

University of South Florida
Morsani College of Medicine
Lehigh Valley Campus

Elective
Gynecology
MDE 8165

Syllabus
2023-2024



COVID 19 COMPLIANCE STATEMENT

All students must be aware of and comply with university policies regarding Covid-19. They should also be aware of and comply with the policies at the clinical affiliates where their clinical training occurs. Failure to do so may result in disciplinary action

Elective Catalog Description

This elective is intended for those students who wish to obtain additional experience in gynecology and gynecologic surgery. Students will be exposed to minor and major gynecologic surgical procedures. Students will be exposed to admission and management of gynecologic patients. Students will participate in ambulatory clinics including both specialty clinics and general OBGYN clinics. Students will be expected to achieve a level of skill comparable to an intern. Students will be under supervision of gynecology resident, attending physicians and an assigned faculty mentor.

This course would be most beneficial to those considering training in obstetrics and gynecology. Requests for the elective may be preferentially granted to students who express a genuine interest in performing their OBGYN residency training at Lehigh Valley Health Network in the future.

Elective Director/Coordinator contact information

Susan Haas, MD
Gynecology Elective Faculty Director
USF Select Women's Health Fourth Year Track Director
Cell: 610-554-6672
Susan.haas@lvhn.org

Coordinator: Austyn Hamilton

Director's Welcome/How To Be Successful

Welcome to the Gynecology Elective! The purpose of this rotation is to advance your knowledge in the areas of inpatient and outpatient gynecology, gynecologic surgery and perioperative care of the gynecologic patient. You will be successful by being an active member of the gynecology team, advancing your level of care to Manager level (RIME scale), completing the requirements of the rotation, and being both inquisitive and proactive in your learning.

CATALOG OBJECTIVES FOR THE ELECTIVE:

1. Will act as the primary provider: evaluate, admit when applicable, develop diagnostic and management plan for the gynecology patient.
2. Will follow assigned patient status, developing new diagnostic and management plans as the clinical scenario changes.
3. Will be assistant surgeon and/or participate in procedures as level of training allows.
4. Will follow, round on, document upon, and present assigned patients on the gynecology service during daily rounds.
5. Will manage a sufficient number of patients as an acting intern to gain skills and knowledge necessary to function as the primary physician.
6. Will see patients in the ambulatory gynecology office setting with faculty attending when assigned.
7. Will participate in and develop an understanding for the principles of gynecologic surgery.

In addition to inpatient management of the gynecologic service and assigned gynecologic surgical cases, the student will be expected to participate in the ambulatory OBGYN clinic with a designated faculty member on an average of 1-2 days per week. In this setting, the student should focus on learning and performing a detailed pelvic examination, office based gynecologic procedures, and problem visits as well as preventative care visits. Student might take gynecology call but will not be expected to work 24 hour shifts. Gynecology call might fall on a weekend in which case you will have a weekday off. Student might attend didactics on Thursday afternoons with the residents.

Rotation-Specific Entrustable Professional Activities expected to be met during this course:

EPA 1. Gather an obstetric and gynecologic history.

EPA 2. Perform a complete breast examination.

EPA 3. Perform a pelvic examination including speculum and bimanual examination in a gynecologic patient.

EPA 4. Perform and interpret of a wet mount for common obstetric and gynecologic complaints.

EPA 5. Provide an oral presentation following a clinical encounter including assessment, differential diagnosis and plan.

EPA 6. Perform and receive patient handoffs effectively to transition care.

EPA 7. Understand the principles of informed consent and begin to explain the risks, benefits and alternatives to gynecological procedures.

EPA 8. Perform adequate counseling regarding contraceptive options.

EPA 9. Demonstrate basic GYN surgical principles including:

- A. Patient positioning
- B. Prepping
- C. Draping

EPA 10. Demonstrate basic surgical skills including:

- A. Foley catheter placement

- B. Knot tying
- C. Simple suturing

Requirements:

- Attend surgeries as assigned by chief resident unless otherwise noted on your schedule
- Attend clinics as noted on your schedule
- Integrate self as member of gynecologic team (admission, rounding, coordination of care, clinical tasks as needed for patient care)
- Oral presentation to gynecologic team on topic of your choice (to be approved by Dr. Haas at midterm feedback)
- Attend midterm feedback
- Write operative note for hysterectomy (this should be reviewed with Dr. Haas for formal feedback by the end of your rotation)
- Maintain procedure log and weekly duty hours (turn in at conclusion of elective)

*** You must complete the presentation and operative note in order to pass the rotation. Failure to do so will result in a remediation or incomplete.**

Elective Design and Schedule

You will receive your schedule via e-mail. Your schedule is subject to change. This is a four-week course.

