

**Indiana University School of Medicine
2009-2010 PRAC Learning and Assessment Report**

The Indiana University School of Medicine has nine campuses located throughout the state of Indiana. The locations include: Bloomington, Evansville, Fort Wayne, Indianapolis, Lafayette, Muncie, Northwest, South Bend, and Terre Haute. The first two school are offered at all nine campuses, while the third and fourth years of medical school are Wayne, Indianapolis, Northwest, South Bend, and Terre Haute.

All nine IUSM campuses have a competency based curriculum with common learning objectives statewide assessment tools, but the pedagogy used at each site varies depending on the interest the faculty at each location. There is a common core of material required for every discipline, a skills each student must observe or perform, types of patients each students must see (either standardized patients, or through case presentations), core competencies each student must common knowledge based examinations, and common performance based examinations each pass.

The IUSM competency-based educational program has nine objectives that were adopted in seven years of curricular review and planning to ensure that IUSM graduates possess the competencies expected by the medical profession and the public:

- (1) Effective Communication,
- (2) Basic Clinical Skills,
- (3) Using Science to Guide, Diagnosis, Management, Therapeutics, and Prevention,
- (4) Lifelong Learning,
- (5) Self-Awareness, Self-Care, and Personal Growth,
- (6) Social and Community Contexts of Health Care,
- (7) Moral Reasoning and Ethical Judgment,
- (8) Problem Solving, and
- (9) Professionalism.



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The IUSM competencies are the foundation for the IUSM educational program and provide the criteria used for all program planning and student and program evaluation. The competency curriculum is implemented throughout all four years of medical school in a matrix design. Courses occupy time blocks in the first and second years of medical school, and students spend their time in clerkships, and clinical specialty disciplines, and subspecialty disciplines in the third and fourth years of medical school. Throughout the four years of medical education, competency content and assessments are woven through these existing basic science courses and clerkships.

IUSM students are required to demonstrate proficiency in each of the nine competencies at beginner (Level 1, by the end of the second year of training) and intermediate (Level 2, by the end of the third year of training) levels and in three of the nine competencies at an advanced level (Level 3, by the end of the fourth year of training) to be eligible for graduation. Achievement of Levels 1 and 2 depends on successful completion of competency exposures and assessments that are part of the required curriculum in each of the first three years. The IUSM Database of Competency Curriculum (DoCC) identifies the competency exposures and assessments associated with each course or clerkship. At Level 3, students have the opportunity to focus on areas of their choice. Students may create individualized learning plans and products, with approval by the appropriate Competency Director and Elective Director (if done through an elective), or they may complete existing Level 3 curricular activities.

The following table shows the general competencies expected of graduates, educational program objectives related to each competency, and any outcome measure(s) indicating achievement of each listed objective.

General Competency	Educational Program Objective(s)	Outcome Measure(s)
<p>IUSM has a dedicated Competency Director for each of our nine competencies, expert in the competency, to oversee the competency curriculum and to remediate those who are found to be deficient in areas of each competency.</p>		
<p>Effective Communication Level 1</p>	<p>The beginner/novice student will meet the criteria for Effective Communication in written communications of an informal nature, such as descriptive reports and hospital progress notes. The student will demonstrate competence in oral communications in one-on-one settings, such as with an individual patient or faculty member. In those settings involving patients, the content of the encounter should be relatively free of highly charged issues. The patient will not possess any characteristics that would pose difficult challenges to the student (for example, an altered state of consciousness). The student will be expected only to follow prescribed elementary processes for the interview and write-up, such as one would find in a basic interviewing handbook.</p>	<p>ICM I: 4-Habits Evaluation ICM II: OSCE, OSTE, Case Presentation Evaluation Global Communication Likert scales Portfolio (TH, LA)</p>
<p>Effective Communication Level 2</p>	<p>The intermediate student will meet the criteria for Effective Communication in written communications of a formal nature, such as essay exams, term papers, and formal reports. The student will demonstrate competence in oral communication in the context of small groups, such as work rounds in the hospital or small group discussions in seminars. In those settings involving patients, the</p>	<p>Global Communication Likert scales Clerkship Director and clinical evaluations Case presentation evaluation</p>

General Competency	Educational Program Objective(s)	Outcome Measure(s)
	<p>content of the encounter may contain issues of a more difficult nature. The patient may have certain characteristics that pose a moderate degree of difficulty for the student, such as a slight-to-moderate hearing impairment or moderate anxiety. The student should be able to integrate clinical reasoning into the interviewing. This would be reflected in a less rigid and structured approach in which clues and competing hypotheses would be pursued in a rich, branching network of associations.</p>	<p>Rochester Communication Rating Scale</p> <p>OSCE</p> <p>Radiology: Oral Presentation Evaluation</p>
<p>Effective Communication</p> <p>Level 3</p>	<p>The advanced student will meet the criteria for Effective Communication in written communications of publication quality, such as a manuscript, dissertation, or grant proposal. The student will demonstrate competence in oral communication in the context of large groups and formal presentations, such as at a professional meeting. In those settings involving patients, the content of the encounter would contain issues of a more difficult nature, such as sexuality, death, or dependency. The patient may have certain characteristics that pose a high degree of difficulty for the student, such as an impaired level of consciousness, hostility, or severe speech impairment. The student should be able to use the interview therapeutically. This would be reflected in thoughtful use of silence, empathetic statements, appropriate use of reassurance, judicious suggestions, and careful interpretations.</p>	<p>Completion of Level 3 projects and the appropriate evaluation instrument</p> <p>Global Communication Likert scales</p> <p>Rochester Communication Rating Scale</p> <p>Case Presentation Evaluation</p> <p>Oral/Public Presentations Evaluation (Noon Conference Presentation)</p> <p>Written Communication Rubric</p> <p>ECMS Database</p>

General Competency	Educational Program Objective(s)	Outcome Measure(s)
<p>Basic Clinical Skills</p> <p>Level 1</p>	<p>The beginner student will meet the criteria for the Basic Clinical Skills competency at Level 1 by being able to elicit a complete medical history and perform a complete physical examination using proper technique. The student should have an understanding of how to organize and analyze the data collected, though the quality of the history of the present illness and differential diagnosis will be limited by their knowledge of the pertinent diseases. Level 1 students will also have an introductory knowledge of routine clinical procedures and will have been taught, though they will not be expected to be able to perform these procedures without supervision.</p>	<p>Student will perform or observe a certain number of examinations:</p> <p>Pediatrics Exam: 1 performed or observed.</p> <p>HEENT Exam: 4</p> <p>Musculoskeletal Exam: 2</p> <p>Abdominal Exam: 4</p> <p>Cardiovascular Exam: 4</p> <p>Pulmonary/Chest Exam: 4</p> <p>Neurological Exam: 3</p> <p>GYN and Breast Exam: 1</p> <p>Male GU Exam: 1</p> <p>Complete Exam: 4</p> <p>Complete History: 8</p> <p>Focused History: 3</p>

