

**GOALS & OBJECTIVES**  
**Medicine Sub-Internship**  
**Academic Year 2018-2019**

The overarching goal of the medicine sub-internship is to better prepare graduating students for internship when they will be managing patients in a more independent fashion. This includes the day-to-day activities including writing notes, ordering and acting on laboratory and radiologic tests, calling and following-up with consultants, and coordinating discharge. Sub-interns should improve and build upon those cognitive and technical skills already attained during the junior medicine clerkship but should have a more active role in the work-up and management of the patient. Sub-interns should further develop their interpersonal and communication skills with both members of the healthcare team as well as with patients and families. They should also seek to provide high-quality care that is evidence-based, cost-effective and individualized to each patient and emphasizes patient safety. The specific goals and competencies of the medicine sub-internship mirror the DUCOM exit objectives and are formatted around the 6 ACGME competencies.

**Competency: Patient Care**

**Goal:** Students must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

**Objectives:**

During this rotation, students are expected to:

1. Use appropriate interviewing skills to elicit an accurate and thorough history addressing the onset and persistence of illness in the context of the patient's life.
2. Perform a detailed and accurate physical examination
3. Choose diagnostic, management, and therapeutic interventions based on sound reasoning using all the tools of evidence-based medicine.
4. Work collaboratively with all members of the healthcare team.
5. Communicate effectively with physicians, other health professionals, and health-related agencies to coordinate care and improve patient safety and quality of care.
6. Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds, and demonstrate sensitivity in the care of patients by treating them as an individual with consideration of age, culture, disability, education, ethnicity, gender, gender identity, race, religion, sexual orientation, and socioeconomic background.
7. Recognize limits of level of training and seek help appropriately.

**Competency: Medical Knowledge**

**Goal:** Students must demonstrate knowledge about established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care.

*Objectives:*

During this rotation, students are expected to:

1. Use clinical reasoning processes to interpret data to derive a differential diagnosis and develop a clinical management plan.
2. Select, justify, and interpret appropriate clinical tests and diagnostic procedures with attention to benefits, harms and cost.
3. Demonstrate knowledge of the ethical, moral and legal foundations of medical care.
4. Recognize and initiate management of life-threatening conditions.

**Competency: Practice-Based Learning and Improvement**

*Goal:* Students must be able to investigate and evaluate their approach to patient care, appraise and assimilate scientific evidence, and continuously improve patient care based on self-evaluation and life-long learning.

*Objectives:*

During this rotation, students are expected to:

1. Demonstrate ability to identify strengths and weaknesses in knowledge and skills and seek opportunities to strengthen those deficits.
2. Demonstrate the ability to give and receive constructive feedback that is improvement-focused to enhance the functioning of the medical team and patient care.
3. Utilize established quality recommendations to provide care to patients and to help develop interventions to improve safe, quality patient care.
4. Utilize information technology (including electronic health information resources) in the practice of life-long learning and to support patient care decisions and promote patient education decisions.

**Competency: Interpersonal and Communication Skills**

*Goal:* Students must be able to demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, their patients' families, and professional associates.

*Objectives:*

During this rotation, students are expected to:

1. Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds.
2. Communicate effectively with physicians, other health professionals, and health-related agencies to coordinate care and improve patient safety and quality of care.
3. Communicate effectively in difficult situations including: giving bad news, disclosing medical errors and working with distressed patients and their family members.
4. Articulate an accurate clinical question when requesting a consultation.

**Competency: Professionalism**

*Goal:* Students must demonstrate adherence to ethical principles, development of physician attributes, and a commitment to carrying out professional responsibilities.

*Objectives:*

During this rotation, students are expected to:

1. Apply principles of autonomy, beneficence, and justice, and work to resolve ethical dilemmas as they arise in clinical practice.
2. Demonstrate honesty, integrity, reliability, responsibility, and confidentiality in all interactions with patients, families, colleagues, and other professional contacts.
3. Show commitment to lifelong cultivation of empathy, compassion, self-compassion, and self-care.
4. Maintain patient confidentiality.
5. Demonstrate a professional image in behavior and dress.

**Competency: Systems-Based Practice**

*Goal:* Students must demonstrate an awareness of, and responsiveness to, the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

*Objectives:*

During this rotation, students are expected to:

1. Work collaboratively in inter-professional teams to enhance patient safety and improve quality of care.
2. Describe the costs, benefits and potential harms of tests and procedures.
3. Describe how identifying systems errors and implementing potential systems solutions may improve care.