

CLERKSHIP CONTENT MONITORING, ONE45: MAPPING OF EDUCATIONAL PROGRAM OBJECTIVES FOR HORIZONTAL INTEGRATION OF THE CURRICULUM

Educational program objectives (competency objectives)		
1. Gather a history and perform a physical examination.	Domains of competence:	
	<ul style="list-style-type: none"> ● Patient care ● Interpersonal & communication skills 	<ul style="list-style-type: none"> ● Knowledge for practice ● Professionalism
Clerkship	Learning objectives	AAMC PCRS competencies
Internal Medicine	Perform and document a complete history and physical examination on a patient.	1.2, 1.5, 1.9, 4.1, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.5
Surgery	Perform a complete history and physical examination under supervision with focus on the surgical aspects of the patient's disease.	1.2, 1.5, 1.9, 4.1, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3
Family Medicine	Perform and document an appropriate outpatient history and physical examination on the patient.	1.2, 1.5, 1.9, 4.1, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3
Obstetrics & Gynecology	Competently perform the medical interview and physical examination of women, and incorporate ethical, social, and diversity perspectives to provide culturally competent health care.	1.2, 4.1, 5.1, 5.5, 6.2, 7.1
Pediatrics	Perform effective age-oriented interviews and physical examinations on newborns, children, and adolescents.	1.2, 1.9, 4.1, 4.6, 4.7, 5.3
Emergency Medicine	Perform a focused history and physical examination on a critically ill patient.	1.2, 4.2, 5.3
Psychiatry	Perform and document a complete psychiatric history and physical examination of a patient with mental illness.	1.1, 1.2, 1.3, 1.4, 2.1, 2.2., 2.3, 3.1, 3.2, 3.3, 4.2, 5.2, 5.3, 6.2, 6.4, 7.1, 7.3
Neurology	Produce a complete and accurate neurological history from patient including history of presenting neurological illness, past medical history, past surgical history, medications, allergies, review of systems, and family history.	1.2
	Complete a full neurological examination including level of consciousness and mental status,	1.2

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	cranial nerves, motor and sensory function, reflexes, coordination and gait.	
2. Prioritize a differential diagnosis following a clinical encounter.	Domains of competence:	
	<ul style="list-style-type: none"> ● Patient care ● Practice-based learning & improvement ● Personal & professional development 	<ul style="list-style-type: none"> ● Knowledge for practice ● Interpersonal & communication skills
Clerkship	Learning objectives	AAMC PCRS competencies
Surgery	Present a differential diagnosis of common causes of the acute abdomen including acute appendicitis, acute cholecystitis and perforated viscus.	1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.6, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.5, 5.6, 6.1
Pediatrics	Demonstrate the ability to develop and present a clinical assessment and plan and a problem-oriented fashion.	1.3, 1.4, 1.6, 1.8, 1.9, 1.11, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.2, 4.5, 4.7, 3.5, 3.8., 3.10, 6.3, 6.4, 6.6
Neurology	Use pertinent laboratory studies and imaging to make a differential diagnosis.	1.4
3. Recommend and interpret common diagnostic and screening tests.	Domains of competence:	
	<ul style="list-style-type: none"> ● Patient care ● Practice-based learning & improvement ● Personal & professional development 	<ul style="list-style-type: none"> ● Knowledge for practice ● Systems-based practice
Clerkship	Learning objectives	AAMC PCRS competencies
Internal Medicine	Interpret laboratory and other pertinent data.	1.4, 1.5, 2.1, 2.2, 2.3
Surgery	Interpret laboratory and other pertinent data.	1.4
Family Medicine	Demonstrate ability to interpret laboratory and other pertinent data.	1.4, 2.3, 3.7
Obstetrics & Gynecology	Apply recommended prevention strategies for women’s health across the lifespan.	1.9, 3.8, 3.10, 6.2-6.5, 8.7
Pediatrics	Practice preventive pediatrics to improve child health through age-appropriate screening and anticipatory guidance about nutrition, environmental influences, safety, and immunizations.	1.5, 1.8, 1.9, 4.1, 4.6, 4.7, 3.6, 3.8, 6.2, 6.4, 7.2, 7.4, 8.7, 8.8
Emergency Medicine	Interpret laboratory studies and diagnostic imaging.	1.4
	Explain the clinical and economic reasoning behind ordering laboratory and imaging studies.	1.5