General Competency	Educational Program Objective(s)	Outcome Measure(s)																										
		Focused Exam: 3																										
Basic Clinical Skills Level 2	<p>The intermediate student will elicit an accurate and complete medical history and perform an accurate and complete physical examination, though they will occasionally miss subtle findings, such as mitral diastolic murmur or a slightly enlarged spleen. The student should be able to determine what parts of the history and physical examination are pertinent to particular clinical settings such as the emergency department or the outpatient clinic. They will know when and how to obtain emergency assistance, consultation, and referral. They should be able to analyze the data collected in their histories and physical examinations to form a cogent differential diagnosis or problem list, and they should be able to communicate these findings and analysis to others in a clear and concise manner. Level 2 students should be able to perform routine clinical procedures accurately and recognize when they need consultation or assistance in completing the procedure or interpreting the result. Level 2 students will have an introductory knowledge of complex or specialized clinical procedures and their value in diagnosis and therapy. Students will log a set number of procedural skills performed during the 3rd year of clinical clerkship education and if deficient will remediate in those areas of limited exposure.</p>	<table border="1"> <thead> <tr> <th data-bbox="1167 467 1472 540">Procedure</th> <th data-bbox="1472 467 2007 540">Minimum Required</th> </tr> </thead> <tbody> <tr> <td data-bbox="1167 540 1472 613">Arterial punc/catheter place</td> <td data-bbox="1472 540 2007 613">Perform 1</td> </tr> <tr> <td data-bbox="1167 613 1472 686">Breast exam</td> <td data-bbox="1472 613 2007 686">Perform 1</td> </tr> <tr> <td data-bbox="1167 686 1472 760">Central vein catheter insertion</td> <td data-bbox="1472 686 2007 760">Observe 1</td> </tr> <tr> <td data-bbox="1167 760 1472 833">Chest tube place/thoracentesis</td> <td data-bbox="1472 760 2007 833">Observe 1</td> </tr> <tr> <td data-bbox="1167 833 1472 906">Vaginal delivery</td> <td data-bbox="1472 833 2007 906">Participate 3</td> </tr> <tr> <td data-bbox="1167 906 1472 979">Cryosurgical rem of skin lesion</td> <td data-bbox="1472 906 2007 979">Observe 1</td> </tr> <tr> <td data-bbox="1167 979 1472 1052">Blood glucose monitoring</td> <td data-bbox="1472 979 2007 1052">Observe 2</td> </tr> <tr> <td data-bbox="1167 1052 1472 1125">Endotracheal tube placement</td> <td data-bbox="1472 1052 2007 1125">Perform 1</td> </tr> <tr> <td data-bbox="1167 1125 1472 1198">Prob foc history (fac observed)</td> <td data-bbox="1472 1125 2007 1198">Perform 1</td> </tr> <tr> <td data-bbox="1167 1198 1472 1271">Inguinal exam</td> <td data-bbox="1472 1198 2007 1271">Perform 1</td> </tr> <tr> <td data-bbox="1167 1271 1472 1344">Injection (subc, intrav, intram)</td> <td data-bbox="1472 1271 2007 1344">Perform 2</td> </tr> <tr> <td data-bbox="1167 1344 1472 1404">Nasogastric tube insertion</td> <td data-bbox="1472 1344 2007 1404">Perform 2</td> </tr> </tbody> </table>	Procedure	Minimum Required	Arterial punc/catheter place	Perform 1	Breast exam	Perform 1	Central vein catheter insertion	Observe 1	Chest tube place/thoracentesis	Observe 1	Vaginal delivery	Participate 3	Cryosurgical rem of skin lesion	Observe 1	Blood glucose monitoring	Observe 2	Endotracheal tube placement	Perform 1	Prob foc history (fac observed)	Perform 1	Inguinal exam	Perform 1	Injection (subc, intrav, intram)	Perform 2	Nasogastric tube insertion	Perform 2
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		EGD / colonoscopy	Observe 1
		Lumbar puncture	Observe 1
		Obtain a pap smear	Perform 5
		Pelvic exam	Perform 7
		Periph venous cath insertion	Perform 2
		Phys exam (fac observed)	Perform 1
		Foley catheter insertion	Perform 3
		Rectal exam	Perform 4
		Lesion biopsy	Observe 2
		Suture of wound	Perform 7
		Throat swab	Perform 1
		Tot parenteral nutrition mgmt	Perform 2
		Venipuncture	Perform 2
		Ventilator management	Observe 2

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<p>Basic Clinical Skills</p> <p>Level 3</p>	<p>The advanced student will meet the criteria for Basic Clinical Skills while participating in a senior elective, clerkship rotation and/or mini course involving clinical skills. Students should continue to be able to elicit an accurate and complete medical history, and to perform an accurate and complete physical examination, though they will occasionally miss subtle findings. They should be able to determine what components of the history and physical are pertinent to particular clinical settings; in addition, they should be able to analyze data collected to form a cogent differential diagnosis or problem list. These accomplishments will be determined in the fourth year required clerkship/elective rotations with a satisfactory grade that is equivalent to a 3 (Likert scale 0-5) on the clinical performance evaluation. In addition, the student must maintain Basic Life Support certification, show satisfactory completion of the senior radiology clerkship, and participate in a selected elective that critically educates and assesses the students' complete medical history and physical exam skills as it relates to that area of medicine. For many of the examples given below for</p>	<p>The student must complete one of the following workshops or electives and provide certificate and/or documentation of satisfactory completion of:</p> <ul style="list-style-type: none"> • A fourth year elective that meets high standards for clinical skills education and evaluation and <u>has been approved</u> by the Basic Clinical Skills Competency Director. Examples of electives that might qualify include: <ul style="list-style-type: none"> ○ Cardiology ○ Critical Care ○ Developmental Pediatrics ○ Pediatric Therapeutics ○ Neonatology ○ Neurology ○ Emergency Medicine ○ Neurosurgery ○ Adult/Pediatric Anesthesia ○ Pediatric Pathology ○ Sports Medicine • Advanced Trauma Life Support Course, or • Pediatric Advanced Life Support Course, or 								

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	Level 3 in Basic Clinical Skills, the student must show current Basic Life Support Certification as a prerequisite.	<ul style="list-style-type: none"> • Microvascular Course, or • Virtual Reality Surgical Clinical Skills Workshop, or <ul style="list-style-type: none"> ○ Virtual Bronchoscopy ○ Colonoscopy ○ Advanced Suture and Knot Tying Skills ○ Laparoscopic Skills • F.A.S.T. Ultrasound Exam Workshop.
Using Science to Guide Diagnosis, Management, Therapeutics and Prevention Level 1	The beginner/novice student will meet the criteria for Using Science to Guide Diagnosis, Management, Therapeutics and Prevention at Level 1 by: demonstrating mastery of key concepts and principles in the basic sciences and clinical disciplines that are the basis of current and future medical practice; demonstrating mastery of key concepts and principles of other sciences and humanities that apply to current and future medical practice(including epidemiology, biostatistics, healthcare delivery, ethics, human behavior, preventative medicine and the cultural contexts of medical care); competently diagnosing and managing common medical problems in patients; competently evaluating and managing medical information; and demonstrating a basic understanding of the healthcare needs of society and a commitment to contribute to society both in the medical field and in the broader contexts of society needs.	<ul style="list-style-type: none"> • USMLE Step 1; Year 1 and 2 course performance based on statewide exams, Concept mapping, PBL and TBL • USMLE Step 1; Course performance, esp. in EBM, Biostats, ICM I and II • Triple jump exam; Year 3 OSCE; ICM I and/or II groups following chronic patients • Critical reading exercises in EBM; Triple jump exam; • Course performance in all years; Participation in volunteer service activities
Using Science to	The intermediate student will meet the criteria for Using Science to	<ul style="list-style-type: none"> • USMLE Steps 1 and 2; Clinical rotation performance

General Competency	Educational Program Objective(s)	Outcome Measure(s)
<p>Guide Diagnosis, Management, Therapeutics and Prevention</p> <p>Level 2</p>	<p>Guide Diagnosis, Management, Therapeutics and Prevention at Level 2 by: demonstrating mastery of key concepts and principles in the basic sciences and clinical disciplines that are the basis of current and future medical practice; demonstrating mastery of key concepts and principles of other sciences and humanities that apply to current and future medical practice (including epidemiology, biostatistics, healthcare delivery, ethics, human behavior, preventative medicine and the cultural contexts of medical care); competently diagnosing and managing common medical problems in patients; assisting in the diagnosis and management of uncommon medical problems; and through knowing the limits of his/her own knowledge; adequately determine the need for referral; beginning to individualize care through integration of knowledge from the basic sciences, clinical disciplines, evidence-based medicine, and population-based medicine with specific information about the patient and the patient's life situation; competently evaluating and managing medical information; and demonstrating a basic understanding of the healthcare needs of society and a commitment to contribute to society both in the medical field and in the broader contexts of society needs.</p>	<ul style="list-style-type: none"> • USMLE Steps 1 and 2; Course performance, esp. in EBM, Biostats, Family Medicine I and II; Clinical rotation performance • Triple jump exam; Years 3 and 4 OSCEs; ICM groups following chronic patients; Clinical rotation performance • Clinical rotation performance • Clinical rotation performance; Year 3 and 4 OSCE • Critical reading exercises in EBM; Triple jump exam; Year 3 and 4 OSCEs • Course performance in all years; Kenya elective; Participation in volunteer service activities
<p>Using Science to Guide Diagnosis, Management, Therapeutics and</p>	<p>The advanced student will meet the criteria for Using Science to Guide Diagnosis, Management, Therapeutics and Prevention at Level 3 by: demonstrating the ability to employ sound research principles and methodologies to add to their own foundational core</p>	<ul style="list-style-type: none"> • Course performance in all years; presentation of written or oral journal critiques; oral and written case presentation to faculty, fellow students; Kenya elective; scientific research resulting in a poster at a national meeting or authorship on a journal article; Participation in volunteer service activities