The elective is designed to expose you to various aspects of gynecology. You will be assigned to surgical cases. You will be assigned to specialty clinics (for example pediatric adolescent gynecology, substance abuse, chronic pelvic pain). You will also participate in ambulatory OBGYN clinic. You might participate in gynecology call. You will not be expected to work 24-hour shifts. Call may fall on a weekend. You might attend didactics on Thursday afternoons with the residents. You might attend grand rounds on Friday mornings.

LVPG Generalist Faculty: Pictures and bios of our approximately 30 faculty can be found at lvhn.org/medical-services/womens-health/doctors

LVHN OB/GYN Residents: Pictures and bios of our current residents can be found at lvhn.org/obstetrics-and-gynecology-residency-program/residents

Elective Locations

Personal transportation is required for this rotation. If you do not have access to personal transportation, please speak with your preceptor at least 1 week prior to the start of the location to discuss alterations to your schedule.

You will likely attend surgical cases at all three core campuses including LVH-Cedar Crest, LVH-17th Street and LVH-Muhlenburg. We also have some satellite campuses listed below which you might also travel to. If you are unsure how to find the operating rooms at any of the locations, please ask your preceptor or the chief resident on your service for directions. OR cases begin at 0730 across all campuses.

You may attend office hours at any of the LVPG-OB/GYN offices in the Central Lehigh Valley region or at the Center for Women’s Medicine (CWM, now known as Valley Health Partners) at LVH-17th Street. Office addresses are listed below.

Lehigh Valley Hospital- 17th Street
 1627 W Chew Street
 Allentown PA
 VHP-CWM (Center for Women’s Medicine: 1st floor)
 Main OR: 2nd floor
 Robotics: 3rd floor

Lehigh Valley Hospital- Muhlenburg
 2545 Schoenersville Road
 Bethlehem PA
 Main OR

Lehigh Valley Hospital- Cedar Crest
 1200 S Cedar Crest Blvd
 Allentown PA
 Main OR

CHB (Coordinated Health- Bethlehem)
 2300 Highland Ave
 Bethlehem, PA 18020
 Building C
 Main OR

Lehigh Valley Hospital- Carbon
 2128 Blakeslee Blvd, Drive E
 Lehigh, PA 18235

CWM/17 th	LVPG OBGYN 17 th St.	401 N 17th Street, Suite 301 Allentown, PA 18104-5051
CC	LVPG OBGYN Cedar Crest	1245 S Cedar Crest Blvd, Suite 201 Allentown, PA 18103-6258
FV	LVPG OBGYN Fogelsville	1431 Nursery Street, Suite 202 Fogelsville, PA 18051-1612
KU	LVPG OBGYN Kutztown	333 Normal Avenue Kutztown, PA 19530

CRB	LVPG OBGYN Carbon	2226 Blakeslee Blvd, Drive E, Suite 200 Lehighton, PA 18235-9619
LS	LVPG OBGYN Laurys Station	5649 Wynnewood Drive, Suite 102 Laurys Station, PA 18059-1124
MF	LVPG OBGYN Madison Farms	4807 Freemansburg Avenue, Suite 150 Easton, PA 18045-5522
PR	LVPG OBGYN Pond Road	1611 Pond Road, Suite 300 Allentown, PA 18104-2258
RT	LVPG OBGYN Richland Township	320 W Pumping Station Road, Suite 2 Quakertown, PA 18951-2345
TX	LVPG OBGYN Trexlertown	6900 Hamilton Blvd Trexlertown, PA 18087-9100
VCP	LVPG OBGYN Valley Center Parkway	1665 Valley Center Parkway, Suite 130 Bethlehem, PA 18017-2352
WB	LVPG OBGYN West Broad	325 W Broad Street, Third Floor Bethlehem, PA 18018-5526
PL	LVPG OBGYN Palmer	3701 Corriere Road, Suite 22 Palmer Township, PA 18045

Elective Educational Sessions/Materials

You will attend gynecology related didactics on Thursday afternoons with the residents. This includes possible simulations. Timing and location of didactics is variable. You might attend grand rounds on Friday mornings.