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Clerkship	Learning objectives	AAMC PCRS competencies
Psychiatry	Interpret laboratory studies and other data including imaging or psychological/neurological testing that can impact mental illness.	1.4
Neurology	Use pertinent laboratory studies and imaging to make a differential diagnosis.	1.4
4. Enter and discuss orders and prescriptions.	Domains of competence: <ul style="list-style-type: none"> ● Patient care ● Interpersonal & communication skills ● Personal & professional development ● Practice-based learning & improvement ● Systems-based practice 	
Clerkship	Learning objectives	AAMC PCRS competencies
Pediatrics	Demonstrate clinical skills typically required in the care of newborns, children, and adolescents.	1.1, 1.2, 1.3, 1.4, 1.8, 2.1, 2.3, 2.4, 2.6, 3.1, 3.3, 3.4, 3.9, 3.10, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.3, 8.7
Emergency Medicine	Interpret laboratory studies and diagnostic imaging.	1.4
	Explain the clinical and economic reasoning behind ordering laboratory and imaging studies.	1.5
Psychiatry	Perform reconciliation of medications to decrease polypharmacy in the patient with mental illness.	6.6
	Use the DSM-V to differentiate the mental illnesses and how to prioritize the mental illnesses.	1.1, 1.2, 1.4, 1.6, 2.1, 2.5, 3.6, 4.7,
	Perform a basic mental status examination.	1.2
5. Document a clinical encounter in the patient record.	Domains of competence: <ul style="list-style-type: none"> ● Patient care ● Professionalism ● Interpersonal & communication skills ● Systems-based practice 	
Clerkship	Learning objectives	AAMC PCRS competencies
Family Medicine	Demonstrate ability to provide an assessment and treatment plan.	1.2, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.8, 4.1, 4.4, 4.6, 4.7, 5.1, 5.2, 5.3, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.6, 7.2, 8.7, 8.6
Pediatrics	Demonstrate the ability to complete a clinical presentation of a pediatric patient in both oral and written format.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.2, 4.5, 7.3, 8.5
Psychiatry	Perform and document a complete psychiatric history and physical examination of a patient with mental illness.	1.1, 1.2, 1.3, 1.4, 2.1, 2.2., 2.3, 3.1, 3.2, 3.3, 4.2, 5.2, 5.3, 6.2, 6.4, 7.1, 7.3

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Clerkship	Learning objectives	AAMC PCRS competencies
Neurology	Effectively communicate with other team members involved in patient care by chart documentation.	4.0, 4.1, 4.2, 4.3
6. Provide an oral presentation of a clinical encounter.	Domains of competence: <ul style="list-style-type: none"> ● Patient care ● Interpersonal & communication skills ● Personal & professional development ● Practice-based learning & improvement ● Professionalism 	
Clerkship	Learning objectives	AAMC PCRS competencies
Internal Medicine	Provide and communicate an assessment and treatment plan.	1.2, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.8, 4.1, 4.4, 4.6, 4.7, 5.1, 5.2, 5.3, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.6, 7.2, 8.6, 8.7,
Surgery	Provide an assessment and treatment plan.	1.6
Family Medicine	Demonstrate ability to provide an assessment and treatment plan.	1.2, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.8, 4.1, 4.4, 4.6, 4.7, 5.1, 5.2, 5.3, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.6, 7.2, 8.7, 8.6
Obstetrics & Gynecology	Formulate and present a differential diagnosis of the acute abdomen and chronic pelvic pain.	2.3
Pediatrics	Demonstrate the ability to complete a clinical presentation of a pediatric patient in both oral and written format.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.2, 4.5, 7.3, 8.5
Emergency Medicine	Communicate a patient assessment and plan to the preceptor in a focused manner.	1.3, 3.10, 5.3
Psychiatry	Provided treatment plan with the biopsychosocial emphasis.	1.6
Neurology	Generate a broad neurological differential diagnosis and produce a plan of management based on clinical reasoning and on patient preference.	1.5, 1.6, 1.7, 1.8
7. Form clinical questions and retrieve evidence to advance patient care.	Domains of competence: <ul style="list-style-type: none"> ● Patient care ● Practice-based learning & improvement ● Knowledge for practice ● Interpersonal & communication skills 	
Clerkship	Learning objectives	AAMC PCRS competencies
Pediatrics	Demonstrate a commitment to lifelong learning through inquiry and reflective practice.	2.1, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8
Psychiatry	Explain clinical reasoning for common pharmacological strategies.	2.3

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Clerkship	Learning objectives	AAMC PCRS competencies
Neurology	Use information technology to search the medical literature and give a presentation appraising the scientific evidence and published guidelines for a common neurological condition.	1.5, 2.1, 3.3, 3.6, 3.7
8. Give or receive a patient handover to transition care responsibility.	Domains of competence: <ul style="list-style-type: none"> ● Patient care ● Interpersonal & communication skills ● Practice-based learning & improvement ● Professionalism 	
Clerkship	Learning objectives	AAMC PCRS competencies
Internal Medicine	Provide for patients, families, and other members of the care team (i.e., on daily rounds) the 24-hour patient summary of ill patients, including previous and upcoming treatment plans.	1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.10, 1.11, 2.1, 2.2, 2.3, 3.6, 3.9, 4.1, 4.2, 4.3, 4.5, 5.1, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3, 7.4, 8.4, 8.5, 8.6, 8.7, 8.8
Surgery	Provide 24-hour patient summaries of ill patients at daily rounds, including previous and upcoming treatment plans.	1.3
9. Collaborate as a member of an inter-professional team.	Domains of competence: <ul style="list-style-type: none"> ● Interpersonal & communication skills ● Systems-based practice ● Personal & professional development ● Professionalism ● Interprofessional collaboration 	
Clerkship	Learning objectives	AAMC PCRS competencies
Surgery	Participate in weekly surgical morbidity mortality conference.	1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.9, 4.2, 4.3, 4.6, 5.3, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3, 8.2, 8.5, 8.6, 8.8
Family Medicine	Demonstrate a commitment to the principles of lifelong learning in case presentations, treatment team discussions, and reflective practice.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.10, 6.3, 6.4, 7.3
Obstetrics & Gynecology	Recognize his/her role as a leader and advocate for women	1.1, 5.2, 7.2
Pediatrics	Demonstrate professionalism and ethical behavior (e.g., work-appropriate attire, work ethic, timely attendance and completion of assignments, and respect for others including patients, families, peers, staff and faculty).	1.7, 1.10, 4.1, 5.1, 7.1, 7.3, 8.5