General Competency	Educational Program Objective(s)	Outcome Measure(s)
<p>Prevention</p> <p>Level 3</p>	<p>of medical knowledge, improve care of the patient and enhance the medical knowledge of colleagues; developing a management plan for common acute and chronic disorders across all age groups and across the phases of the human life cycle; understanding that uncertainty is inherent to the practice of medicine, and is able to make appropriate decisions base on incomplete information, including limitations incurrent scientific/medical knowledge; educating the public about medical issues, health promotion and disease prevention; and demonstrating a basic understanding of the healthcare needs of society and a commitment to contribute to society both in the medical field and in the broader contexts of society needs.</p>	
<p>Lifelong Learning</p> <p>Level 1</p>	<p>The Level 1 student will meet the criteria for Lifelong Learning by exhibiting the following skills within the context of a structured setting, such as a medical school course: framing a question, utilizing modern information searching modalities, organizing data, compiling and using information. He/she should also be able to demonstrate the basic skills in self-assessment. These skills include the ability to openly and critically evaluate verbally and in written form one's personal performance on a variety of clinical and academic tasks. The student should be able to recognize problems in his/her learning, and seek assistance as necessary.</p>	<ul style="list-style-type: none"> • Triple Jump exams in selected courses and tracks (CHD and IUSM-NW Alternative Pathway) • EBM & Biostatistics statewide course • Paper-based case study exam • ICM II-case write-ups • Script Concordance Test piloted in Spring, 2008; will be used statewide at the beginning of Year 2 in Fall, 2008
<p>Lifelong Learning</p>	<p>The Level 2 student will demonstrate general competency in the</p>	<ul style="list-style-type: none"> • PBL case in small group sessions in the Surgery clerkship (3rd year)

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Level 2	<p>skills indicative of Lifelong Learning development listed above. The student will have demonstrated the ability to identify and analyze relevant scientific and medical literature, and to apply acquire knowledge effectively. The student should maintain a portfolio containing special projects that necessitated a literature search, or any evidence of independent research and study. The student's self-assessment ability at this level should be reliable and valid, and demonstrate some congruity with external evaluations from faculty and standardized examinations. The student should be able to recognize problems in his/her learning, and seek resolutions to these shortcomings.</p>	<ul style="list-style-type: none"> • As part of the Psychiatry, Medicine, & Neurology Block, Intersections address EBM issues, hierarchy of evidence, searching MEDLINE for the best evidence through applying specific search strategies. • Expanded H & P in Pediatrics & Medicine clerkships to include literature searches relevant to specific patients seen
<p>Lifelong Learning</p> <p>Level 3</p>	<p>The Level 3 medical student demonstrates a high enthusiasm for learning and actively pursues learning opportunities. He/she exhibits a proficiency in the above skills in the clinical setting, when the competing demands on the student's time become severe. The Level 3 should also be proficient in the ability to identify and analyze important scientific and medical literature, asking all the relevant questions, recognizing potential shortfalls, identifying strategies for solutions, critically reviewing all options and strategies, and implementing correction through further study. The student should be knowledgeable about searching for information from multiple sources and from remote sites. His/her portfolio should reflect an active commitment to the pursuit of knowledge and ability to organize and integrate information as demonstrated by evidence of</p>	<p>Several elective courses in Year 4 require students to write papers, critically evaluating the medical literature using both traditional and web-based resources. Problem-Based Learning (PBL) case-writing which in turn may be used for the Concepts in Health & Disease first-year course.</p>

General Competency	Educational Program Objective(s)	Outcome Measure(s)
	multiple independent research and learning efforts at increasingly complex levels. The student should demonstrate the awareness of his/her skills, and should show efforts to correct these shortcomings.	
Self-Awareness, Self-Care, and Personal Growth Level 1	The beginning student will meet criteria by demonstrating a developed awareness of the competency issues as they are present in their experiences to this point. Through guided self-reflection, students will have explored their own beliefs, values, style, and priorities as they relate to the broad context of their lives, in preparation for professional activities. Students will be able to identify signs of, and response to, stress in themselves. The beginning student will be able to explore potential areas of weakness both in interpersonal interaction and self –development and conceive of potential options for addressing these areas. Beginning students will be receptive to criticism from others.	ICM Preceptors evaluate students on Likert scales developed for Level 1. Students are required to attend MBTI review reflection sessions Peer and Self Assessment review with preceptor is required and reflective piece is written for review Faculty discussion evaluations occur at campuses such as Northwest, where student’s interactions are evaluated by each faculty member and a consensus reached. Stress materials are presented and exercises such as the required paragraph discussing demonstrating the use of a rapid stress

General Competency	Educational Program Objective(s)	Outcome Measure(s)
		<p>reduction technique are collected.</p> <p>OSCE skills station asks students to identify personal emotional response to situation</p>
<p>Self-Awareness, Self-Care, and Personal Growth</p> <p>Level 2</p>	<p>The intermediate student will have examined issues of Self-Awareness, Self-care and Personal Growth as they relate to the professional context of medicine. They will be able to recognize the impact of their beliefs, values, style, and priorities on the doctor-patient relationship and how they influence effective care. They will have developed a monitoring system to identify their own personal stress and strategies for coping with stresses. Students will be able to recognize the impact of their interpersonal behaviors on professional contacts and identify the reactions of others to those behaviors. The intermediate student will be able to delineate personal and professional goals. A student at this level will be able to receive performance feedback and respond to it in a constructive fashion. They will have strategies for learning, time management and relaxation.</p>	<p>All preceptors in all clerkships have opportunity to evaluate students' ability to demonstrate Level 2 capabilities through observation of interactions with group and in individual interactions.</p> <p>Peer and Self Assessment data is reviewed with a chosen preceptor</p> <p>Students participate in TBL sessions in psychiatry portions of which addresses personal reactions to patients. Likert scale evaluation is used</p> <p>Psychiatry preceptors observe and supply narrative description of student's capabilities at personal reflection re: professional</p>

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		<p>activities</p> <p>Intersession interviews and career choice sessions emphasize personal awareness.</p> <p>Senior OSCE requires students to identify emotional reactions and coping strategies</p>
<p>Self-Awareness, Self-Care, and Personal Growth</p> <p>Level 3</p>	<p>Advanced medical school graduates will develop a synthesized approach that will harmonize their professional and personal lives. Personal practices will evolve beyond specific techniques to an integrated repertoire that effectively maintains energy, creativity, and well-being. Advanced level achievement will include the ability to reconcile personal and professional goals and demands. Advanced graduates will anticipate interpersonal situations which cause stress and develop proactive alternate approaches to handling them. Advanced graduates will be able to productively give as well as receive and respond to performance feedback.</p>	<p>Advanced achievement measured in terms prearranged with Course/Competency Director. Production of project meeting pre-stated criteria.</p> <p>Example:</p> <p>Writing of personal statement for ERAS submission that meets pre-announced requirements as determined by Advisor/Competency Director review.</p>
<p>The Social and Community</p>	<p>Beginner/novice students will meet the criteria for this competency by:</p>	<p>Introduction to Clinical Medicine I (ICM I) History Taking Objective Structured Teaching Experience (OSTE)</p>

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<p>Contexts of Health Care</p> <p>Level 1</p>	<ul style="list-style-type: none"> • reflecting on and acknowledging their own cultural and spiritual traditions, as well as gender, class, and sexual socialization experiences • articulating ways in which these factors influence their approach to medical practice • demonstrating nonjudgmental attitude toward value systems and beliefs different from their own. • exploring the role of community service through site visits, discussion with staff and patients, and observations of the provision of services 	<p>The Simulated Patient History Taking Assessment is a formative exercise that assesses students on their history taking skills. The following objectives assess the student’s awareness of the Social and Community Contexts of Health Care competency.</p> <p>Asked patient questions relating to his/her PAST MEDICAL HISTORY</p> <ul style="list-style-type: none"> • Growth and development / diet / childhood diseases / immunizations • Toxins and / or industrial exposures / occupational history <p>Asked patient questions relating to his/her FAMILY HISTORY</p> <ul style="list-style-type: none"> • Summary of ages and states of health or causes of death of immediate family • Family members with similar symptoms and signs • Presence of infectious and / or chronic diseases in family members • Family history of psychological or chemical depression (depression, anxiety, etc). • Family relationships

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		<p>Asked about patient's SOCIAL HISTORY</p> <ul style="list-style-type: none"> • Who lives in your Household • Social support (sources, e.g. Church, work, friends, community, temple) • Marital status/committed partnerships • Work • Recreation / exercise • Life satisfaction • Current stressors • Violence history • Do you feel safe? • Does anyone in your life hurt or threaten you? • Have you seen anyone at your home hurt or threatened? • Are you afraid of anyone? <p>Asked patient questions regarding lifestyle RISK FACTORS, habits history</p> <ul style="list-style-type: none"> • Tobacco • Current use • Past use • Alcohol • Current use • Past use