Recommended Reading:

PB 218: Chronic pelvic pain

PB 128: Diagnosis of abnormal uterine bleeding in reproductive aged women

PB 136: Management of abnormal uterine bleeding associated with ovulatory dysfunction

CO 557: Management of acute abnormal uterine bleeding in nonpregnant reproductive-aged women

CO 760: Dysmenorrhea and endometriosis in the adolescent

CO 602: Depot medroxyprogesterone acetate and bone effects

CO 714: Obesity in adolescents

PB 155: Urinary incontinence in women

PB 114: Management of endometriosis

PB 141: Management of menopausal symptoms

CPG 1: Osteoporosis prevention, screening and diagnosis

PB 206: Use of hormonal contraception in women with coexisting medical conditions

Clinical consensus 3: General approaches to medical management of menstrual suppression

PB 152: Emergency contraception

CO 619: Gynecologic surgery in the obese woman

PB 179: Breast cancer risk assessment and screening in average risk women

PB 182: Hereditary breast and ovarian cancer syndrome

CO 793: Hereditary cancer syndromes and risk assessment

CO 631: Endometrial intraepithelial neoplasia

Practice Advisory: Updated Cervical Cancer Screening Guidelines

Practice Advisory: Updated Guidelines for Management of Cervical Cancer Screening Abnormalities

PB 186: Long-acting reversible contraception: implants and intrauterine devices

PB 194: Polycystic ovary syndrome

PB 200: Early pregnancy loss

CO 785: Screening and management of bleeding disorders in adolescents with heavy menstrual bleeding

CO 734: The role of transvaginal ultrasonography in evaluating the endometrium of women with postmenopausal bleeding

CO 781: Infertility workup for the women's health specialist

PB 228: Management of symptomatic uterine leiomyomas

PB 193: Tubal ectopic pregnancy

FINAL GRADING RUBRIC (H, PC, P, R, I, F, S, U)

<u>Clinical Evaluations</u>	<u>50%</u>
<u>Oral presentation</u>	<u>20%</u>
<u>Written work</u>	<u>20%</u>
<u>Log completion</u>	<u>5%</u>
<u>Professionalism</u>	<u>5%</u>

Requirements:

- **Attend surgeries as assigned by chief resident unless otherwise noted on your schedule**
- **Attend clinics as noted on your schedule**
- **Integrate self as member of gynecologic team (admission, rounding, coordination of care, clinical tasks as needed for patient care)**
- **Oral presentation to gynecologic team on topic of your choice (to be approved by Dr. Haas at midterm feedback)**
- **Attend midterm feedback**
- **Write operative note for hysterectomy (this should be reviewed with Dr. Haas for formal feedback by the end of your rotation)**
- **Maintain procedure log and weekly duty hours**

*** You must complete the presentation and operative note in order to pass the rotation. Failure to do so will result in a remediation or incomplete.**

Honors Eligibility

In order to be eligible for a grade of honors, a student must achieve ALL of the following:

- Consistently receives outstanding clinical evaluations [mostly and consistently above expectations] from the residents and faculty
- Receives a final RIME scoring of at least a **manager**.
- Consistently demonstrates professional behavior, including attending all scheduled activities except in the event of an excused absence.
- Completes all elective assignments on time (by end of elective).
- Demonstrate advanced level oral presentation skills.

Pass with Commendation Eligibility

In order to be eligible for a grade of pass with commendation, a student must achieve ALL of the following:

- Consistently receive above average clinical evaluations [mostly above expectations] from the residents and faculty
- Receives a final RIME scoring of at least **Interpreter**
- Consistently demonstrates professional behavior, including attending all scheduled activities except in the event of an excused absence.
- Completes all elective assignments on time (by end of elective).
- Demonstrate above average oral presentation skills.

