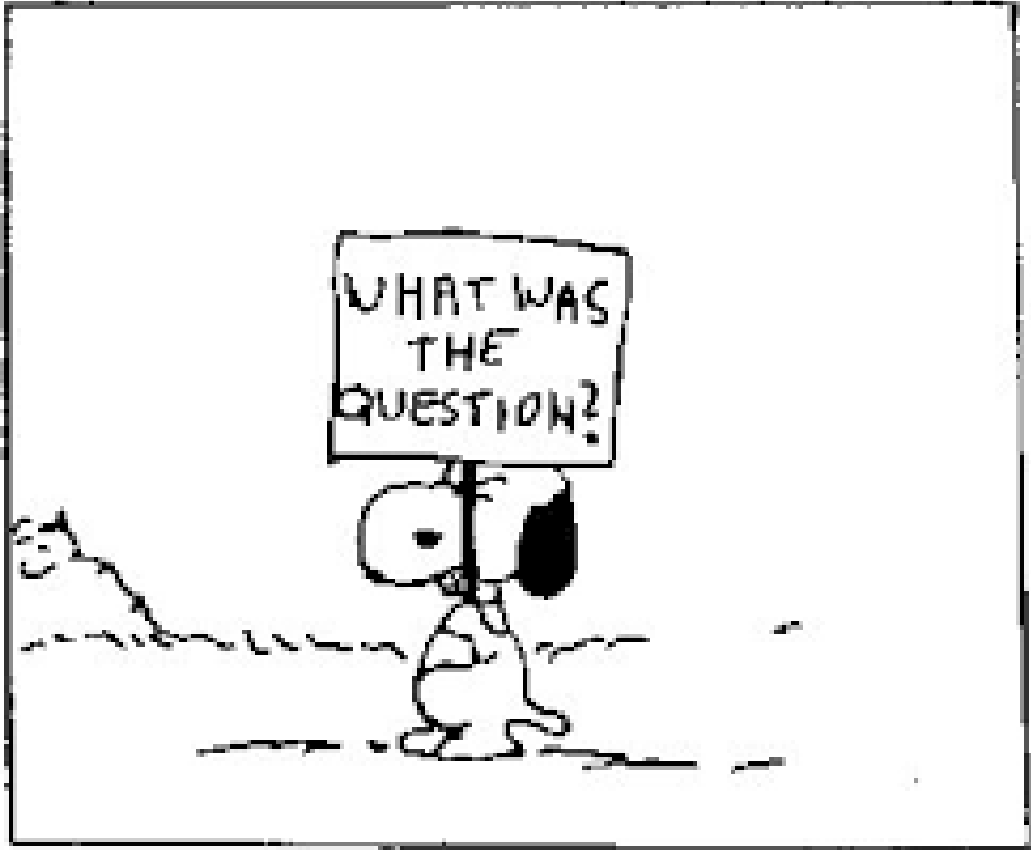
Systems-Based Practice

Jorge Cervantes

Lynn Hernan

Mark Francis

Darine Kassar



Systems-Based Practice

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

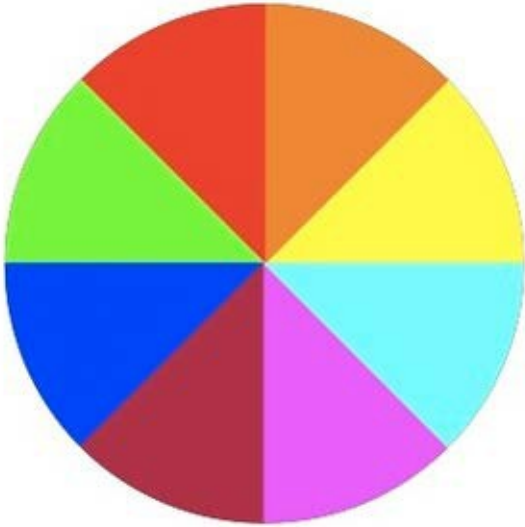
Systems-Based Practice

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 considerations of benefits, risks and costs in patient 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.

Perspective



Perspective



Course 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				

Assessment by Course 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)			✓	

Clerkship Mapping Example

Surgery			Family Medicine			
PGO #	Surgery Clinical Evaluation	SBP Week	FM Clinical Evaluation	Hospice	Selectives Presentations	ACCION
6.1		X		X	X	X
6.2	X	X	X			
6.3	X		X			
6.4			X			

Examples in the Curriculum: Pre-Clerkship

- Community Assessment Activity (SCI)
- Clinical Decision Making: Cost Analysis (SCI)
- Logic Models and Health Interventions (SCI)
- Core Public Health Functions (SCI)
- Health Care Costs and Sustainability (SCI)
- Introduction to Medicare, Medicaid, and the ACA (Integration with SCI and Masters Colloquium)
- Global Health Issues (Masters Colloquium)
- The Risk Benefit Ratio of Cancer Therapy (Masters Colloquium)
- Advocacy (Masters Colloquium)
- Systemic Barriers to Effective Patient Care (Masters Colloquium)

Examples in the Curriculum: Clerkships

- Patient Safety (Internal Medicine / Psychiatry)
- Health Matrix Assignment (Internal Medicine / Psychiatry)
- Discharge Planning Activity (Pediatrics / Ob-Gyn)
- Systems Based Practice Week (Surgery / Family Practice)
- Ride Out (Emergency Medicine)
- Dispatch (Emergency Medicine)

- Quality Improvement Basics (Intersession activity for 2018)
- Patient Safety Discussion: Root Cause Analysis (Intersession activity for 2018)
- SCI / Masters Sessions (Intersession activity for 2018)
- Boot Camp (Required for Class of 2019 and subsequent classes)

Trumping Everything

Walking the Talk

Does the educational program have adequate learning objective linkages for each goal and its objectives? If so, by what criteria? If not, are there other curriculum or program features that promote and/or ensure fulfillment of the program objective?

There are linkages to all four PGOs based on information provided

The criteria depend on those creating the objectives

Does the educational program adequately assess each goal and its objectives?

There are both formative and summative assessments for this PGO that appear adequate for this PGO.

Would it be possible for a student to graduate from PLFSOM with deficiencies in any of the goal/competency domains?

- No system is foolproof.
- However, there are reasonable guards to this that are appropriate for this PGO

Would the school know if a student were deficient in any of the goal/competency domains and, if so, how?