General Competency	Educational Program Objective(s)	Outcome Measure(s)
		<ul style="list-style-type: none"> • Illegal drugs • Current use • Past use • Sexual History • Currently sexually active • Partners male / female / both • Practice safe sex • Previous practices / behaviors • Occupational hazards, environmental exposures • Violence risk factors <ul style="list-style-type: none"> ○ Have you ever been forced to have sex against your will or in a way that you didn't like? ○ Have you ever been afraid of your sex partner? <p>PREVENTATIVE</p> <ul style="list-style-type: none"> • Exercise • Eating Habits • Firearms • Seatbelts • Smoke Detectors <p>Combined Grade sheet</p> <p>The combined grade sheet currently under development will encourage all faculty to share praise or concern about any student</p>

General Competency	Educational Program Objective(s)	Outcome Measure(s)
		in any competency, including Social and Community Contexts of Health Care.
<p>The Social and Community Contexts of Health Care</p> <p>Level 2</p>	<p>Intermediate level students will meet the criteria for this competency in encounters with individual patients and their families by:</p> <ul style="list-style-type: none"> • eliciting and identifying nonbiologic factors as part of their routine history-taking and include those issues, as appropriate, in their problem list formulations and management plans • serving as the patient’s advocate in identifying appropriate resources, matching patient’s needs to appropriate community services, and facilitating appropriate referrals • being aware of, have respect for and engage the familial, cultural and spiritual supports of the patient in the care of the patient • communicating respect for community service providers and when appropriate will function as a responsible team member • communicating an understanding of the importance of outreach and health advocacy initiatives as tools to increase the utilization of care and to improve the health status of the population. 	<p>Junior Objective Structured Clinical Examination (OSCE) is a formative assessment given at the beginning of the third year. Written feedback is given to the students by the Standardized Patients (SP) in the formal grade report. The following are sample objectives found in the formal grad report that assess the Social and Community Contexts of Health Care competency in a 2006 case:</p> <ul style="list-style-type: none"> • Was the student aware of any specific Women’s Health Care issues? • Did the student make appropriate referrals where/when necessary? • Student offered suggestions (i.e. support groups). <p>Senior OSCE is a summative assessment given at the end of the third year and beginning of the fourth year. Written feedback is given to the students by the SP in the formal grade report.</p> <p>The following are sample objectives found in the formal grad report that assess the Social and Community Contexts of Health Care competency in a 2006 case:</p> <ul style="list-style-type: none"> • Students asked about other family members with weight concerns (genetics of weight)

General Competency	Educational Program Objective(s)	Outcome Measure(s)
		<ul style="list-style-type: none"> • Student asked about cultural issues that may be affecting my weight • Student avoided stereotypical language about your weight and ethnicity • Student discussed options to help with your weight loss • Student offered to arrange referrals to community resources. <p><u>MS3 External Outcomes Measures:</u></p> <p>Clinical Skills Exam (USMLE)</p> <p>The Step 2 Clinical Skills Exam includes assessment of Social and Community Context of Health Care. In “The Patient Note” portion of the exam where students are asked to “include significant positives and negatives from social history and family history”.</p> <p>The Step 2 Clinical Knowledge Exam includes test questions that focus on the principles of clinical science that are deemed important for the practice of medicine, including questions focusing on the following Social and Community Context of Health Care criteria:</p> <ul style="list-style-type: none"> • Consent and informed consent to treatment (e.g., alternate therapies, risks and benefits, life support, advance directives, health care proxy) and research issues (e.g.,

General Competency	Educational Program Objective(s)	Outcome Measure(s)
		<p>conflict of interest, vulnerable populations)</p> <ul style="list-style-type: none"> • Death and dying (e.g., diagnosing death, organ donation, euthanasia, physician-assisted suicide) and palliative care (e.g., hospice, pain management, family counseling, psychosocial and spiritual issues, fear and loneliness) • Anaphylaxis and other allergic reactions • HIV infection/AIDS • Immunization against infectious agents (including infants, children, adults, the elderly; patients having compromised immune systems) • Early identification and intervention (e.g., suicide potential, depression, alcohol/substance) • Abuse, family involvement in schizophrenia) • Infections (e.g., urinary tract, sexually transmitted diseases [male]) • Acute and chronic renal failure including risk factors and prevention and methods of limiting progression • Male health maintenance examination (e.g. testicular, prostatic) <p>The Pediatrics Clerkship evaluation form includes elements of the Social and Community Contexts of Health Care including:</p> <ul style="list-style-type: none"> • <u>Psychosocial Issues and Family Considerations:</u> demonstrates knowledge of common psychosocial issues and family considerations. • <u>Routine Preventive Health and Anticipatory Guidance:</u>

General Competency	Educational Program Objective(s)	Outcome Measure(s)
		<p>demonstrates knowledge of routine preventive health and anticipatory guidance.</p> <p>The Family Medicine Clerkship evaluation form includes elements of the Social and Community Contexts of Health Care including:</p> <ul style="list-style-type: none"> • Identified non-biologic factors (ethnic/cultural, spiritual, socioeconomic, gender and sex orientation) as part of my history taking. • Recorded non biologic factors, as appropriate, in problem formulations and management plans. • Identified appropriate resources to match patient needs. • Facilitated appropriate referrals to community services. • Communicated respect for community service providers. • Functioned as a team member with other medical/community service providers. • Demonstrated an understanding of the importance of outreach and health advocacy initiatives. <p>Family Medicine Clerkship Didactic and Projects evaluation assessed student's performance in the following the Social and Community Contexts of Health Care related projects:</p> <ul style="list-style-type: none"> • Rural and Underserved Curriculum • Family and Community Project
The Social and	Advanced students will meet the criteria for this competency through	Graduation Questionnaire (AAMC) includes questions that ask

General Competency	Educational Program Objective(s)	Outcome Measure(s)
<p>Community Contexts of Health Care</p> <p>Level 3</p>	<p>proactive individual initiative and leadership by:</p> <ul style="list-style-type: none"> • generalizing from individual and family problems they have encountered to a broader community context • taking responsibility to be current with local and national health care issues • analyzing community health problems in the context of political, sociological, cultural, and economic factors • accepting personal responsibility to advocate through contributions of time, medical expertise and other appropriate evidence of support for practices and policies that improve the health of individual patients and of populations. 	<p>students to assess their own education in Social and Community Context of Health Care.</p> <p>Level 3 Project:</p> <p>Students complete a self assessment of achievement of Social and Community Context of Health Care specific goals that they identified in their project proposal. Additionally, students complete a qualitative reflection of the experience they pursued in their project and that reflection is evaluated by the Course Director.</p>
<p>Moral Reasoning and Ethical Judgment</p> <p>Level 1</p>	<p>All Levels</p> <p>Aim: Our goal is to graduate students who have a comprehensive understanding of the foundations and components of medical ethics and moral reasoning and are able to use that knowledge in addressing ethical issues in their practice of medicine.</p> <p>Objectives:</p>	<p>We have a dedicated Competency Director in Moral Reasoning and Ethical Judgment, expert in medical ethics, to oversee the medical ethics curriculum and to remediate those who are found to be deficient in areas of this competency</p> <p>Combined Grade sheet</p> <p>The combined grade sheet currently under development will encourage all faculty to share praise or concern about any student in any competency, including Moral Reasoning and Ethical</p>

General Competency	Educational Program Objective(s)	Outcome Measure(s)
	<p>Understands basic ethical concepts, including principles, systems of ethics, and methods of ethical reasoning</p> <p>Able to recognize ethical issues in a model ethics case, to identify the moral stakeholders, relevant ethical rights, duties and value conflicts</p> <p>Able to frame the moral conflict in a model ethics case, suggest a resolution, and defend it.</p> <p>Displays basic understanding of key issues in medical ethics introduced during years 1 and 2, including, death and dying, genetic testing, and the doctor- patient relationship</p>	<p>Judgment. Faculty will have the opportunity to submit their comments directly to the student's permanent file (with notification sent to the Competency Director), or to share them only with the Competency Director, who will be able to review the comments in the context of the student's overall performance across courses and/or years, and then make a decision about whether to forward the information to the student's permanent file and/or initiate a process of remediation.</p> <p>Faculty Observation</p> <p>Many faculty now use a Likert scale for Moral Reasoning and Ethical Judgment to record observations of student achievement or deficiency in this competency. Typically, deficiencies are addressed on a case by case basis by the local competency coordinator, but in those rare instances where the deficiency rises to a level where external evaluation is necessary the case can be referred to the Statewide Competency Director.</p> <p>Ethics Case response</p> <p>Students review written ethics cases and provide a written analysis of each case, identifying the ethical dilemma, key moral</p>