Pass Eligibility

In order to be eligible for a grade of pass, a student must achieve All of the following:

- Consistently receive average clinical evaluations [consistently meets expectations] from the residents and faculty
- Receives a final RIME scoring of at **least reporter with evidence of some interpreter skills**
- Consistently demonstrates professional behavior, including attending all scheduled activities except in the event of an excused absence.
- Completes all portfolio assignments on time (by end of elective).
- Demonstrate acceptable/average oral presentation skills.

Remediation

A student will receive a grade of remediation if any of the following occur:

- Consistently receives clinical evaluations from the residents and faculty which are below average [below or mostly meets expectations] in a particular area (ie H&P, documentation).
- The student fails to hand in their completed assignments without being granted an extension for the assignments.
- Receives a final RIME score of reporters without evidence of advancement to interpreter.
- Student has a focal area of unprofessionalism.

Incomplete

A student will receive an incomplete grade if any of the following occur:

- The student has assignments which are still due to the course director, but the student proactively asked for and received an extended due date.
- The student fails to make up any absent sessions.

Fail

A student will receive a grade of fail if any of the following occur:

- Consistently receives clinical evaluations from the residents and faculty which below average [below or mostly meets expectations] across multiple areas.
- The student fails to make up any absent sessions after one month of the conclusion of the rotation
- The student consistently demonstrates unprofessional behavior.

PROFESSIONALISM:

Any breach of the professionalism as described in the MCOM handbook including but not limited to the professionalism values section and the social media participation guidelines, may be grounds for remediation or failure of the course as determined by the course director in consultation with the Assistant Dean for the Clinical Curriculum.

GRADE APPEALS:

A student may appeal a course grade if the student has evidence that the grade was assigned in an erroneous manner. Within five (5) school days after the receipt of the grade, the student may appeal in writing to the responsible Course director any assigned grade that they dispute. See handbook for details of the process.

Students are expected to review and be familiar with the student handbook in general.

<https://health.usf.edu/medicine/mdprogram/student-affairs/handbook>

In particular for this course students are expected to review the following areas in the handbook for specific details:

MCOM Clinical Years Monitoring Student Time Guideline

COM students are held to the same work hour guidelines as are residents, per ACGME guidelines. Students are limited to a maximum of 80 duty hours per week including in-house call, *averaged* over four weeks. Students must be given one day out of seven free from all clinical and educational responsibilities, *averaged* over four weeks. Students cannot be scheduled for in-house call more than once every three nights, *averaged* over four weeks. Students may not work more than 28 consecutive hours. Students should be given at least ten hours for rest and personal activities between daily duty periods and after in-house call. Students, residents, and faculty are not permitted to allow/require deviation from the above rules.

MCOM Medical Student Clinical Supervision Guideline

Medical students may not provide care in an unsupervised fashion. Supervisors must either hold a faculty appointment or be supervised in their teaching and assessment role by an individual who has a faculty appointment. This may include residents, fellows, and other licensed health professional faculty supervising an activity within their scope of expertise or practice. Medical students may be supervised at one of two broad levels: 1) Direct observation or 2) Immediately available indirect supervision.

Attendance

During the clinical years the student's responsibilities lie within the individual course. Attendance within a given course is a demonstration of attitude and professional behavior. This behavior impacts all members of the healthcare team, including fellow students and patients. Any absence from the course may have a direct impact on student performance, the clinical experience, the evaluation of professionalism, the overall grade, and the successful completion of the clerkship. Students who miss scheduled hours are expected to acquire the same level of competency as other students in the clerkship. Lectures, reading assignments and clinical duties will not be re-created or offset to accommodate any absences. **All absences are at the discretion of the course director. Students should follow the procedure guidelines for obtaining an excused absence outlined in the handbook.** The

course director will use the guidelines outlined in the student handbook when determining if the absence is excused.

Residency Interviews

Students are expected to schedule residency interviews during months that they are not scheduled to have a clinical course. Student may miss up to 2 days for interviews, but those days must be made up.