- Some summative testing
- One of the competencies assessed in the mid-clerkship and final assessment of the block rotations
- Those receiving three needs improvement assessments in their final evaluation on this competency are referred to the GPC

For each program goal and/or objective, how, and up to what point, is a student able to demonstrate remediation for deficiencies?

- Summative exams can be remediated
- Plans to address deficiencies in the block clerkship rotations can be addressed at the mid-clerkship reviews
- Recurrent problems would go to GPC which could suggest remediation strategies

Identify and prioritize programmatic weaknesses for each assigned objective, and for each assigned overarching goal.

Provide recommendations for improvement and **tracking** of identified weaknesses (think CQI...plan-do-study-act cycles)

- There is room for growth in this PGO during both the pre-clerkship and clerkship years
- Improve our health care system
- New activities in the intersessions planned for next year
- There is a need for faculty development in assessing and providing appropriate feedback in this PGO
 - Awareness
 - Student ownership in this PGO
 - Assessing behaviors
 - Exceeds Expectations
 - Meets Expectations
 - Needs Improvement



Audio Link

https://elpasottuhsc.mediaspace.kaltura.com/media/System+Based+Practice/0_u37eyu12

GOAL 7 [Interprofessional Collaboration] 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 and the roles of other health care 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 health care professionals and team members.

<p>Does the educational program have adequate learning objective linkages for each goal and its objectives?</p> <p>Notes:</p> <ul style="list-style-type: none"> • Maintain the efforts of the IPE committee in expanding and improving IPE. Try to expand the range of participating professional students. • Consider more faculty development on IPE-related instruction and assessment. 	<p>YES – NOTES: MAPPING (IN AGREEMENT WITH THE DIRECT KNOWLEDGE OF TEAM MEMBERS) INDICATES ADEQUATE LINKAGES TO ALL FOUR GOAL 7 OBJECTIVES. TEAM SUGGESTS THAT COVERAGE RELATED TO THIS GOAL IS STILL AT AN EARLY STAGE OF DEVELOPMENT AND NEEDS TO GROW.</p>
<p>Does the educational program adequately assess each goal and its objectives?</p> <p>Notes: Ability to summatively assess 7.3 is limited because students are not able to function as a team leader in a clinical setting (consider more clearly defining adequate assessment of this program objective in the clerkship phase).</p>	<p>YES – NOTES: ASSESSMENTS RELATED TO THIS PGO ARE LARGELY FORMATIVE (BUT TEAM VIEWS THIS AS APPROPRIATE FOR THIS GOAL).</p>
<p>Would it be possible for a student to graduate from PLFSOM with deficiencies in any of the goal/competency domains?</p>	<p>NO – NOTES: “REASONABLE [SAFE]GUARDS” APPROPRIATE FOR THIS SET OF PROGRAM OBJECTIVES ARE IN PLACE (INCLUDING CLERKSHIP PHASE -- THE 3 “NEEDS IMPROVEMENT” GPC REFERRAL PROCESS.</p>
<p>Would the school know if a student were deficient in any of the goal/competency domains and, if so, how?</p>	<p>YES – NOTES: RELATES TO RESPONSE ABOVE. BASED ON COMBINATION OF SUMMATIVE (SPARSE) AND FORMATIVE ASSESSMENTS (INCLUDING GPC REFERRAL PROCESS)</p>
<p>For each program goal and/or objective, how, and up to what point, is a student able to demonstrate remediation for deficiencies?</p>	<p>NOTES: APPROPRIATE REMEDIATION PLANS ARE IN PLACE AT EACH STAGE IN THE CURRICULUM.</p>

Interprofessional Collaboration

Jorge Cervantes

Lynn Hernan

Mark Francis

Darine Kassar

PGOs

7.1	Describe the roles of health care professionals
7.2	Use knowledge of one's own role and the role of other health care professionals to work together in providing safe and effective care
7.3	Function effectively both as a team leader and a team follower
7.4	Recognize and respond appropriately to circumstances involving conflict with other health care professionals and team members

Asked for Big Picture View



First, I looked in the back of the book, but it wasn't an odd-numbered problem.



Then I asked my little brother, but he wanted me to pay him \$5.



Finally, I found it on the Internet with Google.



2-3
MBD

MY MATH TEACHER WANTS US TO SHOW HOW WE GET OUR ANSWERS.



AH.



Available Information

- Mapping
 - PGO Course Map
 - PGO Assessment Map
 - Objective Mapping
- Our Own Knowledge

PGO 7 Course 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				

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						
1397	ACLS Written Exam						
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			

Boxes Checked But . . .

- Accuracy?
- Depth?
- Quality?

Our assessment is based
primary on our
independent knowledge

Interprofessionalism

- Relatively new competency for all schools
- We appear to be further along than most schools
- Actively being developed

Major Areas (1)

- Team-Based Learning in Medical Skills
 - Narrated slides on the roles of various health care providers
 - Medical (MS1), nursing, and pharmacy students in mixed groups
 - I-Rat and G-Rat
 - Work through cases that focus on roles, responsibilities, and teamwork
- TeamSTEPPS
 - Three sessions in SCI
 - Four simulated situations in medical skills
 - Medical (MS1), nursing, and pharmacy students in mixed groups
- Interprofessional modules from Lubbock during Immersion

Major Areas (2)

- Ethics
 - Case-based discussion on opioids
 - Medical, nursing, and students (MS1) in Master's colloquium
- Community Clinic Experiences
 - Pharmacist
 - Dentist
 - Optometrist
 - Promotora
 - Some PCP assignments are with nurse practitioners and physician assistants

Major Areas (3)

- Experience and Example Trump All Else
 - Third and fourth year
 - Do we walk the talk?

Peds-Ob/Gyn Clerkship

- Clinical simulation involving resuscitation
 - Students play MD and non-MD roles
- Ethics dilemma
 - Students play MD and non-MD roles
- Discharge planning activity
 - Students need to involve MD and non-MD roles

Does the educational program have adequate learning objective linkages for each goal and its objectives? If so, by what criteria? If not, are there other curriculum or program features that promote and/or ensure fulfillment of the program objective?

- There are linkages to all four PGOs based on information provided
- The criteria depend on those creating the objectives
- IPE is growing and still needs to grow

Does the educational program adequately assess each goal and its objectives?

- With the exception of TeamSTEPPS and the pediatric scenarios above, the assessment is largely formative, but this seems appropriate to this PGO

Would it be possible for a student to graduate from PLFSOM with deficiencies in any of the goal/competency domains?