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Clerkship	Learning objectives	AAMC PCRS competencies
Emergency Medicine	Regularly reassess the patient and communicate with the patient and/or their caregivers regarding their emergency department course.	1.6, 1.7, 3.8, 4.1, 5.1
	Identify the different roles of the emergency patient care team and articulate a medical student's role in patient care.	4.3, 4.4
Neurology	Demonstrate professional dress code, timely attendance and completion of assignments, and respectful behavior toward patients, families, peers, staff and faculty.	1.7, 1.10, 4.1, 5.1, 7.1, 7.3, 8.5, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.99
10. Recognize a patient requiring urgent or emergent care and initiate evaluation and management.	Domains of competence:	
	<ul style="list-style-type: none"> ● Patient care ● Systems-based practice ● Personal & professional development 	<ul style="list-style-type: none"> ● Interpersonal & communication skills ● Interprofessional collaboration
Clerkship	Learning objectives	AAMC PCRS competencies
Internal Medicine	Describe to the patient, families, and other members of the care team the management and therapy in the ill patient, including any procedures required for diagnosis and treatment.	1.4, 1.5, 1.7, 1.8, 2.1, 2.2, 2.3, 3.8, 3.10, 4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 5.36, 6.2, 6.3, 6.4, 6.6, 7.3, 8.5, 8.6, 8.7
	Identify strategies to diagnose and treat metabolic derangements in ill patients, including patients with renal failure, electrolyte abnormalities, endocrine, pulmonary and cardiac abnormalities.	1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 7.3
	Sensitively address the concerns of patients and their families when discussing illness, including end-of-life issues.	1.3, 1.5, 1.6, 1.7, 1.8, 1.10, 2.5, 3.8, 3.9, 4.1, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.2, 6.4, 8.1, 8.2, 8.3, 8.7, 8.8
Surgery	Participate in assessing trauma patients.	1.1, 1.2, 1.3, 1.4, 4.5, 1.6, 1.7, 1.8, 1.10, 1.11, 2.1, 2.2, 2.3, 3.6, 3.8, 3.10, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5, 7.1, 7.2, 7.3, 7.4, 8.2, 8.5, 8.6, 8.7, 8.8
	Explain principles of advanced trauma life support (ATLS).	2.1, 2.2, 2.3, 2.4, 2.6, 3.6, 3.8, 3.10

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Clerkship	Learning objectives	AAMC PCRS competencies
Pediatrics	Demonstrate the ability to differentiate well children from those who are mildly or severely ill based on their signs and symptoms at various ages.	1.5, 2.2, 2.3, 3.6, 3.10
Emergency Medicine	Rapidly assess a patient in shock and provide the initial steps in resuscitation.	1.1, 1.3
	Regularly reassess the patient and communicate with the patient and/or their caregivers regarding their emergency department course.	1.6, 1.7, 3.8, 4.1, 5.1
	Differentiate a critical and non-critical patient by assessing the patient's presentation and chief complaint, and by interpreting the vital signs.	1.3, 5.2
11. Obtain informed consent for tests and/or procedures.	Domains of competence: <ul style="list-style-type: none"> ● Patient care ● Interpersonal & communication skills ● Personal & professional development ● Knowledge for practice ● Professionalism 	
Clerkship	Learning objectives	AAMC PCRS competencies
Surgery	Assess preoperative risk factors for surgery and their effect on surgical outcomes.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1, 5.2, 5.3, 5.5, 5.6, 6.2, 6.3, 8.3, 8.5, 8.7, 8.8
	Describe indications, management and common complications of nasogastric tubes, chest tubes and surgical drains.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 3.10, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 7.1, 7.3, 7.4, 8.5, 8.6, 8.7, 8.8
Family Medicine	Demonstrate sensitivity to the concerns of patients and their families surrounding illness and treatment/disease management.	1.3, 1.5, 1.6, 1.7, 1.9, 2.5, 4.1, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 8.7, 8.8
Pediatrics	Communicate effectively with patients and their families.	1.7, 3.8, 4.1, 4.6, 4.7, 5.1, 5.2, 5.3, 5.5, 5.6,
Neurology	List at least two indicators for, and two potential complications of, lumbar puncture.	1.2, 1.3, 2.3