Mistreatment Guideline and Procedure

USF Health's Morsani College of Medicine is committed to assuring a safe, encouraging, and supportive learning environment that reflects commitments to professionalism, respect, diversity, and virtues such as integrity, compassion, and kindness. All MCOM faculty and staff are expected to conduct themselves in a professional manner and contribute to creation of a culture that is supportive of learning. Mistreatment, bullying, discrimination, harassment, and sexual harassment are prohibited at MCOM. The student mistreatment policy, in accordance with LCME standard 3.6, ensures that concerns about the learning environment are promptly dealt with and resolutions reached in a fair and just manner. The College forbids any retaliatory action against students who present grievances in good faith.

The MCOM Student Mistreatment policy aims to safeguard medical students from mistreatment by any faculty member or staff associated with MCOM, including clerkship directors, attending physicians, residents, and other medical students by:

- educating members of MCOM about student mistreatment;
- prohibiting medical student mistreatment by anyone associated with MCOM;
- encouraging the early identification of medical student mistreatment as a preventative measure;
- identifying individuals to whom medical students can report mistreatment;
- requiring those who receive complaints regarding student mistreatment to report the complaint to the appropriate administrator;
- providing a confidential system for reporting mistreatment;
- assuring confidentiality to the fullest extent possible;
- assuring that all reports of mistreatment will be thoroughly and promptly addressed;
- providing an avenue for corrective action.

Reports of mistreatment will preferably be addressed within an informal framework when appropriate, but formal procedures are available for use when necessary.

MCOM is committed to preventing mistreatment of medical students through education of the MCOM community. The policy and related procedures will be disseminated among MCOM on an annual basis. Additionally, MCOM will periodically use varying methods (e.g., email, workshops, orientations) to inform medical students, faculty, and staff about medical student mistreatment and the MCOM policy on addressing mistreatment.

Professionalism Guidelines and Procedures

Professionalism is grounded in the fundamental values of honesty, integrity and fairness and is an essential part of the practice of medicine. Students are expected to display and will be examined by these exemplary behaviors. Students are expected to uphold their responsibility to their profession, and to appreciate that behaviors outside of the classroom and clinical learning environments can impact their progression through the program.

In addition to behavioral standards related to the medical profession, students are expected to uphold the principles of honor set forth by the University of South Florida in The Commitment to Honor code.

Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records; or other unprofessional conduct can be grounds for dismissal and will be reviewed by the APRC.

Title IX:

Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, USF has designated all faculty (TA, Adjunct, etc.) as Responsible Employees, who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking. The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. Students who aren't sure what to do, should contact victim advocacy. Call (813-974-5756), email (va@usf.edu) or come to the office (SVC 2057) to schedule an appointment. If students have urgent advocacy needs while the office is closed, an advocate is available through our 24/7 Victim Helpline at (813) 974-5757.

Diversity, Equity, and Inclusion Statement:

The vision of the Morsani College of Medicine (MCOM) Student Diversity and Enrichment programs is to encourage and promote an environment that welcomes and embraces diversity in the student body. We diligently ensure that all students feel supported and accepted in order to optimize their educational experience. USF MCOM defines diversity not solely limited to race and ethnicity, but also encompass talents, life skills and special attributes.

Should you need further assistance or more information about our many USF Health Morsani College of Medicine's diversity-driven events, outreach, and support programs, please contact the Office of Student Diversity and Enrichment via:

- Email or Teams chat: Osde@usf.edu

- The OSDE contact page <https://health.usf.edu/medicine/mdprogram/offices/osde>

More information about USF Health and its commitment to diversity [can be found here](#).

For any disputes in which a student has allegedly violated USF policies or rules, please contact [The Office of the Student Ombudsman](#), at (813) 974-0835 or [Student Conduct and Ethical Development](#), ALN 109, (813) 974-9443 for assistance.

Evaluation Compliance Guideline

Student feedback is an essential component for continuous quality improvement of our teaching faculty and curriculum development. Morsani College of Medicine (MCOM) has implemented the following guidelines for all students currently enrolled:

1. Students will be required to complete a minimum of 80% of the evaluations assigned to them
2. All evaluations should be completed within 25 days upon receipt
3. Students may suspend evaluations only given the following circumstances:
 - a. The evaluation was assigned in error
 - b. The student did not spend enough time with an educator to properly evaluate them
4. At most students will be permitted to suspend up to 20% of their evaluations. Once a student exceeds a 20% suspension rate their evaluations will be reviewed on a case by case basis
5. Comments provided on evaluations should be constructive, respectful, and made in a professional manner

Please note that levels of anonymity are strictly enforced and fail safes are put into place to ensure a student cannot be identified from their evaluation.