- No system is foolproof.
- However, there are reasonable guards to this that are appropriate for this PGO

Would the school know if a student were deficient in any of the goal/competency domains and, if so, how?

Some summative testing

Formative feedback in preclerkship years based on activities

One of the competencies assessed in the mid-clerkship and final assessment of the block rotations

Those receiving three needs improvement assessments in their final evaluation on this competency are referred to the GPC

For 7.3, it is not realistic for students to function as a team leader in a clinical setting, so this cannot be assessed

For each program goal and/or objective, how, and up to what point, is a student able to demonstrate remediation for deficiencies?

- Summative exams can be remediated
- Plans to address deficiencies in the block clerkship rotations can be addressed at the mid-clerkship reviews
- Recurrent problems would go to GPC which could suggest remediation strategies

Identify and prioritize programmatic weaknesses for each assigned objective, and for each assigned overarching goal.

Provide recommendations for improvement and **tracking** of identified weaknesses (think CQI...plan-do-study-act cycles)

IPE Committee

- Developing new initiatives
- Doing PDSA cycles for current initiatives
- Faculty development in properly assessing interprofessional collaboration
- Getting interprofessional interactions from more professions

Audio Link

https://elpasottuhsc.mediaspace.kaltura.com/media/Personal+and+Professional+Development/0_gkfd0ces

GOAL 8 [Personal and Professional Development] Demonstrate the qualities required to sustain lifelong personal and professional growth.

- 8.1 Recognize when to take responsibility and when to seek assistance.
- 8.2 Demonstrate healthy coping mechanisms in response to stress and professional responsibilities.
- 8.3 Demonstrate flexibility in adjusting to change and difficult situations.
- 8.4 Utilize appropriate resources and coping mechanisms when confronted with uncertainty and ambiguous situations.
- 8.5 Demonstrate the ability to employ self-initiated learning strategies (problem definition, identification of learning resources and critical appraisal of information) when approaching new challenges, problems or unfamiliar situations.

<p>Does the educational program have adequate learning objective linkages for each goal and its objectives? Notes: Review/revision of Goal 8 objectives recommended</p>	<p>GOAL 8 PRESENTS DISTINCT CATEGORY OF PROGRAM OBJECTIVES (HIGH LEVEL OF “ORPHAN OBJECTIVES” –I.E. NO TIGHTLY LINKED ASSESSMENTS W/IN SAME COURSE, RELATIVELY VAGUE). FORMAL MAPPING OF COVERAGE IN PRE-CLERKSHIP PHASE “ANEMIC”.</p>
<p>Does the educational program adequately assess each goal and its objectives? Notes: Audio of this discussion important to understand extent of coverage and mapping issues.</p>	<p>YES, BUT WITH ALIGNMENT AND CONSISTENCY OF COVERAGE ISSUES – SESSION OBJECTIVES LINKED IN SOME COURSES BUT SAME COURSES DON’T ALWAYS DIRECTLY ASSESS (IS THIS A PROBLEM?). COLLOQUIUM ONLY ASSESSING 8.3 AND 8.5, SPM ONLY 8.1 AND 8.5. IN CLERKSHIP PHASE, REVIEW TEAM FOCUSED ON FINAL ASSESSMENT FORMS, DR. FRANCIS POINTED-OUT MULTIPLE ASSESSMENT POINTS FOR EACH OBJ. THROUGHOUT REQUIRED CLERKSHIPS (ATTACH HER YR3 ASSESSMENT LINKAGE SPREADSHEET)...plus YR1-2 MED SKILLS COURSE. ALSO, COLLEGE MASTERS, FACULTY, CLERKSHIP DIRECTORS, AND STUDENT AFFAIRS MONITOR THESE THROUGHOUT: SUCCESSFUL/UNTRoubLED PROGRESSION OVER THE 4 YEARS ADDRESSES SEEKING NEEDED ASSISTANCE, ADJUSTMENT, COPING, STRESS MANAGEMENT, AMBIGUITY, SELF-INITIATED LEARNING.</p>
<p>Would it be possible for a student to graduate from PLFSOM with deficiencies in any of the goal/competency domains?</p>	<p>NO – NOTES: LIMITED RANGE OF SPECIFIC ASSESSMENTS PLUS TEAM PERCIEVED SOME OVERLAP – DEFICIENCIES IN 8.1, 8.2, 8.3 AND 8.4 LIKELY TO SPILL OVER INTO OTHER DOMAINS/GOALS (I.E. KNOWLEDGE FOR PRACTICE AND PROFESSIONALISM) – RELATES TO RESPONSE ABOVE.</p>
<p>Would the school know if a student were deficient in any of the goal/competency domains and, if so, how?</p>	<p>YES (POTENTIAL EXCEPTIONS DISCUSSED) – NOTES: MINIMAL ASSESSMENT OF 8.2 AND 8.4 IN THE CLERKSHIP PHASE (NOT SPECIFICALLY ADDRESSED IN CLINICAL ASSESSMENT FORMS – BUT SEE COMMENTS RE. OTHER ASSESSMENTS BY DR. FRANCIS ABOVE). CLERKSHIP GPC REFERRAL POLICY (3 “NEEDS IMPROVEMENT”) IS AN IMPORTANT COMPONENT. “DEEP DEFICIENCIES” INVOLVING 8.2, 8.3 AND 8.4 LIKELY TO TRIGGER REFERRAL TO GPC AND/OR PHYSICIAN WEEL-BEING COMMITTEE. RELATES TO RESPONSES ABOVE.</p>
<p>For each program goal and/or objective, how, and up to what point, is a student able to demonstrate remediation for deficiencies?</p>	<p>NOTES: NO EXPLICIT/FORMAL REMEDIATION FOR 8.2 (COPING SKILLS). 8.5 ADDRESSED BY PICE [AND SUBJECT EXAMS, ‘STEP PREP’ FOR 1, 2CS AND 2CK]. COURSE-BASED ASSESSMENTS PLUS PROGRAMMATIC MONITORING SYSTEMS CAPABLE OF DETECTING THESE ISSUES AND PROMPTING ASSISTANCE THROUGHOUT PROGRAM.</p>

Notes: Review team (and discussion) recognized significant overlap of these objectives with Goal 5 (Professionalism) – and suggested consideration of consolidating some of the highly related objectives within this goal and goal 5 (to make them more relevant and useful to both faculty and students) – fodder for PGO revisions during AY2017-18 in prep for AY2018-19.