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12. Perform general procedures of a physician.	Domains of competence:	
	<ul style="list-style-type: none"> ● Patient care ● Professionalism 	<ul style="list-style-type: none"> ● Interpersonal & communication skills ● Personal & professional development
Clerkship	Learning objectives	AAMC PCRS competencies
Surgery	Demonstrate basic intraoperative skills needed to assist in surgery.	1.1, 1.3, 2.2, 2.3, 3.1, 3.3, 3.5, 3.10, 4.2, 4.3, 5.4, 6.1, 6.5, 7.1, 7.2, 7.3, 7.4, 8.2, 8.4, 8.5, 8.6, 8.8
	Discuss key points in surgical anatomy for common operative procedures (e.g., bile duct anatomy in cholecystectomy, location of ureters in colon resection).	1.1, 1.2, 1.4, 2.2, 2.3, 3.1, 3.2, 3.3, 3.5, 3.6, 4.2, 4.3, 8.5
Emergency Medicine	Rapidly assess a patient in shock and provide the initial steps in resuscitation.	1.1, 1.3
13. Identify system failures and contribute to a culture of safety and improvement.	Domains of competence:	
	<ul style="list-style-type: none"> ● Knowledge for practice ● Interpersonal & communication skills ● Systems-based practice 	<ul style="list-style-type: none"> ● Practice-based learning & improvement ● Professionalism ● Personal & professional development
Clerkship	Learning objectives	AAMC PCRS competencies
Surgery	Participate in weekly surgical morbidity mortality conference.	1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.9, 4.2, 4.3, 4.6, 5.3, 5.5, 5.6, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3, 8.2, 8.5, 8.6, 8.8
	Discuss principles of quality assessment of surgical patients and rules of transparency in recognizing and learning from surgical errors.	1.3, 1.4, 1.9, 1.10, 1.11, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8, 3.10, 4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.6, 6.2, 6.4, 6.5, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.5, 8.6, 8.7, 8.8
Family Medicine	Demonstrate principles of self-care and professionalism by engaging faculty and/or peers and discussing potential areas of ethical or professional conflict.	5.4, 5.5, 5.6, 6.3, 6.5, 6.4, 6.5, 7.1, 7.3, 8.1, 8.2, 8.3, 8.4, 8.5, 8.8
Emergency Medicine	Explain the role of the emergency department as a safety net for vulnerable populations.	2.4

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14. Conduct empathic and effective conversations with patients, families and colleagues of diverse backgrounds to promote health equity, social justice and anti-racism.	Domains of competence: <ul style="list-style-type: none"> ● Patient care ● Practice-based learning & improvement ● Professionalism ● Systems-based practice ● Knowledge for practice ● Interpersonal & communication skills ● Interprofessional collaboration ● Personal & professional development 	
Clerkship	Learning objectives	AAMC PCRS competencies
<p style="text-align: center;">Family Medicine</p>	Demonstrate sensitivity to the concerns of patients and their families surrounding illness and treatment/disease management.	1.3, 1.5, 1.6, 1.7, 1.9, 2.5, 4.1, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 8.7, 8.8
	Demonstrate ability to work as a member of a therapeutic team, including fulfilling leadership and/or mentoring roles as appropriate.	1.6, 1.8, 1.10, 1.11, 2.1, 2.3, 3.1, 3.5, 3.8, 3.10, 4.2, 4.3, 4.4, 4.7, 5.4, 6.1, 6.2, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3, 7.4, 8.4, 8.5, 8.6, 8.7
<p style="text-align: center;">Pediatrics</p>	Demonstrate professionalism and ethical behavior (e.g., work-appropriate attire, work ethic, timely attendance and completion of assignments, and respect for others including patients, families, peers, staff and faculty).	1.7, 1.10, 4.1, 5.1, 7.1, 7.3, 8.5
	Provide patient-centered counseling to patients of diverse socioeconomic and cultural backgrounds, demonstrating sensitivity and responsiveness to the diversity of the patient population, and respect of the patient's autonomy and confidentiality.	1.7, 1.10, 4.1, 5.1, 7.1, 7.3, 8.5, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.9

NARRATIVE COMMENTS: HORIZONTAL INTEGRATION OF THE CURRICULUM

Curriculum mapping is complete for each clerkship. The Medical Education Committee reviewed which PCRS competencies are represented, overrepresented and underrepresented in clerkships. No immediate changes were recommended. The Clerkship Curriculum Subcommittee will review new data when available.