General Competency	Educational Program Objective(s)	Outcome Measure(s)
		<p>stakeholders along with key ethical considerations, and defend a resolution.</p> <p>Ethics Examination Questions</p> <p>Several basic science courses include ethics specific content on examinations and quizzes.</p>
<p>Moral Reasoning and Ethical Judgment</p> <p>Level 2</p>	<p>Students will develop a strong foundational understanding of medical ethics topics and will:</p> <ul style="list-style-type: none"> • Understand key ethical concepts, including principles, systems of ethics, and methods of ethical reasoning • Be able to identify and discuss ethical dilemmas encountered in clinical care, including moral stakeholders, relevant ethical issues, rights, duties and value conflicts • Be able to identify key ethical issues common to specific clerkships <p>Students will systematically analyze and defend ethical choices in the treatment of an individual patient or model ethics cased by:</p> <ul style="list-style-type: none"> • Identifying alternative courses of action • Determining and obtaining medical information or facts relevant to the patient’s treatment and care • Determining the ethical values, obligations or duties, and rights implicated in the patient’s treatment 	<p>Faculty Observation</p> <p>Many clerkship faculty use a Likert scale for Moral Reasoning and Ethical Judgment to record observations of student achievement or deficiency in this competency. Typically, deficiencies are addressed on a case by case basis by the local competency coordinator, but in those rare instances where the deficiency rises to a level where external evaluation is necessary the case can be referred to the Statewide Competency Director.</p> <p>Ethics in the OB Clerkship</p> <p>The OB clerkship has adopted Moral Reasoning and Ethical Judgment. During this clerkship students participate in a ½ session on the philosophy, foundations and principles of medical ethics, including small group case discussions, led by the Clerkship Director</p>

General Competency	Educational Program Objective(s)	Outcome Measure(s)
	<ul style="list-style-type: none"> • Determining and articulating the factors that affect the relative weight to be accorded to different ethical considerations • Selecting and defends a particular course of action 	<p>and IUSM ethics faculty. Students are then assigned partners and together write a 7-10 page point-counterpoint ethics paper in response to an OB-related ethical dilemma, posed by the Clerkship Director. The papers are reviewed by IUSM ethics faculty and are debriefed in a final facilitated small group session toward the end of the rotation.</p>
<p>Moral Reasoning and Ethical Judgment</p> <p>Level 3</p>	<p>Students will develop advanced knowledge of:</p> <ul style="list-style-type: none"> • Foundational ethical concepts and philosophy • Key issues in ethics, including healthcare law; death and dying; ethics in the OR; ethics in psychiatry; genetic testing; HIV; healthcare access; ethical conscience of a professional; religious considerations in the ethical care of patients; ways in which rules and guidelines of professional groups, the legal system, and various institutional frameworks and practices affect ethical choices; ethics of the interaction between physicians and industry; ethical issues in pediatrics; and ethics consultation <p>Students will develop the ability to:</p> <ul style="list-style-type: none"> • Effectively integrate ethical knowledge and reasoning abilities in the care of his or her own patients. • Knowledgeably identify, analyze and defend ethical choices in the treatment of his or her own patients, and to obtain additional help when necessary • Obtain a valid consent or refusal of treatment 	<p>Outcome measures depend on the project, but most often consist in reviews of papers written on particular cases and issues related to medical ethics.</p>

General Competency	Educational Program Objective(s)	Outcome Measure(s)
	<ul style="list-style-type: none"> • Evaluate a patient's capacity to accept or refuse treatment, and how to proceed if the patient is incapacitated. • Decide when it is morally justified to withhold information from a patient. • Care for patients with a poor prognosis, including patients who are terminally ill, in an ethically sensitive manner • Integrate considerations of equity into care of one's patients. 	
Problem Solving Level 1	<p>The beginning student will display competence in the basic problem solving skills outlined in the criteria for assessment as applied to a medical problem. The student is familiar with the knowledge base required to frame, understand, and solve a uni-dimensional or straightforward problem.</p>	<ul style="list-style-type: none"> • Triple Jump exams in selected courses and tracks (Concepts of Health and Disease and IUSM-NW Alternative Pathway) • Paper-based case study exam • Subjective Objective Assessment Plan (SOAP) notes and other Patient Case summary • Lab results interpretation • Pathology course (Year 2): data interpretation ("organ recital" oral patient case summaries at several sites) • Pathology course (Year 2): Autopsy interpretation • Pharmacology course (Year 2): interpreting data & developing treatment plan • Script Concordance Test (SCT) piloted in Spring, 2008; will be used statewide at the beginning of Year 2 in Fall, 2008
Problem Solving Level 2	<p>The intermediate level student will use a bio-psycho-social medical knowledge base and clinical skills to identify and solve relatively straightforward problems in the context of medical care. The student will demonstrate the ability to identify and integrate information from multiple contexts with appropriate problem solving strategies to solve problems. The patient centered, Problem-Based Learning (PBL) formulas of pathophysiology provide a good vehicle for</p>	<ul style="list-style-type: none"> • PBL case in small group sessions in the Surgery Clerkship (3rd Year) • NBME shelf exam and small group performance tested in Ob/Gyn Clerkship (3rd Year) • Script Concordance Test (SCT) in the required Emergency Medicine clerkship (4th Year)

General Competency	Educational Program Objective(s)	Outcome Measure(s)
	assessment. Using the problem solving skills developed to achieve Level 2, the student should be able to complete a task using knowledge from multiple domains.	
Problem Solving Level 3	Advanced students will take appropriate steps to address multi-dimensional problems of a biomedical nature that require a detail knowledge base. Students should be able to integrate the basic sciences and clinical aspects of medicine with knowledge of the behavioral sciences, spanning the spectrum from the molecular to the community level and from conception to old age. Using well-developed problem solving frameworks and tools that facilitate activation and integration of the other knowledge bases to accomplish the above problem solving criteria.	<ul style="list-style-type: none"> • Patient Case Reports in Emergency Medicine • Several elective courses in Year 4 require students to write paper cases and develop tutorial guides to Support the Problem-Based Learning (PBL) curriculum
Professionalism and Role Recognition Level 1	At the completion of Level 1 students will be able to: <ul style="list-style-type: none"> • Understand basic professionalism content, including basis of professional obligations in the profession of medicine (medicine’s contract with society and the nature of the Dr./Pt relationship (Pelligrino); common understandings of the desirable qualities of professional behavior and character; and the spheres of influence of the two curricula that students will simultaneously experience at IUSM: the formal and the informal. • Identify, reflect on and discuss professional behaviors ranging from exemplary to unprofessional, in years one and two of medical school in the IUSM formal and informal curricula. • Identify, reflect on and discuss alternate systems of reward or expectation that may compete with the demands of Professionalism in a year one and year two medical student’s 	Peer & Self-Assessment The purpose of the Peer and Self Assessment (PA/SA) Program is to improve the professional development and self awareness of IUSM students, as well as to provide an opportunity for students to gain experience in receiving and offering constructive feedback to peers. Each IUSM student rates themselves and 10 other students in core abilities related to Professionalism, communication, and collegiality by completing the online PA/SA survey created by the University of Rochester School of Medicine and Dentistry Peers are also encouraged to provide honest and thoughtful comments. Students receive an overview of their scores and comments, both self and peer-assessed, and then meet with a faculty mentor to review the

General Competency	Educational Program Objective(s)	Outcome Measure(s)
	<p>lived experience.</p> <ul style="list-style-type: none"> • Exemplify desirable qualities of professional character, specified for Level 1 (outlined below) in all IUSM-related interactions, including fellow learners, faculty, staff, administrators, patients, the healthcare team, and others. 	<p>data.</p> <p>The 2006-2007 academic year marked the fourth year for the PA/SA which involves approximately 820 IUSM students in their first, second and third year. Completion of this program during the first and second years provides partial fulfillment of Level 1 for Self-Awareness, Self-Care and Personal Growth (Competency 5) and Professionalism, (Competency 9). Completion of the program during the third year provides partial fulfillment for Level 2 for Competencies 5 and 9.</p> <p>During the 2005-2006 academic year, 3 items were added to the PA/SA survey to address observed emotional behavior. Data from these new items will provide third year students with additional feedback from their peers, and will be used in a study being done by the Professionalism Competency Director. The PA/SA program was further expanded by using a subset of the survey as a tool by which students may provide feedback to each other in first year Team-Based Learning and Problem-Based Learning sessions.</p>