Overall Goal - Demonstrate the qualities required to sustain lifelong personal and professional growth.

8.1 *Recognize when to take responsibility and when to seek assistance.*

8.2 *Demonstrate healthy coping mechanisms in response to stress and professional responsibilities.*

8.3 *Demonstrate flexibility in adjusting to change and difficult situations.*

8.4 *Utilize appropriate resources and coping mechanisms when confronted with uncertainty and ambiguous situations.*

8.5 *Demonstrate the ability to employ self-initiated learning strategies (problem definition, identification of learning resources and critical appraisal of information) when approaching new challenges, problems or unfamiliar situations.*

Does the educational program have adequate learning objective linkages for each goal and its objectives? If so, by what criteria? If not, are there other curriculum or program features that promote and/or ensure fulfillment of the program objective?

PGO 8 Course Map

Program Goal :	8.1	8.2	8.3	8.4	8.5
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					✓

• PICE?

Does the educational program adequately assess each goal and its objectives?

PGO 8 Assessment by Course Map

Program Goal :	8.1	8.2	8.3	8.4	8.5
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)		✓	✓		

- For Y1 and Y2 – SARP, PICE address 8.1, 8.5
- Masters Colloquium: assessment of 8.3, 8.5?
- SPM: assessment of 8.1, 8.4?
- In Y3 only 8.1, 8.3 and 8.5 are assessed*.
- In Y4 only 8.1 is assessed*.

*clinical assessment forms

Does the educational program adequately assess each goal and its objectives?

- Y3 assessment coverage based on Clinical Assessment forms:

<i>Objective</i>	<i>Ob-Gyn</i>	<i>Peds</i>	<i>IM</i>	<i>Psych-in</i>	<i>Psych-out</i>	<i>Family</i>	<i>Surgery</i>
8.1	X	X	X	X	X	X	X
8.2							
8.3	X	X	X		X	X	
8.4							
8.5		X	X	X	X	X	

- Y4 assessment coverage based on Clinical Assessment forms: **8.1**


Would it be possible for a student to graduate from PLFSOM with deficiencies in any of the goal/competency domains?

- Generally, no – unlikely a student could graduate with serious deficiencies in these objectives.
- Problems with 8.1 (taking responsibility, seeking assistance), 8.2 (healthy coping), 8.3 (flexibility in difficult situations) and 8.4 (coping in uncertain/ambiguous situations) would likely spill over into other PGOs (e.g., Knowledge for Practice and Professionalism).

Would the school know if a student were deficient in any of the goal/competency domains and, if so, how?

- 8.2 and 8.4 not measured in Clerkship assessments.
- ≥ 3 deficiencies in one Goal domain over Clerkships => GPC
- ≥ 3 deficiencies in one Goal domain or in separate Goal domains during single Clerkship (fail) => GPC

Would the school know if a student were deficient in any of the goal/competency domains and, if so, how?

 TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
EL PASO **Outpatient Psychiatry
Clinical Assessment**

 TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
EL PASO **Pediatrics
Clinical Assessment**

 TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
EL PASO **Family Medicine
Clinical Assessment**

 TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
EL PASO **Internal Medicine
Clinical Assessment**

8.1

8.3

8.5

PERSONAL AND PROFESSIONAL DEVELOPMENT				
	Needs Improvement	Pass	Honors	N/A
8.1 Recognizes when to take responsibility and when to seek assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.3 Demonstrates flexibility in adjusting to change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.5 Demonstrates the ability to employ self-initiated learning strategies when approaching new challenges, problems, or unfamiliar situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

REQUIRED: What are the student's 2 - 3 strongest performance areas?

REQUIRED: Please discuss what the student can do to most improve his/her performance.

For each program goal and/or objective, how, and up to what point, is a student able to demonstrate remediation for deficiencies?

- No explicit remediation apparent for coping skills.
- PICE has Self-Directed-Learning component that is assessed with CBSE score (remediation = retake CBSE).
- Deep deficiencies in coping skills (touching on 8.2, 8.3, 8.4) would likely trigger involvement of Physician Wellness Committee & GPC; however, not by explicit assessment of these objectives.

Identify and prioritize programmatic weaknesses for each assigned objective, and for each assigned overarching goal.

Provide recommendations for improvement and **tracking** of identified weaknesses (think CQI...plan-do-study-act cycles)

8.1 Recognize when to take responsibility and when to seek assistance. Weakness: unclear how this is widely assessed or remediated.

8.2 Demonstrate healthy coping mechanisms in response to stress and professional responsibilities. Failure here would reflect in lapses in other Goals and Objectives; unclear how this is widely assessed or remediated.

8.3 Demonstrate flexibility in adjusting to change and difficult situations. Failure here would reflect in lapses in other Goals and Objectives; unclear how this is widely assessed or remediated.

8.4 Utilize appropriate resources and coping mechanisms when confronted with uncertainty and ambiguous situations. Failure here would reflect in lapses in other Goals and Objectives; unclear how this is widely assessed or remediated.

8.5 Demonstrate the ability to employ self-initiated learning strategies (problem definition, identification of learning resources and critical appraisal of information) when approaching new challenges, problems or unfamiliar situations. Weakness: unclear how this is widely assessed or remediated.

General: 8.2, 8.3 and 8.4 are elaborations on a single objective. Possibly collapse to: Demonstrate flexibility and healthy coping mechanisms.

Audio Link

https://elpasottuhsc.mediaspace.kaltura.com/media/Personal+and+Professional+Development/0_gkfd0ces