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CONTENT MONITORING: MAPPING OF EDUCATIONAL PROGRAM OBJECTIVES FOR VERTICAL INTEGRATION OF THE CURRICULUM

<p>1. Gather a history and perform a physical examination.</p>	<p>Domains of competence:</p> <ul style="list-style-type: none"> ● Patient care ● Interpersonal & communication skills ● Knowledge for practice ● Professionalism 	
<p>Integration in year 3</p>		<p>Integration in year 4</p>
<p>Longitudinal Ambulatory Care Experience (LACE) Perform and document an appropriate history and physical examination.</p>	<p>Critical Care Medicine Perform and document a complete history and physical exam on the critically ill patient.</p>	
<p>Internal medicine Perform and document a complete history and physical examination on a patient.</p>	<p>Sub-internship Take an accurate history, perform a thorough physical exam.</p>	
<p>Surgery Perform a complete history and physical examination under supervision with focus on the surgical aspects of the patient’s disease.</p>	This cell is intentionally blank for vertical integration	
<p>Family medicine Perform and document an appropriate outpatient history and physical examination on the patient.</p>		
<p>Obstetrics/gynecology Competently perform the medical interview and physical examination of women, and incorporate ethical, social, and diversity perspectives to provide culturally competent health care.</p>		
<p>Pediatrics Perform culturally sensitive, effective age-oriented interviews and physical examinations on newborns, children, and adolescents from diverse ethnic, social and racial backgrounds.</p>		
<p>Neurology</p> <ul style="list-style-type: none"> ● Produce a complete and accurate neurological history. ● Complete a full neurological examination including level of consciousness and mental status, cranial nerves, motor and sensory function, reflexes, coordination and gait. 		
<p>Curricular threads</p>		
<p>Health equity, social justice and anti-racism</p> <ul style="list-style-type: none"> ● Communicate bidirectionally with members of all constituent societal groups to prioritize fair opportunities for every patient and family member to attain their full health potential (health equity). ● Demonstrate a recognition of cultural strengths and resources and an ability to incorporate them into conversations with patients and family members. 		

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<p>2. Prioritize a differential diagnosis following a clinical encounter.</p>	<p>Domains of competence:</p> <ul style="list-style-type: none"> ● Patient care ● Practice-based learning & improvement ● Personal & professional development ● Knowledge for practice ● Interprofessional & communication skills 	
<p>Integration in year 3</p>		<p>Integration in year 4</p>
<p>Surgery Present a differential diagnosis of common causes of the acute abdomen including acute appendicitis, acute cholecystitis and perforated viscus.</p>		<p>Sub-Internship Generate an appropriate differential diagnosis.</p>
<p>Pediatrics Demonstrate the ability to develop and present a clinical assessment and plan in a problem-oriented fashion.</p>		
<p>Neurology Generate a broad neurological differential diagnosis as well as producing a plan of management based on clinical reasoning and on patient preference.</p>		
<p>Curricular threads</p>		
<p>Health equity, social justice and anti-racism Explain how factors such as privilege, bias, and intergroup misunderstanding can contribute to health inequities and identify strategies for addressing these challenges.</p>		
<p>3. Recommend and interpret common diagnostic and screening tests.</p>	<p>Domains of competence:</p> <ul style="list-style-type: none"> ● Patient care ● Practice-based learning & improvement ● Personal & professional development ● Knowledge for practice ● Systems-based practice 	
<p>Integration in year 3</p>		<p>Integration in year 4</p>
<p>Longitudinal Ambulatory Care Experience (LACE)</p> <ul style="list-style-type: none"> ● Interpret laboratory and imaging studies with other pertinent data. ● Discuss complete medication reconciliation in a patient-centered fashion. 		<p>Sub-Internship</p> <ul style="list-style-type: none"> ● Interpret laboratory data. ● Devise treatment plans to treat the patient’s acute issues and work up the differential diagnosis in a manner that does not include unnecessary tests.
<p>Internal Medicine Interpret laboratory and other pertinent data.</p>		
<p>Surgery Interpret laboratory and other pertinent data.</p>		
<p>Family Medicine Demonstrate the ability to interpret laboratory and other pertinent data.</p>		
<p>Obstetrics/Gynecology Apply recommended prevention strategies for women’s health across the lifespan.</p>		

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Pediatrics Practice preventive pediatrics to improve child health through age-appropriate screening and anticipatory guidance about nutrition, environmental influences, safety, and immunizations.		
Neurology Use pertinent labs and imaging to make a differential diagnosis.		
Emergency Medicine <ul style="list-style-type: none"> • Interpret laboratory studies and diagnostic imaging. • Explain the clinical and economic reasoning behind ordering laboratory and imaging studies. 		
Curricular threads		
Radiology/ultrasound Interpret common pathology seen on ultrasound in various organ systems including: Obtain ultrasound views of various organ systems including: cardiopulmonary, vascular, gastrointestinal track, hepatobiliary, genitourinary, thyroid, ocular, and musculoskeletal		
4. Enter and discuss orders and prescriptions.	Domains of competence: <ul style="list-style-type: none"> • Patient care • Interpersonal & communication skills • Personal & professional development 	<ul style="list-style-type: none"> • Practice-based learning & improvement • Systems-based practice
Integration in year 3		Integration in year 4
Longitudinal Ambulatory Care Experience (LACE) Discuss complete medication reconciliation in a patient-centered fashion.		Sub-Internship Devise treatment plans to treat the patient's acute issues and work up the differential diagnosis in a manner that does not include unnecessary tests.
Pediatrics Demonstrate clinical skills typically required in the care of newborns, children, and adolescents.		
Psychiatry Perform reconciliation of medications to decrease polypharmacy in the patient with mental illness.		
Emergency Medicine <ul style="list-style-type: none"> • Interpret laboratory studies and diagnostic imaging. • Explain the clinical and economic reasoning behind ordering laboratory and imaging studies. 		
Curricular threads		
Palliative care Describe key issues and principles of pain management with opioids.		