General Competency	Educational Program Objective(s)	Outcome Measure(s)
		<p>Combined Grade sheet</p> <p>The combined grade sheet currently under development will encourage all faculty to share praise or concern about any student in any competency, including Professionalism. Faculty will have the opportunity to submit their comments directly to the student's permanent file (with notification sent to the Competency Director), or to share them only with the Competency Director, who will be able to review the comments in the context of the student's overall performance across courses and/or years, and then make a decision about whether to forward the information to the student's permanent file and/or initiate a process of remediation.</p> <p>Faculty Observation</p> <p>Prior to the combined grade sheet, all faculty observed students for issues of professionalism. Some faculty used a Likert scale developed by IUSM during the advent of the competency curriculum for this purpose. Typically, deficiencies are addressed on a case by case basis by the local Competency Coordinator, but in those rare instances where the deficiency rises to a level where external evaluation is necessary the case can be referred to the Statewide Competency Director.</p>

General Competency	Educational Program Objective(s)	Outcome Measure(s)
Professionalism and Role Recognition Level 2	To be eligible for graduation, students will be able to: <ul style="list-style-type: none"> • Identify, reflect on and discuss professional behaviors ranging from exemplary to unprofessional as exemplified in the lived experience of medical students in IUSM years three and four. • Identify and reflect on alternate systems of reward or expectation that may compete with the demands of Professionalism for IUSM medical students in years three and four and demonstrate the use of good professional judgment in weighing and prioritizing these competing demands. • Demonstrate the core abilities of Professionalism as specified for Level 2 (outlined below) in all IUSM-related interactions, with colleagues, faculty, staff, administrators, patients, the healthcare team, and others. 	Surgery and Medicine Clerkship Narratives Students on each of these clerkships are asked to submit de-identified descriptions of an experience involving issues of professionalism (positive or negative) that they participated in or observed while on the clerkship, along with a statement describing what the student learned or took away from the incident. The student narratives are compiled and debriefed with the students in faculty facilitated small group discussions. These professionalism journal entries and discussions serve to demonstrate students' abilities to identify, reflect on, and make judgments about issues of professionalism in the healthcare environment. Pediatric and Neurology Clerkship Family Feedback The Pediatric and Neurology Clerkships solicit family and patient feedback on student's performance on a range of issues, including issues of student professionalism. Parents of hospitalized children being who have contact with third year students are invited to comment on the students' performance. Each student solicits parent feedback from 10 parents. The results are then compiled and become part of the students' evaluation.
Professionalism	Demonstrate scholarly understanding of Professionalism in medicine.	Level 3 competency is reached by students doing independent

General Competency	Educational Program Objective(s)	Outcome Measure(s)
<p>and Role Recognition</p> <p>Level 3</p>	<p>Consistently exemplify leadership in Professionalism through service activities and/or patient care.</p> <p><u>Activities:</u> To achieve Level 3 in Professionalism:</p> <p>Students with excellent evaluations in Professionalism may research and write a scholarly paper on professionalism in medicine, medical education, etc.</p> <p>Students with excellent evaluations in Professionalism may keep an annotated/reflective log of professionalism issues that they encounter. The log will then be used as data for a scholarly paper analyzing formal and informal elements of professionalism in the chosen setting(s).</p> <p>Students may be cited for a Level 3 by faculty for demonstrating leadership in Professionalism. For example,</p> <ul style="list-style-type: none"> • Consistently modeling professional qualities of character in all situations. • Intentionally working to improve the team, by, for example, <ul style="list-style-type: none"> ○ identifying positive and negative examples of professional conduct for the team for purposes of education, or ○ helping to resolve conflict in a productive, professional manner ○ working with the team to develop mindfulness by reflecting on issues of professionalism in the team’s lived experience 	<p>advanced study in 3 competency areas. The philosophy of Level 3 competency is as follows:</p> <p>Both the medical profession and society expect exemplary achievement by physicians in multiple areas of competence. In our effort to help students accomplish this goal, the School of Medicine has published the basic criteria for achieving at three different levels. Achievement of Level 1 and Level 2 competence is the same for all students. The goal for Level 3 is for each student to achieve excellence in areas of the competency curriculum that are most interesting and will serve best in your journey toward becoming a physician. The approach to Level 3 is based on principles of adult learning which assert that learners are motivated by that which interests them most (intrinsic motivation) and that they should receive coaching or expert feedback on their activities in a safe, supportive environment with repeated opportunities for practice and improvement. The faculty, MECA staff, and Competency Directors look forward to helping you choose areas of the competency curriculum that are of interest and working with you to achieve excellence in your pursuits.</p> <p>All Level 3 projects are reviewed by the Competency Director for Professionalism and/or the statewide Professionalism Team. The projects are reviewed for content and the extent to which the student has done advanced study in the chosen competency area.</p>

The following table is a summary of the criteria for patient experiences or clinical conditions, level of student responsibility, and clinical setting for each IUSM required clerkship.

Course/Clerkship Name	Clinical Setting	Year in the Curriculum	Type of Patient Experience or Clinical Condition	Criteria	Level of Student Responsibility
Introduction to Clinical Medicine II	Inpatient Ward/Clinic/Preceptor Groups	2	Pediatrics exam	Students must encounter at least 1 of this type of patient.	Perform or Observe
Introduction to Clinical Medicine II	Inpatient Ward/Clinic/Preceptor Groups	2	HEENT exam	Students must encounter at least 4 of these types of patients.	Perform or Observe
Introduction to Clinical Medicine II	Inpatient Ward/Clinic/Preceptor Groups	2	Musculoskeletal Exam	Students must encounter at least two of these types of patients.	Perform or Observe
Introduction to Clinical Medicine II	Inpatient Ward/Clinic/Preceptor Groups	2	Abdominal Exam	Students must encounter at least 4 of these types of patients.	Perform or Observe
Introduction to Clinical Medicine II	Inpatient Ward/Clinic/Preceptor Groups	2	Cardiovascular Exam	Students must encounter at least 4 of these types of patients.	Perform or Observe
Introduction to Clinical Medicine II	Inpatient Ward/Clinic/Preceptor Groups	2	Pulmonary/Chest Exam	Students must encounter at least 4 of these types of patients.	Perform or Observe
Introduction to Clinical Medicine II	Inpatient Ward/Clinic/Preceptor Groups	2	Neurological Exam	Students must encounter at least 3 of these types of patients.	Perform or Observe
Introduction to Clinical Medicine II	Inpatient Ward/Clinic/Preceptor Groups	2	GYN and Breast Exam	Students must encounter at least 1 of this type of patient.	Perform or Observe

Course/Clerkship Name	Clinical Setting	Year in the Curriculum	Type of Patient Experience or Clinical Condition	Criteria	Level of Student Responsibility
Introduction to Clinical Medicine II	Inpatient Ward/Clinic/Preceptor Groups	2	Male GU Exam	Students must encounter at least 1 of this type of patient.	Perform or Observe
Introduction to Clinical Medicine II	Inpatient Ward/Clinic/Preceptor Groups	2	Complete Exam	Students must encounter at least 4 of these types of patients.	Perform or Observe
Introduction to Clinical Medicine II	Inpatient Ward/Clinic/Preceptor Groups	2	Complete History	Students must encounter at least 8 of these types of patients.	Perform or Observe
Introduction to Clinical Medicine II	Inpatient Ward/Clinic/Preceptor Groups	2	Focused History	Students must encounter at least 3 of these types of patients.	Perform or Observe
Introduction to Clinical Medicine II	Inpatient Ward/Clinic/Preceptor Groups	2	Focused Exam	Students must encounter at least 3 of these types of patients.	Perform or Observe
Surgery Clerkship	Inpatient Ward	3	Patient Encounters: Abdomen Evaluation	Students must encounter at least four of these types of patients. These include: Abdominal masses, acute abdominal pain (gall bladder, appendix, pancreas, GI ischemia/volvulus, diverticulitis, perforated ulcer, other), chronic abdominal pain, bowel obstruction.	Perform
Surgery Clerkship	Inpatient Ward	3	Patient Encounters: Abdominal Wall Masses	Students must encounter at least two of these types of patients. These include: Hernia, groin mass.	Perform
Surgery Clerkship	Inpatient Ward	3	Patient Encounters: Breast Pathology	Students must encounter at least three of these types of patients. These include: Breast clinic evaluation, mammographic interpretation, breast mass, benign, malignant, nipple discharge, surgical case.	Perform