Student evaluation completion compliance rates will be monitored on a quarterly basis and any student found to be out of compliance at the time will be required to attend a mandatory one hour session to complete any pending evaluations. Students will receive a notice via email that they are required to attend the mandatory session to complete their evaluations. Failure to complete evaluations and/or attend the mandatory sessions may result in the following disciplinary actions:

1. A written notice from the Associate Dean of Undergraduate Medical Education
2. A mandatory meeting with the Associate Dean of Undergraduate Medical Education
3. Appearance before the Academic Performance Review Committee (APRC)

**Above is a summary of the USF Student Evaluation Guideline. Please review MCOM's Student Handbook for the full text of this guideline.*

Sessions Recording Guideline

In this class, software will be used to record live class lectures and discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Recording may be used in subsequent semester for instructional purposes in necessary. Participation in the sessions is considered consent for recording. In courses in which video of students might be captured due to online software being used, students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. A student's use of video during the session is considered consent for the video to be recorded and used as previously described.

This option to disable video will not apply to video proctored exams. Please discuss recording options with your instructor. Students may use the recordings as a resource to review content. Copying or distributing the video recordings by students is prohibited and considered a professionalism violation.

Student Accessibility and Accommodation

University of South Florida Morsani College of Medicine (MCOM) is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g., mental health, attentional, learning, chronic health, sensory, or physical).

To ensure access to this class, and program, please contact Student Accessibility Services to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings.

Accommodations are not provided retroactively. Students are encouraged to register with Student Accessibility Services as soon as they begin their program. The University of South Florida Morsani College of Medicine encourages students to access all resources available through Student Accessibility Services for consistent support and access to their programs. More information can be found online at [Student Accessibility Services](#).

LINK TO UNIVERSITY REGULATIONS AND POLICIES

<http://regulationspolicies.usf.edu/policies-and-procedures/pdfs/guideline-11-008.pdf>

MCOM Program Objectives

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 Perform all medical, diagnostic, and surgical procedures considered essential for the area of practice

- 1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests
- 1.3 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient
- 1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice
- 1.5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
- 1.6 Develop and carry out patient management plans
- 1.7 Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making
- 1.8 Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes
- 1.9 Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health
- 1.10 Provide appropriate role modeling
- 1.11 Perform supervisory responsibilities commensurate with one's roles, abilities, and qualifications

SELECT 1.12 Perform values-based patient-centered comprehensive assessment, diagnosis and patient management, utilizing shared decision making in care of the patient.

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 Demonstrate an investigatory and analytic approach to clinical situations
- 2.2 Apply established and emerging bio-physical scientific principles fundamental to health care for patients and populations
- 2.3 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care
- 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 provision of patient care, including assessment of the impact of psychosocial and cultural influences on health, disease, care seeking, care compliance, and barriers to and attitudes toward care
- 2.6 Contribute to the creation, dissemination, application, and translation of new health care knowledge and Practices

SELECT 2.7 Examine national and international health systems, policy and finance.

3. Practice-Based Learning and Improvement

Demonstrate the ability to investigate and evaluate one's 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 strengths, deficiencies, and limits in one's knowledge and expertise
- 3.2 Set learning and improvement goals
- 3.3 Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitudes
- 3.4 Systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement
- 3.5 Incorporate feedback into daily practice
- 3.6 Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems
- 3.7 Use information technology to optimize learning
- 3.8 Participate in the education of patients, families, students, trainees, peers, and other health professionals
- 3.9 Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care
- 3.10 Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes

SELECT 3.11 Demonstrate advanced competency in self-assessing knowledge gaps and setting improvement goals, then perform activities to accomplish these.

SELECT 3.12 Analyze a health care environment or system and recommend changes to improve patient outcomes.

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, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
- 4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies
- 4.3 Work effectively with others as a member or leader of a health care team or other professional group
- 4.4 Act in a consultative role to other health professionals
- 4.5 Maintain comprehensive, timely, and legible medical records
- 4.6 Demonstrate sensitivity, honesty, and compassion in difficult conversations, including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics
- 4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions

SELECT 4.8 Demonstrate advanced team leadership skills that enhance team functioning, the learning environment, and/or the health care system.