CLERKSHIP PHASE
(YR3)
ASSESSMENT
LINKAGES

Psychiatry														Internal Medicine															
PGO description	PGO #	Psychiatry Inpatient Clinical form	Psych outpt clinical form	Student presentation	Matrix	Progress notes	Student psychiatric evaluation	Clerkship coordinator assessment	Practicum/Lecture	Instruments	Integrated session with basic science	Formative Tests	Morning reports/Calls	OSCE	NBME	PGO description	PGO #	IM Clinical assessment form	History and Physical Write-ups	Observed H&P	Op Log Completion	MKSA P completion	Student Bedside Rounds /morning report	Educational prescription	Health matrix form	Clerkship coordinator assessment	OSCE	NBME	
Patient Care														Patient Care															
Recognize a patient requiring urgent or emergent care, and initiate evaluation and management.	1.5	X	X													Recognize a patient requiring urgent or emergent care, and initiate evaluation and management.	1.5	X											
Describe and propose treatments appropriate to the patient's condition and preferences.	1.6	X	X											X		Describe and propose treatments appropriate to the patient's condition and preferences.	1.6	X	X									X	
Accurately document history, physical examination, assessment, investigatory steps and treatment plans in the medical record.	1.7		X			X							X	X		Accurately document history, physical examination, assessment, investigatory steps and treatment plans in the medical record.	1.7	X	X	X								X	
Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making.	1.8	X	X											X		Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making.	1.8			X								X	
Provide preventative health care services and promote health in patients, families and communities.	1.9				X											Provide preventative health care services and promote health in patients, families and communities.	1.9												
Knowledge for Practice														Knowledge for Practice															
Compare and contrast normal variation and pathological states in the structure and function of the human body across the life span.	2.1	X	X	X											X	Compare and contrast normal variation and pathological states in the structure and function of the human body across the life span.	2.1	X	X	X			X					X	

		Psychiatry																Internal Medicine											
PGO description	PGO #	Psychiatry Inpatient Clinical form	Psych outpt clinical form	Student presentation	Matrix	Progress notes	Student psychiatric evaluation	Clerkship coordinator assessment	Practicum/Lecture	Instruments	Integrated session with basic science	Formative Tests	Morning reports/Calls	OSCE	NBME	PGO description	PGO #	IM Clinical assessment form	History and Physical Write-ups	Observed H&P	Op Log Completion	MKSA P completion	Student Bedside Rounds /morning report	Educational prescription	Health matrix form	Clerkship coordinator assessment	OSCE	NBME	
Apply established and emerging foundational/basic science principles to health care.	2.2										X				X	Apply established and emerging foundational/basic science principles to health care.	2.2						X						X
Apply evidenced-based principles of clinical sciences to diagnostic and therapeutic decision-making and clinical problem solving.	2.3	X	X												X	Apply evidenced-based principles of clinical sciences to diagnostic and therapeutic decision-making and clinical problem solving.	2.3	X					X		X				X
Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations.	2.4														X	Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations.	2.4									X			X
Apply principles of social-behavioral sciences to patient care including assessment of the impact of psychosocial, cultural, and societal influences on health, disease, care seeking, adherence and barriers to care.	2.5	X	X				X								X	Apply principles of social-behavioral sciences to patient care including assessment of the impact of psychosocial, cultural, and societal influences on health, disease, care seeking, adherence and barriers to care.	2.5	X								X			X

		Psychiatry																	Internal Medicine															
PGO description	PGO #	Psychiatry Inpatient Clinical form	Psych outpt clinical form	Student presentation	Matrix	Progress notes	Student psychiatric evaluation	Clerkship coordinator assessment	Practicum/Lecture	Instruments	Integrated session with basic science	Formative Tests	Morning reports/Calls	OSCE	NBME	PGO description	PGO #	IM Clinical assessment form	History and Physical Write-ups	Observed H&P	Op Log Completion	MKSA P completion	Student Bedside Rounds /morning report	Educational prescription	Health matrix form	Clerkship coordinator assessment	OSCE	NBME						
Demonstrate an understanding of and potential for engagement in the creation, dissemination and application of new health care knowledge.	2.6			X	X											Demonstrate an understanding of and potential for engagement in the creation, dissemination and application of new health care knowledge.	2.6																	
Practice-Based Learning and Improvement																Practice-Based Learning and Improvement																		
Identify and perform learning activities to address gaps in one's knowledge, skills and/or attitudes.	3.1	X	XX		X											Identify and perform learning activities to address gaps in one's knowledge, skills and/or attitudes.	3.1	XX					X		X									
Demonstrate a basic understanding of quality improvement principles and their application to analyzing and solving problems in patient and/or population-based care.	3.2					X	X									Demonstrate a basic understanding of quality improvement principles and their application to analyzing and solving problems in patient and/or population-based care.	3.2																	
Accept and incorporate feedback into practice.	3.3	X	X													Accept and incorporate feedback into practice.	3.3	X																
Locate, appraise and assimilate evidence from scientific studies related to patients' health problems.	3.4	X	XX													Locate, appraise and assimilate evidence from scientific studies related to patients' health problems.	3.4	X						X										
Obtain and utilize information about individual patients, populations or communities to improve care.	3.5		X													Obtain and utilize information about individual patients, populations or communities to improve care.	3.5	X							X									

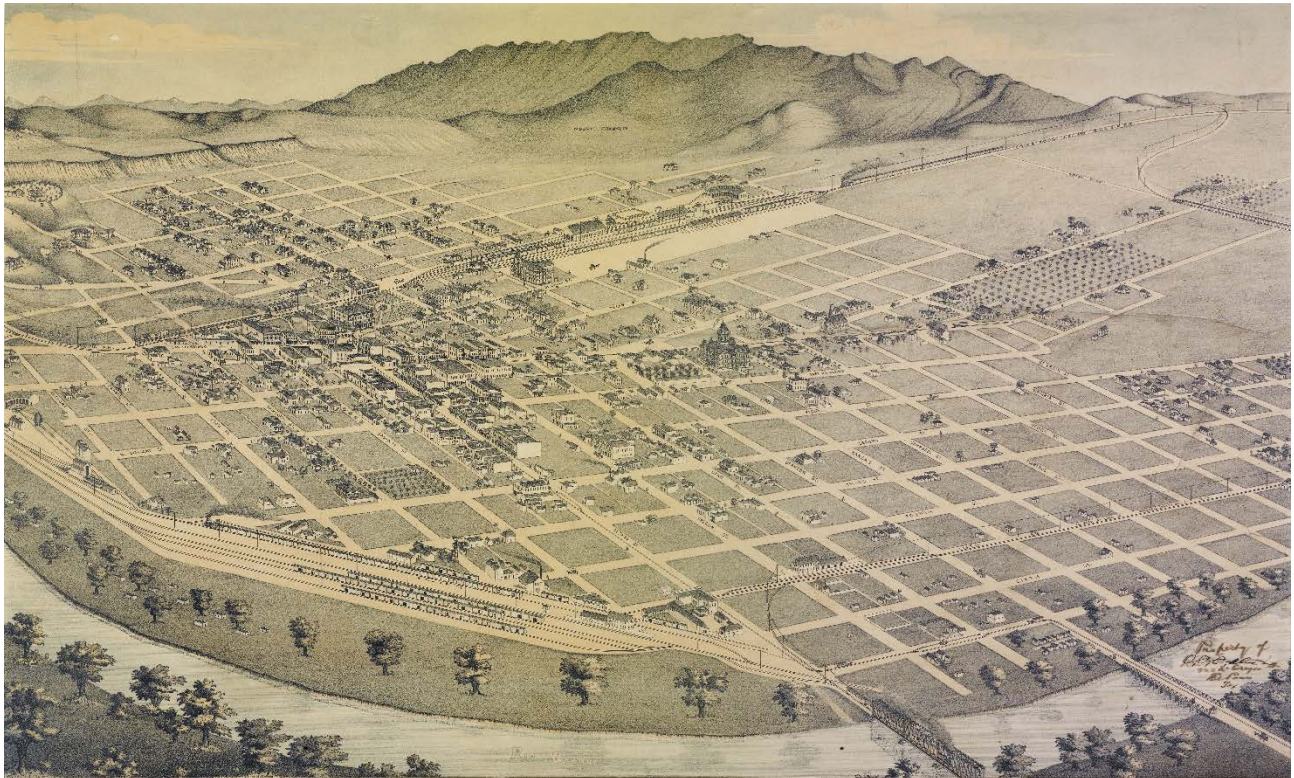
<p>Demonstrate the ability to employ self-initiated learning strategies (problem definition, identification of learning resources and critical appraisal of information) when approaching new challenges, problems or unfamiliar situations.</p>	8.5	X	XX						X			X			<p>Demonstrate the ability to employ self-initiated learning strategies (problem definition, identification of learning resources and critical appraisal of information) when approaching new challenges, problems or unfamiliar situations.</p>	8.5	X						X				
--	-----	---	----	--	--	--	--	--	---	--	--	---	--	--	--	-----	---	--	--	--	--	--	---	--	--	--	--

Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion		Pediatrics															OB GYN																				
PGO description	PGO #	Clinical evaluation	Wards H&P Write-up	Wards Observed H&P	Nursery H&P Write-up	Nursery Observed H&P	Clinic Observed H&P	ILP	SNAP	Neonatal resuscitation	Transparent OSCE - Telephone Medicine Curriculum	Admission Orders	Discharge Orders	Discharge Planning Activity	Mock Root-Cause-Analysis	Peer Teaching Sessions	Ethics Activity	Clerkship coordinator assessment	OSCE	NBME	PGO description	PGO #	Clinical evaluations	Suture assessment	Observed Pelvic Exam	Observed H&P	Emergency Simulated delivery	Clerkship coordinator assessment	OSCE	NBME	Combined ethics case	Discharge planning	Root Cause analysis				
Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion	2.4		X											X		X	X																X		x		
Apply principles of social-behavioral sciences to patient care including assessment of the impact of psychosocial, cultural, and societal influences on health. Demonstrate an understanding of and potential for engagement in the creation, dissemination and application of new health care knowledge.	2.5												X	X	X		X														X						
Practice-Based Learning and Improvement	2.6																X																				
Identify and perform learning activities to address gaps in one's knowledge, skills and/or attitudes.	3.1	X					X								X	X	?																				
Demonstrate a basic understanding of quality improvement principles and their application to analyzing and solving problems in patient	3.2														X																				x		
Accept and incorporate feedback into practice.	3.3	X	X	X	X	X	X		X	X	X	X	X		X					X																	
Locate, appraise and assimilate evidence from scientific studies related to patients' health problems.	3.4		X		X			X									X	X																			
Obtain and utilize information about individual patients, populations or communities to improve care.	3.5														X	X																			x		
Interpersonal and Communication Skills																																					
Communicate effectively with patients and families across a broad range of socio-economic and cultural backgrounds.	4.1	X		X		X	X				X										X																
Communicate effectively with colleagues and other health care professionals.	4.2	X	X		X					X							X	X									x					x					
Communicate with sensitivity, honesty, compassion and empathy.	4.3			X			X										X	X									x										
Maintain comprehensive and timely medical records.	4.4		X			X																															
Professionalism																																					
Demonstrate sensitivity, compassion, integrity and respect for all people.	5.1	X		X		X	X										X	X	X																		
Demonstrate knowledge of and appropriately apply ethical principles pertaining to patient privacy, autonomy and informed consent.	5.2	X															X	X										X						x			

Pediatrics																		OB GYN																
PGO description	PGO #	Clinical evaluation Peds	Wards H&P Write-up	Wards Observed H&P	Nursery H&P Write-up	Nursery Observed H&P	Clinic Observed H&P	ILP	SNAP	Neonatal resuscitation	Transparent Group OSCE - Telephone Medicine Curriculum	Admission Orders	Discharge Orders	Discharge Planning Activity	Mock Root-Cause-Analysis	Peer Teaching Sessions	Ethics Activity	Clerkship coordinator assessment	OSCE	NBME	PGO description	PGO #	Clinical evaluations	Suture assessment	Observed Pelvic Exam	Observed H&P	Emergency Simulated delivery	Clerkship coordinator assessment	OSCE	NBME	Combined ethics case	Discharge planning	Root Cause analysis	
Demonstrate healthy coping mechanisms in response to stress and professional responsibilities.	8.2																					8.2	X				x					x		
Demonstrate flexibility in adjusting to change and difficult situations.	8.3																					8.3	X				x	X			x			
Utilize appropriate resources and coping mechanisms when confronted with uncertainty and ambiguous situations.	8.4	X																				8.4	X									x		
Demonstrate the ability to employ self-initiated learning strategies (problem definition, identification of learning resources and critical appraisal of information) when approaching new challenges, problems or unfamiliar situations.	8.5	XX						X								X	X					8.5	X									x	x	