Course/Clerkship Name	Clinical Setting	Year in the Curriculum	Type of Patient Experience or Clinical Condition	Criteria	Level of Student Responsibility
Surgery Clerkship	Inpatient Ward	3	Patient Encounters: GI/Liver/Pancreas Pathology	Students must encounter at least three of these types of patients. These include: Gastrointestinal hemorrhage, occult blood, colon cancer/health maintenance, asymptomatic patient with gallstones, jaundice, perianal problems (hemorrhoids), constipation, incidental mass on CT, fistula, pancreatic mass, liver mass, other.	Perform
Surgery Clerkship	Inpatient Ward	3	Patient Encounters: Trauma	Students must encounter at least two of these types of patients and includes ER acute trauma evaluation/assessment.	Perform
Surgery Clerkship	Inpatient Ward	3	Patient Encounters: Ethics	Students must encounter at least 2 types of these situations with patients. These include: End of life considerations/DNR, consent (minor patient, non-English speaking, informed, incapacitated patient), transfusion directives.	Perform
Surgery Clerkship	Inpatient Ward	3	Patient Encounters: Altered Neurologic Status	Students must encounter at least one of this type of patient. Altered neurologic status includes: iatrogenic (narcotic, hypotension), hypoxia, CVA, developmental delay, seizure activity, trauma related.	Perform
Surgery Clerkship	Inpatient Ward	3	Patient Encounters: Fluid, Electrolyte and Acid Base Disorders	Students must encounter at least 3 of these types of patients. These include: Pre-Renal Azotemia, metabolic acidosis, third-spacing/diuresis, shock, electrolyte abnormality treatment.	Perform
Surgery Clerkship	Inpatient Ward	3	Patient Encounters: MI/Arrhythmia/Congenital Heart Disease	Students must encounter at least one of this type of patient.	Perform
Surgery Clerkship	Inpatient Ward	3	Patient Encounters: Deep Vein Thrombosis	Students must encounter at least one of this type of patient.	Perform
Surgery Clerkship	Inpatient Ward	3	Patient Encounters: Wound Complications	Students must encounter at least 2 of these types of patients. Complications include: Wound care/dressing changes, abscess, Keloid formation, scar contracture.	Perform

Course/Clerkship Name	Clinical Setting	Year in the Curriculum	Type of Patient Experience or Clinical Condition	Criteria	Level of Student Responsibility
Surgery Clerkship	Inpatient Ward	3	Patient Encounters: Transfusion Considerations	Students must encounter at least one of this type of patient.	Perform
Obstetrics-Gynecology Clerkship	Inpatient Ward	3	Patient Encounters: PIH/Pre-eclampsia/Eclampsia Syndrome	Student must encounter at least one of this type of patient.	Perform
Obstetrics-Gynecology Clerkship	Inpatient Ward	3	Patient Encounters: Preterm Labor or PROM	Students must encounter at least one of this type of patient.	Perform
Obstetrics-Gynecology Clerkship	Inpatient Ward	3	Patient Encounters: Obstetrics Other	Student must encounter at least three of the following types of patients: anemia, diabetes mellitus, urinary tract disorder, infectious diseases (e.g., Herpes, Rubella, Group B Streptococcus, etc), cardiac disease, asthma or surgical abdomen.	Perform
Obstetrics-Gynecology Clerkship	Inpatient Ward	3	Patient Encounters: Amenorrhea (non-pregnancy)	Students must encounter at least one of this type of patient.	Perform
Obstetrics-Gynecology Clerkship	Inpatient Ward	3	Patient Encounters: Abnormal Uterine Bleeding	Students must encounter at least one of this type of patient.	Perform
Obstetrics-Gynecology Clerkship	Inpatient Ward	3	Patient Encounters: Dysmenorrhea/Pelvic Pain	Students must encounter at least one of this type of patient.	Perform
Obstetrics-Gynecology Clerkship	Inpatient Ward	3	Patient Encounters: Menopausal Symptoms	Students must encounter at least one of this type of patient.	Perform
Obstetrics-Gynecology Clerkship	Inpatient Ward	3	Patient Encounters: Abnormal Pap Smear	Students must encounter at least one of this type of patient.	Perform

Course/Clerkship Name	Clinical Setting	Year in the Curriculum	Type of Patient Experience or Clinical Condition	Criteria	Level of Student Responsibility
Family Medicine Clerkship	Ambulatory Setting	3	Patient Encounters: ENT	Students must encounter at least 10 of these types of patients.	Perform
Family Medicine Clerkship	Ambulatory Setting	3	Patient Encounters: Female Disorders	Students must encounter at least 5 of these types of patients.	Perform
Family Medicine Clerkship	Ambulatory Setting	3	Patient Encounters: GI	Students must encounter 8 of these types of patients.	Perform
Family Medicine Clerkship	Ambulatory Setting	3	Patient Encounters: Musculoskeletal	Students must encounter at least 10 of these types of patients.	Perform
Family Medicine Clerkship	Ambulatory Setting	3	Patient Encounters: Cardiac	Students must encounter at least 15 of these types of patients.	Perform
Family Medicine Clerkship	Ambulatory Setting	3	Patient Encounters: Preventive Health	Student must encounter at least 20 of these types of patients.	Perform
Family Medicine Clerkship	Ambulatory Setting	3	Patient Encounters: Endocrine	Students must encounter at least 9 of these types of patients.	Perform
Family Medicine Clerkship	Ambulatory Setting	3	Patient Encounters: Pulmonary	Students must encounter at least 7 of these types of patients.	Perform
Family Medicine Clerkship	Ambulatory Setting	3	Patient Encounters: Psychiatry	Students must encounter at least 7 of these types of patients.	Perform
Family Medicine Clerkship	Ambulatory Setting	3	Patient Encounters: Dermatology	Students must encounter at least 4 of these types of patients.	Perform
Family Medicine Clerkship	Ambulatory Setting	3	Patient Encounters: General	Students must encounter at least 5 of these types of patients.	Perform
Psychiatry Clerkship	Ambulatory Setting	3	Patient Encounters: Acute Psychosis	Students must encounter at least one of this type of patient including schizophrenia, schizoaffective disorder, psychosis due to a general medical condition, major depression with psychotic features, bipolar manic episode with psychotic	Perform

Course/Clerkship Name	Clinical Setting	Year in the Curriculum	Type of Patient Experience or Clinical Condition	Criteria	Level of Student Responsibility
				features.	
Psychiatry Clerkship	Ambulatory Setting	3	Patient Encounters: Mood Disorders	Students must encounter at least one of this type of patient including major depressive disorder, dysthymic disorder, adjustment disorder with depressed mood, cyclothymia, depressive disorder due to a general medical condition, bipolar disorder depressed (not psychotic), bipolar disorder manic (not psychotic).	Perform
Psychiatry Clerkship	Ambulatory Setting	3	Patient Encounters: Personality Disorders	Students must encounter at least one of this type of patient.	Perform
Psychiatry Clerkship	Ambulatory Setting	3	Patient Encounters: Disorders of Children and Adolescents	Students must encounter at least one of this type of patient including autism/pervasive developmental disorder, attention-deficit/hyperactivity disorder, oppositional-defiant disorder, conduct disorder, selective mutism, separation anxiety disorder, Tourette disorder, reactive attachment disorder.	Perform
Psychiatry Clerkship	Ambulatory Setting	3	Patient Encounters: Anxiety Disorders	Students must encounter at least one of this type of patient including agoraphobia with/without panic attacks, generalized anxiety disorder, obsessive-compulsive disorder, special phobia, social anxiety disorder.	Perform
Psychiatry Clerkship	Ambulatory Setting	3	Patient Encounters: Substance Use Disorders	Students must encounter at least one of this type of patient including drug or alcohol abuse or dependence.	Perform
Psychiatry Clerkship	Inpatient Ward	3	Patient Encounters: Psychiatric Emergencies	Students must encounter at least one of this type of patient including: patient acutely or recently suicidal, homicidal or patient acutely agitated (verbally or physically aggressive).	Perform
Psychiatry Clerkship	Ambulatory Setting	3	Patient Encounters: Geriatric Presentations	Students must encounter at least one of this type of patient including: anxiety disorders, mood disorders, delirium, dementia, personality disorders, psychosis.	Perform