SELECT 4.9 Communicate effectively and sensitively with patients, adjusting language and style in order to incorporate their knowledge, values, and culture.

5. Professionalism

Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles

- 5.1 Demonstrate compassion, integrity, and respect for others
- 5.2 Demonstrate responsiveness to patient needs that supersedes self-interest
- 5.3 Demonstrate respect for patient privacy and autonomy
- 5.4 Demonstrate accountability to patients, society, and the profession
- 5.5 Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation
- 5.6 Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations

SELECT 5.7 Demonstrate advanced ability in all of the above [Core Professionalism objectives], and the ability to inspire and instruct peers in these areas

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 effectively on other resources in the system to provide optimal health care

- 6.1 Work effectively in various health care delivery settings and systems relevant to one's clinical specialty
- 6.2 Coordinate patient care within the health care system relevant to one's clinical specialty
- 6.3 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care
- 6.4 Advocate for quality patient care and optimal patient care systems
- 6.5 Participate in identifying system errors and implementing potential systems solutions
- 6.6 Perform administrative and practice management responsibilities commensurate with one's role, abilities, and qualifications

SELECT 6.7 Show advanced ability to incorporate knowledge of health systems and cost of care into medical decisions.

SELECT 6.8 Strategize, practice, and advocate for quality improvement in patient care and health care systems. SECECT 6.9 Integrate knowledge of healthcare systems into individual patient care.

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 Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust
- 7.2 Use the knowledge of one's own role and the roles of other health professionals to appropriately assess and address the health care needs of the patients and populations served
- 7.3 Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations
- 7.4 Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable

SELECT 7.5 Demonstrate advanced team competencies in assessment and coaching in order to achieve a common patient-centered end.

8. Personal and Professional Development

Demonstrate the qualities required to sustain lifelong personal and professional growth

- 8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors
- 8.2 Demonstrate healthy coping mechanisms to respond to stress
- 8.3 Manage conflict between personal and professional responsibilities
- 8.4 Practice flexibility and maturity in adjusting to change with the capacity to alter one's behavior
- 8.5 Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients
- 8.6 Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system
- 8.7 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease
- 8.8 Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty

SELECT 8.9 Demonstrate emotional intelligence by showing awareness of strengths, weaknesses, and idiosyncrasies of self, team, and systems, and then show the ability to modulate one's behavior to positively affect each of these.

SELECT 8.10 Describe the basic competencies necessary for effectiveness as a potential future physician and leader.

SELECT 8.11 Implement the professional and personal development process.

SELECT 8.12 Actively participate in one's own personal and professional development through individual and group coaching.

MCOM Clinical – Specialty Track Phase Objectives

Track EPA 1.1 Student will demonstrate the ability to gather a history

Track EPA 1.2 Student will demonstrate the ability perform a physical exam

Track EPA 2 Student will demonstrate the ability prioritize a differential diagnosis following a clinical encounter

Track EPA 3: Student will demonstrate the ability to recommend and interpret common diagnostic tests

Track EPA 4: Student will demonstrate the ability to enter and discuss orders and prescriptions

Track EPA 5.1: Student will demonstrate the ability to document a clinical encounter in the patient record

Track EPA 5.2: Student will demonstrate the ability to see multiple patients in a clinical session while maintaining accuracy and thoroughness of their history taking, physical exam skills, ability to create a differential diagnosis, implementation of the clinical plan and documentation.

Track EPA 6: Student will demonstrate the ability provide an oral presentation of a clinical encounter

Track EPA 7: Student will demonstrate the ability to form clinical questions and retrieve evidence to advance patient care

Track EPA 8: Student will demonstrate the ability to give or receive a patient handover to transition care responsibly

Track EPA 9: Student will demonstrate the ability to collaborate as a member of an interprofessional team

Track EPA 10: Student will demonstrate the ability to recognize a patient requiring urgent or emergent care and initiate evaluation and management

Track EPA 11: Student will demonstrate the ability to obtain consent for tests or procedures

Track EPA 12: Student will demonstrate the ability to perform procedures appropriate for their track specialty