Surgery				Family Medicine																									
PGO description	PGO #	Surgery clinical evaluation form	Surgery evaluation card	SBP week	Clerkship coordinator assessment	Breaking Bad News (combined with FM)	OSCE	NBME	PGO description	PGO #	FM Clinical Evaluation	SOAP notes	online cases	FM selective professionalism assessment clinical	Service Learning Reflection	MS III Evaluation of Conferences	clerkship coordinator evaluation	Clerkship coordinator assessment	OSCE	NBME	Combined integrated case presentations	Canvas Journal Articles	Hospice	Selectives Presentations	ACCION	MCF	Breaking Bad News	DAC	
Patient Care								Patient Care																					
Gather essential information about patients and their conditions through history taking, physical examination, and the use of laboratory data, imaging studies, and other tests.	1.1	XX						X	Gather essential information about patients and their conditions through history taking, physical examination, and the use of laboratory data, imaging studies, and other tests.	1.1	XXXX	X								X									
Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.	1.2							X	Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.	1.2	X									X									
For a given clinical presentation, use data derived from the history, physical examination, imaging and/or laboratory investigation to categorize the disease process and generate and prioritize a focused list of diagnostic considerations.	1.3	X						X	For a given clinical presentation, use data derived from the history, physical examination, imaging and/or laboratory investigation to categorize the disease process and generate and prioritize a focused list of diagnostic considerations.	1.3	X									X									
Organize and prioritize responsibilities in order to provide care that is safe, efficient, and effective.	1.4	X							Organize and prioritize responsibilities in order to provide care that is safe, efficient, and effective.	1.4	X															X			
Recognize a patient requiring urgent or emergent care, and initiate evaluation and management.	1.5	XX							Recognize a patient requiring urgent or emergent care, and initiate evaluation and management.	1.5	X																		
Describe and propose treatments appropriate to the patient's condition and preferences.	1.6	XXX						X	Describe and propose treatments appropriate to the patient's condition and preferences.	1.6	X									X									
Accurately document history, physical examination, assessment, investigatory steps and treatment plans in the medical record.	1.7							X	Accurately document history, physical examination, assessment, investigatory steps and treatment plans in the medical record.	1.7	X	X								X									
Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making.	1.8								Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making.	1.8										X									
Provide preventative health care services and promote health in patients, families and communities.	1.9								Provide preventative health care services and promote health in patients, families and communities.	1.9											X			X	X			X	
Knowledge for Praticce								Knowledge for Praticce																					
Compare and contrast normal variation and pathological states in the structure and function of the human body across the life span.	2.1	XX	X					X	Compare and contrast normal variation and pathological states in the structure and function of the human body across the life span.	2.1	X																		
Apply established and emerging foundational/basic science principles to health care.	2.2							X	Apply established and emerging foundational/basic science principles to health care.	2.2	X										X								
Surgery				Family Medicine																									

PGO description	PGO #	Surgery clinical evaluation form	Surgery evaluation card	SBP week	Clerkship coordinator assessment	Breaking Bad News (combined with FM)	OSCE	NBME	PGO description	PGO #	FM Clinical Evaluation	SOAP notes	online cases	FM selective professionalism assessment clinical	Service Learning Reflection	MS III Evaluation of Conferences (Selectives)	clerkship coordinator evaluation	Clerkship coordinator assessment	OSCE	NBME	Combined integrated case presentations	Canvas Journal Articles	Hospice	Selectives Presentations	ACCION	MCF	Breaking Bad News	DAC
Apply evidenced-based principles of clinical sciences to diagnostic and therapeutic decision-making and clinical problem solving.	2.3	X						X	Apply evidenced-based principles of clinical sciences to diagnostic and therapeutic decision-making and clinical problem solving.	2.3										X								
Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations.	2.4	X						X	Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations.	2.4										X								
Apply principles of social-behavioral sciences to patient care including assessment of the impact of psychosocial, cultural, and societal influences on health, disease, care seeking, adherence and barriers to care.	2.5								Apply principles of social-behavioral sciences to patient care including assessment of the impact of psychosocial, cultural, and societal influences on health, disease, care seeking, adherence and barriers to care.	2.5										X								
Demonstrate an understanding of and potential for engagement in the creation, dissemination and application of new health care knowledge.	2.6								Demonstrate an understanding of and potential for engagement in the creation, dissemination and application of new health care knowledge.	2.6															X	X		
Practice-Based Learning and Improvement																												
Identify and perform learning activities to address gaps in one's knowledge, skills and/or attitudes.	3.1	X	X						Identify and perform learning activities to address gaps in one's knowledge, skills and/or attitudes.	3.1	XX																	
Demonstrate a basic understanding of quality improvement principles and their application to analyzing and solving problems in patient and/or population-based care.	3.2								Demonstrate a basic understanding of quality improvement principles and their application to analyzing and solving problems in patient and/or population-based care.	3.2										X					X			
Accept and incorporate feedback into practice.	3.3	X							Accept and incorporate feedback into practice.	3.3	X																	
Locate, appraise and assimilate evidence from scientific studies related to patients' health problems.	3.4	X							Locate, appraise and assimilate evidence from scientific studies related to patients' health problems.	3.4	X															X		
Obtain and utilize information about individual patients, populations or communities to improve care.	3.5								Obtain and utilize information about individual patients, populations or communities to improve care.	3.5	X																	
Interpersonal and Communication Skills																												
Communicate effectively with patients and families across a broad range of socio-economic and cultural backgrounds.	4.1	X							Communicate effectively with patients and families across a broad range of socio-economic and cultural backgrounds.	4.1	XX																	
Surgery																												
Family Medicine																												



Curriculum Mapping Report

PGO UPDATED Tables

As of 20 January 2017



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
EL PASO

Paul L. Foster School of Medicine

TTUHSC El Paso PLFSOM
Office of Medical Education
Office of Assessment and Evaluation
25 January 2017

Contents

Methodology	2
PGO 1	2
PGO 1: Course Map	3
PGO 1: Assessment Map	3
PGO 2	4
PGO 2 Course Map	5
PGO 2 Assessment by Course Map	5
PGO 3	6
PGO 3 Course Map	6
PGO 3 Assessment by Course Map	7
PGO 4	8
PGO 4 Course Map	8
PGO 4 Assessment by Course Map	9
PGO 5	10
PGO 5 Course Map	10
PGO 5 Assessment by Course Map	10
PGO 6	11
PGO 6 Course Map	11
PGO 6 Assessment by Course Map	12
PGO 7	13
PGO 7 Course Map	13
PGO 7 Assessment by Course Map	14
PGO 8	14
PGO 8 Course Map	15
PGO 8 Assessment by Course Map	15

Methodology

This report updates mappings found in the Annual Report for 2015-2016 and the PGO reports released 9 January 2017. Updated information provided by Dr Maureen Francis, Assistant Dean for Medical Education – Clinical Affairs. Dr Francis worked with the clerkship directors to refine the PGO linkages for both the course and the assessments. They particularly focused on linking assessments to the PGOs the course directors identified as being taught in the clerkship.

Updated additions are marked with a dot (●).

