

Ambulatory Clerkship Goals and Objectives 2019-2020

The ACGME Core Competencies are comprised of 6 major areas of assessment including: Patient Care, Medical Knowledge, Practice-based Learning and Improvement, Interpersonal and Communication Skills, Professionalism, and Systems-based Practice. The goal of the Ambulatory Medicine clerkship is to introduce the junior student to the clinical aspect of ambulatory medicine. Students should acquire skills in history taking and physical exam, case presentation, diagnostic decision making, use of appropriate diagnostic testing, and management of common disorders.

The specific goals and objectives mirror those stated in the DUCOM exit objectives.

The instructional strategies include but are not limited to:

- lectures and tutorials
- case based instruction/ learning
- web osce
- small group discussion
- independent learning
- supervised clinical experiences.

Evaluation of these skills is by:

- direct clinical observation by attendings
- assessment of on line curriculum (on line quiz)
- research and presentation of an assigned High Value Care topic
- completion of the clinical PASSPORT
- completion of patient/procedure log.

Competency: Patient Care

Goal: Students must be able to provide 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. Demonstrate sensitivity in the care of all patients by recognizing each of them as an individual, with the appropriate consideration of diversity in age, culture, disability, educational background, ethnicity, gender, gender identity, race, religion, sexual orientation, and socioeconomic background.
5. Work collaboratively with all members of the healthcare team.
6. Recognize the limitations of level of training and seek help appropriately.
7. Protect patients from harm.

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. Describe common disease entities, including their characteristic signs and symptoms, etiology, epidemiology, and pathophysiology.
2. Use clinical reasoning processes to interpret data to derive a differential diagnosis and develop a clinical management plan.
3. Select, justify, and interpret appropriate clinical tests and diagnostic procedures with attention to benefits, harms, and cost.
4. Utilize the basic concepts of evidence-based medicine to analyze the literature.
5. Demonstrate knowledge of the ethical, moral, and legal foundations of medical care.
6. Identify social, economic, psychological, and cultural factors that contribute to health and disease.
7. Identify preventative health care issues that should be addressed in well visits including screening, immunizations, and risk factor modification.
8. Describe and understand appropriate use of common procedures.
9. Delineate elements of safety and quality improvement patient care programs.

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 the ability to identify strengths and weaknesses in their knowledge and skills and seek opportunities to strengthen those deficits.
2. Demonstrate maturity in soliciting, accepting, and acting on feedback in an effort to effectively make improvements.
3. Utilize information technology in the practice of life-long learning and to support patient care decisions and promote patient education decisions.
4. Contribute to the educations of patients, families, other students, and other health professionals.
5. Utilize established quality recommendations to provide care to patients and to help develop interventions to improve safe, quality patient care.

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 families, and professional associates.

Objectives:

During this rotation, students are expected to:

1. Demonstrate effective and appropriate verbal and nonverbal techniques to elicit a patient history.
2. Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds.
3. Communicate effectively with physicians and other health professionals to coordinate care and improve patient safety and quality of care.
4. Document medical information accurately.
5. Present a case with accuracy and organization.

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. Demonstrate honesty, integrity, reliability, and responsibility in all interactions with patients, families, colleagues, and other professional contacts.
2. Maintain patient confidentiality.
3. Demonstrate a professional image in behavior and dress.
4. Demonstrate behaviors and attitudes that promote the best interest of patients.

5. Maintain a positive attitude and regard for education by demonstrating intellectual curiosity, initiative, academic integrity, and willing acceptance of feedback.

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 with other health care members to enhance the quality of patient care.
2. Describe the costs, benefits, and potential harms of tests and procedures.
3. Identify health disparities and advocate for quality patient care.
4. Advocate for quality patient care and optimal patient care systems.

Competency: High Value Care

Goal: Students must learn and understand basic principles of high value care, including the benefits, harms and relative costs of medical diagnostics, interventions, and screenings.

Objectives: During this rotation, students are expected to:

1. Understand how high-value, cost-conscious care impacts patient care, the health care system, and society.
2. Describe how evidence-based guidelines are incorporated into patient education, joint decision-making, and determine appropriate work-up for common internal medicine conditions.
3. Describe how value, cost, and statistical measures in healthcare can be applied to deliver efficient diagnostic and treatment interventions.
4. Describe both immediate and downstream benefits, harms and relative costs of diagnostic and treatment interventions for common internal medical conditions.
5. Identify and incorporate patients' or caregivers' individual goals into joint decision-making.
6. Identify high quality evidence-based tools that can be utilized to promote preventative care.
7. Review and present a clinical trial that is pertinent to high value care guidelines.

Competency: Opiate Use Disorder and Chronic Pain

Goal: Students must learn about acute and chronic pain management, safe opioid prescribing and the importance of substance use and mental health screenings.

Objectives: During this rotation, students are expected to:

1. Describe the link and correlation between mental health and chronic pain and importance of screening for depression and anxiety.
2. Describe the systematic screening of opioid misuse.
3. Assess and maximize the functionality and quality of life in patients with chronic pain.
4. Describe how to minimize the risk of opiate use disorder.
5. Describe how to evaluate and manage patients with suspected opioid use disorder.
6. Describe what evidence -based treatment for substance use is.

Competency: Musculoskeletal exam

Goal: Students must learn the basics concepts of the musculoskeletal exam for the shoulder/neck, elbow, wrist/hand, back, hip, knee, and ankle.

Objectives:

1. Review basic anatomy for the shoulder/neck, elbow, wrist/hand, back, hip, knee, and ankle.
2. State important history questions used to evaluate patients presenting with problems involving the shoulder/neck, elbow, wrist/hand, back, hip, knee, and ankle.
3. Locate important landmarks in each of these areas and understand their clinical significance.
4. Perform essential exam maneuvers needed to effectively diagnose problems involving the shoulder/neck, elbow, wrist/hand, back, hip, knee, and ankle.

A prioritized list of basic competencies of general internal medicine believed to be pertinent to the care of patients in the ambulatory setting has been identified by means of a national faculty survey of the SDIM and CDIM. Mastery of these competencies by the Junior student will be the goal of the clerkship. For each competency, a set of specific learning objectives is described and divided into knowledge, skills and attitudes. This learning agenda will serve as a guide for both the students and the faculty.