

Competencies	Medicine objectives
<p>Medical knowledge and clinical reasoning</p> <p>(these are the topics on the final examination)</p>	<p>Laboratory data interpretation</p> <ul style="list-style-type: none"> • Complete blood count and peripheral blood smear • Arterial blood gas: oxygenation, ventilation, and acid-base status • Pleural fluid • Peritoneal fluid • Pulmonary function tests • Electrocardiogram • Chest x-ray <p>Clinical symptoms, signs and diseases For each of the following, perform an appropriate history and physical exam, formulate a differential diagnosis, describe the appropriate diagnostic work-up and initial management plan:</p> <p>Gastrointestinal</p> <ul style="list-style-type: none"> • Upper and lower gastrointestinal bleeding • Acute and chronic pancreatitis • Cirrhosis, abnormal LFTs <p>Cardiac</p> <ul style="list-style-type: none"> • Chest pain • Coronary artery disease/ischemic heart disease • Congestive heart failure • Valvular heart disease • Atrial fibrillation <p>Endocrine</p> <ul style="list-style-type: none"> • Diabetes mellitus • Hyper- and hypothyroidism • Adrenal disease (cortisol deficiency and excess) <p>Hematology/Oncology</p> <ul style="list-style-type: none"> • Anemia and transfusions • Platelet disorders • Lymphadenopathy • Lung cancer (do not need to know chemotherapy regimens) <p>Infectious Disease</p> <ul style="list-style-type: none"> • Pneumonia • Urinary tract infection • Sepsis and bacteremia, endocarditis • HIV/AIDS • Tuberculosis <p>Pulmonary</p> <ul style="list-style-type: none"> • Shortness of breath (dyspnea) • Asthma • Chronic obstructive pulmonary disease • Thromboembolism (DVT and PE) <p>Renal/Electrolytes</p> <ul style="list-style-type: none"> • Hyper- and hyponatremia

	<ul style="list-style-type: none"> • Hyper- and hypokalemia • Hyper- and hypocalcemia • Acute and chronic renal failure • Acid base disorders • Management of intravenous fluids <p>Other</p> <ul style="list-style-type: none"> • Altered mental status • Atypical presentations of common illnesses in the elderly • End-of-life decision-making, including patient preferences and durable power of attorney • Physical symptoms (e.g., pain, dyspnea, anxiety) at the end of life
Patient care	<ul style="list-style-type: none"> • Perform a complete admission history and physical examination. Identify and use alternate sources of information to obtain the history when a patient is unable to provide a clear history • Select and interpret appropriate diagnostic tests • Develop an assessment, including a differential diagnosis, based on information gathered from the history, physical examination, and laboratory data. • Write up each admission • Follow the patient daily throughout the hospital stay • Perform daily history and physical examination targeted to the patients' problems and the differential diagnosis • Interpret relevant diagnostic testing • Participate in discharge planning, taking into account the patient's social situation
Interpersonal and Communication Skills	<ul style="list-style-type: none"> • Explain the diagnosis and treatment plan to patients and families • Give a complete oral presentation for each admission, presented in no more than 7 minutes • Present the patient in SOAP format on daily rounds, including assessment and plan that reflects own clinical reasoning • Discusses challenging information with patients (e.g., breaking bad news, negotiating complex discharge plans, discussing end-of-life care issues) under direction of health care team • Teaching patients and families about illness, treatment, and prognosis • Learn to communicate with consultants, including calling initial consult and following up • Learn to communicate with consultants, including calling initial consult and following up • Provide handover of clinical information to next team/provider at points of transition (e.g., student leaving for LCE, or patient transfer to outpt or between services)
Professionalism	<ul style="list-style-type: none"> • Demonstrate punctuality, reliability, preparedness, initiative, follow through, honesty • Create documents (e.g., notes, orders and prescriptions) that are accurate,

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	<p>timely and legible</p> <ul style="list-style-type: none">• Acknowledge gaps in skills, knowledge, or patient information, and ask for help when needed• Work collaboratively in a team• Ask for feedback on performance, receive and incorporate feedback willingly
Practice based learning and improvement	<ul style="list-style-type: none">• Ask for feedback on performance, receive and incorporate feedback willingly• Reflect on the impact of discharge planning on a patient's transition from hospital to community (home visit reflection questions), and consider individual goal(s) for improvement in discharge planning
Systems based practice	<ul style="list-style-type: none">• Use the medical record system to access and handle patient data for patients• Incorporate the nature of the health care delivery system into the management of an individual patient (e.g. cost, insurance or access)• Participate in discharge planning, taking into account the patient's social situation, working with interdisciplinary team members• Participate in end-of-life decision-making, including patient preferences and durable power of attorney• Learn to conduct a medication reconciliation

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	Learning activity	Formative assessment	Summative assessment	Timing of summative assessment
Medical knowledge and clinical reasoning	Team rounds MS3 seminars	Team feedback	Med 110 exam Evaluate #1, 4	Exam: End of clerkship Evaluate: end of month
Patient care	Team rounds, patient care	Team feedback	Evaluate # 2, 3, 5	Evaluate: end of month
Interpersonal and communication skills	Team rounds, patient care Med SP program Transitional care program	Team feedback Med SP program	Evaluate # 4, 9, 10	Evaluate: end of month
Professionalism	Team rounds, patient care	Team feedback	Evaluate #7, 10	Evaluate: end of month
Practice based learning and improvement	Transitional care program	Team feedback Transitional care program	Evaluate #8	Evaluate: end of month
Systems based practice	Patient discharge planning Transitional care program	Team feedback Transitional care program	None	None

	What is the expected level of performance for this assessment activity (e.g. student passes with 75% of items correct, above 2 SD below mean, 3 on the 1-4 Evaluate form)	How is performance feedback provided to students?	What are the remediation opportunities for each activity?
Medical knowledge and clinical reasoning	<p>Average score of ≥ 3 on Evaluate items #1, 6</p> <p>Score of ≥ 2 SD below class mean in current block on written exam</p>	<p>Midpoint feedback with each R2, attending; on the fly feedback from interns</p> <p>Evaluate evaluations from team members</p> <p>Exam score within 1 week of end of rotation compared to class mean</p>	<p>Exam: Mastery exercise – directed reading and topic write ups</p> <p>Additional clerkship time</p>
Patient care	<p>Average score of ≥ 3 on Evaluate items #2, 3, 5</p>	<p>Midpoint feedback with each R2, attending; on the fly feedback from interns</p> <p>Evaluate evaluations from team members</p>	<p>Additional clerkship time</p>
Interpersonal and communication skills	<p>Average score of ≥ 3 on Evaluate items #4, 9, 10</p>	<p>Midpoint feedback with each R2, attending; on the fly feedback from interns</p> <p>Evaluate evaluations from team members</p>	<p>Additional clerkship time</p>
Professionalism	<p>Average score of ≥ 3 on Evaluate items</p>	<p>Midpoint feedback with each R2, attending; on the fly</p>	

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	#7, 10	feedback from interns Evaluate evaluations from team members	
Practice based learning and improvement	Average score of ≥ 3 on Evaluate items #8	Midpoint feedback with each R2, attending; on the fly feedback from interns Evaluate evaluations from team members	
Systems based practice			