PGO 1

Goal: Patient Care: Provide patient-centered care that is compassionate, appropriate and effective for the treatment of health problems and the promotion of health.

- 1.1: Gather essential information about patients and their conditions through history taking, physical examination, and the use of laboratory data, imaging studies, and other tests.
- 1.2: Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- 1.3: For a given clinical presentation, use data derived from the history, physical examination, imaging and/or laboratory investigation to categorize the disease process and generate and prioritize a focused list of diagnostic considerations.
- 1.4: Organize and prioritize responsibilities in order to provide care that is safe, efficient, and effective.
- 1.5: Recognize a patient requiring urgent or emergent care, and initiate evaluation and management.
- 1.6: Describe and propose treatments appropriate to the patient's condition and preferences.
- 1.7: Accurately document history, physical examination, assessment, investigatory steps and treatment plans in the medical record.
- 1.8: Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making.
- 1.9: Provide preventative health care services and promote health in patients, families and communities.

PGO 1: Course Map

Program Goal 1: Patient Care	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9
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									

PGO 1: Assessment Map

Program Goal 1: Patient Care	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9
Master's Colloquium									
Medical Skills	✓	✓	✓		✓	✓	✓	✓	✓
Scientific Principles of Medicine	✓	✓	✓		✓	✓			
Society, Community, and the Individual		✓				✓			✓

Program Goal 1: Patient Care	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8	1.9
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)	✓	✓	✓		✓	✓	✓	✓	✓

PGO 2

Demonstrate knowledge of established in the evolving biomedical, clinical, epidemiological, socio-behavioral sciences, as well as the application of this knowledge to patient care.

- 2.1: Compare and contrast normal variation of pathological states the structure and function of the human body across the lifespan.
- 2.2: Apply established and emerging foundational/basic science principles to healthcare.
- 2.3: Apply evidence-based and spoke of clinical sciences to diagnostic and therapeutic decision-making and clinical problem solving.
- 2.4: Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations.
- 2.5: apply principles of socio-behavioral sciences to patient care including assessment of the impact of psych social, cultural, and societal influences on health, disease, care seeking, adherence, and barriers to care.
- 2.6: Demonstrate an understanding of the potential for engagement in creation, dissemination and application of new healthcare knowledge.

PGO 2 Course Map

Program Goal :	2.1	2.2	2.3	2.4	2.5	2.6
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						✓

PGO 2 Assessment by Course Map

Program Goal :	2.1	2.2	2.3	2.4	2.5	2.6
Master's Colloquium						
Medical Skills	✓	✓	✓		✓	
Scientific Principles of Medicine			✓	✓	✓	✓
Society, Community, and the Individual	✓	✓	✓	✓	✓	
Clinical Preparation Course	✓	✓	✓	✓	✓	
Block A						
Family Medicine Clerkship	✓	●	●	✓	●	●
Surgery Clerkship	✓	✓	●	✓		

Program Goal :	2.1	2.2	2.3	2.4	2.5	2.6
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)	✓	✓	✓	✓	✓	✓

PGO 3

Demonstrate the ability to investigate and evaluate the care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.

- 3.1: Identify and perform learning activities to address gaps in one's knowledge, skills and/or attitudes.
- 3.2: demonstrate a basic understanding of quality improvement principles and their application to analyzing and solving problems inpatient and/or population-based care.
- 3.3: Accept and incorporate feedback into practice.
- 3.4: Locate, appraise, and assimilate evidence from scientific studies related patient's health problems.
- 3.5: obtain and utilize information about individual patients, populations or communities to improve care.

PGO 3 Course Map

Program Goal :	3.1	3.2	3.3	3.4	3.5
Master's Colloquium			✓		

Program Goal :	3.1	3.2	3.3	3.4	3.5
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					

PGO 3 Assessment by Course Map

Program Goal :	3.1	3.2	3.3	3.4	3.5
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	✓	●	✓	●	●

Program Goal :	3.1	3.2	3.3	3.4	3.5
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)		✓		✓	

PGO 4

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.

PGO 4 Course 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	✓	✓	✓	

Program Goal :	4.1	4.2	4.3	4.4
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		✓		

PGO 4 Assessment by Course 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		✓		

Program Goal :	4.1	4.2	4.3	4.4
Integrated Curricular Expectation (not part of course)	✓	✓	✓	✓

PGO 5

PGO 5 Course Map

Program Goal :	5.1	5.2	5.3	5.4	5.5	5.6	5.7
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		✓					

PGO 5 Assessment by Course Map

Program Goal :	5.1	5.2	5.3	5.4	5.5	5.6	5.7
Master's Colloquium	✓		✓	✓	✓		✓
Medical Skills	✓	✓					✓
Scientific Principles of Medicine		✓		✓			✓

Program Goal :	5.1	5.2	5.3	5.4	5.5	5.6	5.7
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)	✓	✓	✓	✓	✓	✓	

PGO 6

PGO 6 Course 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				

Program Goal :	6.1	6.2	6.3	6.4
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				

PGO 6 Assessment by Course 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		✓	✓	✓

Program Goal :	6.1	6.2	6.3	6.4
Pediatrics		✓	✓	✓
Scholarly Activity and Research Project				
Integrated Curricular Expectation (not part of course)			✓	

PGO 7

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.

PGO 7 Course 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	✓	✓	✓	✓

Program Goal :	7.1	7.2	7.3	7.4
Surgery		?	?	
Pediatrics				
Scholarly Activity and Research Project				

PGO 7 Assessment by Course 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)		✓	✓	

PGO 8

Demonstrate the qualities required to sustain lifelong personal and professional growth.

- 8.1: Recognize when to take responsibility and when to seek assistance.
- 8.2: Demonstrate healthy coping mechanisms in response to stress and professional responsibilities.

- 8.3: Demonstrate flexibility and adjusting to change in difficult situations.
- 8.4: Utilize appropriate resources and coping mechanisms when confronted with uncertainty and ambiguous situations.
- 8.5: Demonstrate the ability to employ self-initiated learning strategies (problem definition, identification of learning resources and critical appraisal of information) when approaching new challenges, problems or unfamiliar situations.

PGO 8 Course Map

Program Goal :	8.1	8.2	8.3	8.4	8.5
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					✓

PGO 8 Assessment by Course Map

Program Goal :	8.1	8.2	8.3	8.4	8.5
Master's Colloquium			✓		✓

Program Goal :	8.1	8.2	8.3	8.4	8.5
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)		✓	✓		