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<p>5. Document a clinical encounter in the patient record.</p>	<p>Domains of competence:</p> <ul style="list-style-type: none"> ● Patient care ● Professionalism ● Interpersonal & communication skills ● Systems-based practice
<p>Integration in year 3</p>	<p>Integration in year 4</p>
<p>Longitudinal Ambulatory Care Experience (LACE) Perform and document an appropriate history and physical examination on the patient.</p>	<p>Sub-Internship Organize and communicate your findings through daily progress notes and oral presentations.</p>
<p>Pediatrics Demonstrate the ability to complete a clinical presentation of a pediatric patient in both oral and written format</p>	
<p>Family Medicine Demonstrate ability to provide an assessment and treatment plan.</p>	
<p>Psychiatry Perform and document a complete psychiatric history and physical examination of the patient with mental illness.</p>	
<p>Neurology Effectively communicate with other teams or team members involved in patient care by chart documentation.</p>	
<p>6. Provide an oral presentation of a clinical encounter.</p>	<p>Domains of competence:</p> <ul style="list-style-type: none"> ● Patient care ● Interpersonal & communication skills ● Personal & professional development ● Practice-based learning & improvement ● Professionalism
<p>Integration in year 3</p>	<p>Integration in year 4</p>
<p>Longitudinal Ambulatory Care Experience (LACE) Provide a comprehensive assessment and treatment plan for a patient.</p>	<p>Sub-Internship Organize and communicate your findings through daily progress notes and oral presentations.</p>
<p>Internal Medicine Provide and communicate an assessment and treatment plan.</p>	
<p>Surgery Provide an assessment and treatment plan.</p>	
<p>Family Medicine Demonstrate ability to provide an assessment and treatment plan.</p>	
<p>Obstetrics/gynecology Formulate and present a differential diagnosis of the acute abdomen and chronic pelvic pain.</p>	

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Pediatrics Demonstrate the ability to complete a clinical presentation of a pediatric patient in both oral and written format.	
Emergency Medicine Communicate patient assessment and plan to the preceptor in a focused manner.	
Psychiatry Provide treatment plan with biopsychosocial emphasis.	
Internal Medicine Provide and communicate an assessment and treatment plan.	
7. Form clinical questions and retrieve evidence to advance patient care.	Domains of competence: <ul style="list-style-type: none"> ● Patient care ● Knowledge for practice ● Practice-based learning & improvement ● Interpersonal & communication skills
Integration in year 3	Integration in year 4
Longitudinal Ambulatory Care Experience (LACE) Recognize and discuss heuristic error and bias that influence clinical reasoning.	Sub-Internship Demonstrate the ability to read and learn on your own.
Pediatrics Demonstrate a commitment to lifelong learning through inquiry and reflective practice.	
Neurology Use information technology to search the medical literature and give a presentation appraising the scientific evidence and published guidelines for a common neurological condition.	
Curricular threads	
Health equity, social justice and anti-racism Identify when and how racial factors affecting health care systems and patient management plans must be actively addressed for equitable health care outcomes (anti-racism).	
8. Give or receive a patient handover to transition care responsibility.	Domains of competence: <ul style="list-style-type: none"> ● Patient care ● Practice-based learning & improvement ● Interpersonal & communication skills ● Professionalism
Integration in year 3	Integration in year 4
Internal Medicine Provide for patients, families, and other members of the care team (i.e., on daily rounds) the 24-hour patient summary of ill patients, including previous and upcoming treatment plans.	Sub-Internship Be an active and integral member of a team.

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<p>Surgery Provide 24-hour patient summaries of ill patients at daily rounds, including previous and upcoming treatment plans.</p>	<p>Critical Care Medicine Provide 24-hour patient summaries of critically ill patients at daily rounds, including previous and upcoming treatment plans.</p>
<p>9. Collaborate as a member of an inter-professional team.</p>	<p>Domains of competence:</p> <ul style="list-style-type: none"> ● Interpersonal & communication skills ● Systems-based practice ● Personal & professional development ● Professionalism ● Interprofessional collaboration
<p>Integration in year 3</p>	<p>Integration in year 4</p>
<p>Longitudinal Ambulatory Care Experience (LACE) Teach clinical and interpersonal skills to junior peers during and after clinical encounters.</p>	<p>Sub-Internship Be an active and integral member of a team.</p>
<p>Surgery Participate in weekly surgical morbidity mortality conference.</p>	<p>Critical Care Medicine Demonstrate appreciation and respect for other professionals by appropriately responding to consultative and support services.</p>
<p>Family Medicine Demonstrate ability to work as a member of a therapeutic team, including fulfilling leadership and/or mentoring roles as appropriate.</p>	
<p>Obstetrics/gynecology Recognize his/her role as a leader and advocate for women.</p>	
<p>Pediatrics Demonstrate professionalism and ethical behavior (e.g., work-appropriate attire, work ethic, timely attendance and completion of assignments, and respect for others including patients, families, peers, staff and faculty).</p>	
<p>Emergency Medicine Identify the different roles of the emergency patient care team and articulate a medical student's role in patient care</p>	
<p>Neurology Demonstrate professional dress code, timely attendance and completion of assignments, and respectful behavior toward patients, families, peers, staff and faculty.</p>	
<p>Curricular threads</p>	
<p>Health equity, social justice and anti-racism Demonstrate respect, humility, and effectiveness when communicating with and advocating for patients, families, and colleagues of diverse backgrounds.</p>	
<p>Palliative care Compare the roles of members of an interdisciplinary palliative care team, including nurses, social workers, case managers, chaplains and pharmacists.</p>	

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<p>10. Recognize a patient requiring urgent or emergent care and initiate evaluation and management.</p>	<p>Domains of competence:</p> <ul style="list-style-type: none"> ● Patient care ● Systems-based practice ● Personal & professional development ● Interpersonal & communication skills ● Interprofessional collaboration 	
<p>Integration in year 3</p>	<p>Integration in year 4</p>	
<p>Longitudinal Ambulatory Care Experience (LACE) Discuss advanced care planning with a patient and/or family.</p>	<p>Critical Care Medicine</p> <ul style="list-style-type: none"> ● Describe the initial management of critical infectious processes, with emphasis on the prevention and treatment of nosocomial infections. ● Describe the management of ventilatory support measures in critically ill patients including weaning. ● Design hemodynamic management and therapy in the critically ill patient, including the application and appropriate use of invasive monitoring modalities. Identify strategies to diagnose and treat metabolic derangements in critically ill patients, including renal failure, electrolyte abnormalities, and acid-base abnormalities. ● Outline the basic principles underlying the pharmacologic management of common ICU conditions. ● Outline reasonable strategies for identification of abnormalities of coagulation and the management of transfusions in critically ill patients. ● Provide examples of specific elements of neurocritical care and the management of traumatic brain injury, intracranial hemorrhage, and other intracranial pathology. 	
<p>Internal Medicine</p> <ul style="list-style-type: none"> ● Identify strategies to diagnose and treat metabolic derangements in ill patients, including patients with renal failure, electrolyte abnormalities, endocrine, pulmonary and cardiac abnormalities. ● Outline the basic principles underlying the pharmacologic management of common conditions in hospitalized patients. 		

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<ul style="list-style-type: none"> List strategies for identifying and managing abnormalities of coagulation. Sensitively address the concerns of patients and their families when discussing illness, including end-of-life issues. 		
<p>Surgery Participate in assessing trauma patients.</p>		
<p>Pediatrics Demonstrate the ability to differentiate well children from those who are mildly or severely ill based on their signs and symptoms at various ages.</p>		
<p>Emergency Medicine</p> <ul style="list-style-type: none"> Rapidly assess the patient in shock and provide the initial steps in resuscitation. Differentiate a critical and non-critical patient by assessing the patient’s presentation and chief complaint, and by interpreting the vital signs. 		
<p>Curricular threads</p>		
<p>Palliative care</p> <ul style="list-style-type: none"> Demonstrate approaches to handling emotion in patients and families facing serious illness. Practice communication techniques with patients, families and other team members, incorporating cultural sensitivity and cultural humility. Demonstrate empathic communication to family of patient regarding what to expect at end-of-life. Identify signs of imminently dying patient. Assess and manage symptoms of dying patient. Summarize the communication tasks of a physician when a patient dies, such as pronouncement, family notification and support, and request for autopsy. 		
<p>11. Obtain informed consent for tests and/or procedures.</p>	<p>Domains of competence:</p> <ul style="list-style-type: none"> Patient care Interpersonal & communication skills Personal & professional development Knowledge for practice Professionalism 	
<p>Integration in year 3</p>		<p>Integration in year 4</p>
<p>Longitudinal Ambulatory Care Experience (LACE) Participate in informed consent with patient/family for common outpatient procedures.</p>		
<p>Surgery Assess preoperative risk factors for surgery and their effect on surgical outcomes.</p>		
<p>Neurology List at least two indicators for, and to potential complications of, lumbar puncture.</p>		

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Curricular threads	
Palliative care <ul style="list-style-type: none"> • Explore patient and family understanding of illness, concerns, goals and values that inform the plan of care. • Demonstrate patient-centered communication techniques when giving difficult/serious news, discussing resuscitation preferences and identifying a surrogate decision-maker. • Discuss advanced care planning with patients and families, including organ donation. • Interpret ethical and legal issues that inform decision-making in serious illness, including euthanasia and physician-assisted death, the right to forgo or withdraw life-sustaining treatment (including life support, fluids, antibiotics, CPR, artificial nutrition) and the rationale for obtaining a surrogate decision maker. 	
12. Perform general procedures of a physician.	Domains of competence: <ul style="list-style-type: none"> • Patient care • Professionalism • Interpersonal & communication skills • Personal & professional development
Integration in year 3	Integration in year 4
Surgery Demonstrate basic intraoperative skills needed to assist in surgery.	
Emergency Medicine Outline the basic principles underlying the pharmacologic and invasive (procedural) management of common outpatient conditions.	
Curricular threads	
Radiology/ultrasound <ul style="list-style-type: none"> • Perform limited ultrasound applications to answer clinical questions for various organ systems: cardiopulmonary, vascular, gastrointestinal track, hepatobiliary, genitourinary, thyroid, ocular, and musculoskeletal. • Obtain ultrasound views of various organ systems. • Teach others how to obtain ultrasound views of various organ systems. • Interpret common pathology seen on ultrasound. 	
13. Identify system failures and contribute to a culture of safety and improvement.	Domains of competence: <ul style="list-style-type: none"> • Knowledge for practice • Interpersonal & communication skills • Systems-based practice • Practice-based learning & improvement • Professionalism • Personal & professional development
Integration in year 3	Integration in year 4
Longitudinal Ambulatory Care Experience (LACE) Analyze and publish results of quality improvement process.	

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<p>Surgery</p> <ul style="list-style-type: none"> • Participate in weekly surgical morbidity mortality conference. • Discuss principles of quality assessment of surgical patients and rules of transparency in recognizing and learning from surgical errors. 	
<p>Family Medicine</p> <p>Demonstrate ability to work as a member of a therapeutic team, including fulfilling leadership and/or mentoring roles as appropriate.</p>	
<p>Curricular threads</p>	
<p>Health equity, social justice and anti-racism</p> <ul style="list-style-type: none"> • Identify and effectively address racial factors affecting health care systems, patient management plans, and health care outcomes. • Describe how multiple intersectional aspects of diversity (such as race, ethnicity, culture, birth sex, age, faith practice, sexual orientation, language facility, differential abilities and disabilities, gender identity, and immigration status) may interact with the health care process and affect health outcomes. • Identify inequities within health care-related systems, cultures, and structures (SCS). • Prescribe actions that can reduce these systemic, cultural, and structural obstacles to health equity, social justice, and racial equality. 	
<p>Palliative care</p> <ul style="list-style-type: none"> • Describe hospice and palliative care history and mission. • Define the philosophy and role of palliative care across the life cycle. 	
<p>14. Conduct empathic and effective conversations with patients, families and colleagues of diverse backgrounds to promote health equity, social justice and anti-racism.</p>	<p>Domains of competence:</p> <ul style="list-style-type: none"> • Patient care • Practice-based learning & improvement • Professionalism • Systems-based practice • Knowledge for practice • Interpersonal & communication skills • Interprofessional collaboration • Personal & professional development
<p>Integration in year 3</p>	<p>Integration in year 4</p>
<p>Longitudinal Ambulatory Care Experience (LACE)</p> <ul style="list-style-type: none"> • Identify and discuss social determinants of health that affect patient health outcomes. • Discuss community values that influence a patient's physical health and communication style. 	<p>Critical Care Medicine</p> <p>Demonstrate sensitivity to the concerns of patients and their families surrounding critical illness, including quality of life and end of life issues.</p>

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<ul style="list-style-type: none"> • Communicate effectively with patients and families across diverse socioeconomic and cultural backgrounds. • Identify and discuss social determinants of health that affect patient health outcomes. 	
<p>Neurology Provide patient-centered counseling to patients of diverse socioeconomic and cultural backgrounds, demonstrating sensitivity and responsiveness to the diversity of the patient population, and respect of the patient’s autonomy and confidentiality.</p>	
Curricular threads	
<p>Health equity, social justice and anti-racism</p> <ul style="list-style-type: none"> • Communicate bidirectionally with members of all constituent societal groups to prioritize fair opportunities for every patient and family member to attain their full health potential (health equity). • Identify when and how racial factors affecting health care systems and patient management plans must be actively addressed for equitable health care outcomes (anti-racism). • Serve and advocate for patients from all backgrounds by recognizing their common humanity as well as the unique intersectional differences that reflect the various societal groups to which they belong (social justice). 	
<p>Palliative care Assess patients’ and families’ cultural values, beliefs and practices related to serious illness and end-of-life care.</p>	
<p>Public health and social media analyze how community values and health are present in the clinical setting and shape patients’ physical health and their communication with physicians.</p>	

NARRATIVE COMMENTS: VERTICAL INTEGRATION OF THE CURRICULUM

The vast majority of the EPOs demonstrate stepwise competency-based learning objective(s) that progress to the EPOs. In the very few places where this is not seen (e.g., in MS4 year) it is very likely that the learning objective linked to the EPO is actually taught (and likely assessed) in either the critical care medicine and/or sub-internship elective and the directors will work on making it tangible and measurable.