Course/Clerkship Name	Clinical Setting	Year in the Curriculum	Type of Patient Experience or Clinical Condition	Criteria	Level of Student Responsibility
Psychiatry Clerkship	Ambulatory Setting	3	Patient Encounters: Other	Students must encounter at least one of this type of patient including: Somatoform disorders, factitious disorders, dissociative and amnesic disorders, eating disorders, sexual dysfunction, sleep disorders.	Perform
Neurology Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Cerebral Palsy	All students are required to see 10 of the diagnoses during the clerkship. They can choose any of the 10 types of patients.	Perform
Neurology Clerkship	Ambulatory Setting	3	Patient Encounters: CNS Infection	All students are required to see 10 of the diagnoses during the clerkship. They can choose any of the 10 types of patients.	Perform
Neurology Clerkship	Ambulatory Setting	3	Patient Encounters: CNS Malformation	All students are required to see 10 of the diagnoses during the clerkship. They can choose any of the 10 types of patients.	Perform
Neurology Clerkship	Ambulatory Setting	3	Patient Encounters: Dementia	All students are required to see 10 of the diagnoses during the clerkship. They can choose any of the 10 types of patients.	Perform
Neurology Clerkship	Ambulatory Setting	3	Patient Encounters: Developmental Delay	All students are required to see 10 of the diagnoses during the clerkship. They can choose any of the 10 types of patients.	Perform
Neurology Clerkship	Ambulatory Setting	3	Patient Encounters: Encephalopathy/Coma/Delirium	All students are required to see 10 of the diagnoses during the clerkship. They can choose any of the 10 types of patients.	Perform
Neurology Clerkship	Ambulatory Setting	3	Patient Encounters: Entrapment Neuropathy	All students are required to see 10 of the diagnoses during the clerkship. They can choose any of the 10 types of patients.	Perform
Neurology Clerkship	Ambulatory Setting	3	Patient Encounters: Eye Motility Disorder/Visual Loss	All students are required to see 10 of the diagnoses during the clerkship. They can choose any of the 10 types of patients.	Perform
Neurology Clerkship	Ambulatory Setting	3	Patient Encounters: Genetic Disease	All students are required to see 10 of the diagnoses during the clerkship. They can choose any of the 10 types of patients.	Perform
Neurology Clerkship	Ambulatory Setting	3	Patient Encounters: Guillain Barre Syndrome	All students are required to see 10 of the diagnoses during the clerkship. They can choose any of the 10 types of patients.	Perform
Neurology Clerkship	Ambulatory Setting	3	Patient Encounters: Head	All students are required to see 10 of the diagnoses during the	Perform

Course/Clerkship Name	Clinical Setting	Year in the Curriculum	Type of Patient Experience or Clinical Condition	Criteria	Level of Student Responsibility
			Trauma	clerkship. They can choose any of the 10 types of patients.	
Neurology Clerkship	Ambulatory Setting	3	Patient Encounters: Headaches	All students are required to see 10 of the diagnoses during the clerkship. They can choose any of the 10 types of patients.	Perform
Neurology Clerkship	Ambulatory Setting	3	Patient Encounters: Hydrocephalus	All students are required to see 10 of the diagnoses during the clerkship. They can choose any of the 10 types of patients.	Perform
Neurology Clerkship	Ambulatory Setting	3	Patient Encounters: Movement Disorder	All students are required to see 10 of the diagnoses during the clerkship. They can choose any of the 10 types of patients.	Perform
Neurology Clerkship	Ambulatory Setting	3	Patient Encounters: Multiple Sclerosis/Demyelinating Disease	All students are required to see 10 of the diagnoses during the clerkship. They can choose any of the 10 types of patients.	Perform
Neurology Clerkship	Ambulatory Setting	3	Patient Encounters: Muscle Disease	All students are required to see 10 of the diagnoses during the clerkship. They can choose any of the 10 types of patients.	Perform
Neurology Clerkship	Ambulatory Setting	3	Patient Encounters: Myasthenia Gravis	All students are required to see 10 of the diagnoses during the clerkship. They can choose any of the 10 types of patients.	Perform
Neurology Clerkship	Ambulatory Setting	3	Patient Encounters: Myelopathy	All students are required to see 10 of the diagnoses during the clerkship. They can choose any of the 10 types of patients.	Perform
Neurology Clerkship	Ambulatory Setting	3	Patient Encounters: Subarachnoid Hemorrhage	All students are required to see 10 of the diagnoses during the clerkship. They can choose any of the 10 types of patients.	Perform
Neurology Clerkship	Ambulatory Setting	3	Patient Encounters: Seizure/Spell	All students are required to see 10 of the diagnoses during the clerkship. They can choose any of the 10 types of patients.	Perform
Neurology Clerkship	Ambulatory Setting	3	Patient Encounters: Stroke	All students are required to see 10 of the diagnoses during the clerkship. They can choose any of the 10 types of patients.	Perform
Neurology Clerkship	Ambulatory Setting	3	Patient Encounters: Tumor	All students are required to see 10 of the diagnoses during the clerkship. They can choose any of the 10 types of patients.	Perform

Course/Clerkship Name	Clinical Setting	Year in the Curriculum	Type of Patient Experience or Clinical Condition	Criteria	Level of Student Responsibility
Neurology Clerkship	Ambulatory Setting	3	Patient Encounters: Peripheral Nerve Disease	All students are required to see 10 of the diagnoses during the clerkship. They can choose any of the 10 types of patients.	Perform
Neurology Clerkship	Ambulatory Setting	3	Patient Encounters: Psychogenic	All students are required to see 10 of the diagnoses during the clerkship. They can choose any of the 10 types of patients.	Perform
Neurology Clerkship	Ambulatory Setting	3	Patient Encounters: Back Pain/Neck Pain	All students are required to see 10 of the diagnoses during the clerkship. They can choose any of the 10 types of patients.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Acute MI	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Anemia	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Cancer-Breast	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Cancer-Colon	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Cancer-Lung	Students must encounter at least 1 of this type of patients.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Cancer-Prostate	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Congestive Heart Failure	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: COPD/Asthma	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Coronary Artery Disease	Students must encounter at least 1 of this type of patient.	Perform

Course/Clerkship Name	Clinical Setting	Year in the Curriculum	Type of Patient Experience or Clinical Condition	Criteria	Level of Student Responsibility
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Depression	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Diabetes Mellitus	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Dyslipidemia	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Fluid, Electrolyte, Acid-Base Disorders	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: GI Bleeding	Students must encounter at least 1 of this type of patients.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Healthy Patient-Dis Prev & Screen	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: HIV Infection	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Hypertension	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Hyperthyroidism	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Hypothyroidism	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Liver Disease	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Nicotine Addition	Students must encounter at least 1 of this type of patient.	Perform

Course/Clerkship Name	Clinical Setting	Year in the Curriculum	Type of Patient Experience or Clinical Condition	Criteria	Level of Student Responsibility
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Nosocomial Infection	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Pneumonia	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Renal Failure-Acute	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Renal Failure-Chronic	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Substance Abuse	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Urinary Tract Infection	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Venous Thromboembolism	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Abdominal Pain	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Altered Mental Status	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Back Pain	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Chest Pain	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Cough	Students must encounter at least 1 of this type of patient.	Perform

Course/Clerkship Name	Clinical Setting	Year in the Curriculum	Type of Patient Experience or Clinical Condition	Criteria	Level of Student Responsibility
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Dyspnea	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Dysuria	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Inpatient Ward or Ambulatory Setting	3	Patient Encounters: Joint Pain	Students must encounter at least 1 of this type of patient.	Perform
Medicine Clerkship	Ambulatory Setting	3	Patient Encounters: Weight loss/gain	Students must encounter at least 1 of this type of patient.	Perform
Pediatrics Clerkship	Ambulatory Setting or Inpatient Ward	3	Patient Encounters: Parental Concerns or Abnormalities Related to Development	Students must encounter at least 1 of this type of patient.	Perform
Pediatrics Clerkship	Ambulatory Setting or Inpatient Ward	3	Patient Encounters: Parental Concerns or Abnormalities Related to Nutrition	Students must encounter at least 1 of this type of patient.	Perform
Pediatrics Clerkship	Ambulatory Setting or Inpatient Ward	3	Patient Encounters: Parental Concerns or Abnormalities Related to Growth	Students must encounter at least 1 of this type of patient.	Perform
Pediatrics Clerkship	Ambulatory Setting	3	Patient Encounters: Well Child Care (Adolescent 13-19 years)	Students must encounter at least 1 of this type of patient.	Perform
Pediatrics Clerkship	Ambulatory Setting	3	Patient Encounters: Well Child Care (School-aged 5-12 years)	Students must encounter at least 3 of these types of patients.	Perform
Pediatrics Clerkship	Ambulatory Setting	3	Patient Encounters: Well Child Care (Toddler 12-60 months)	Students must encounter at least 3 types of these patients.	Perform
Pediatrics Clerkship	Ambulatory Setting	3	Patient Encounters: Well Child Care (Infant 1-12 months)	Students must encounter at least 3 of these types of patients.	Perform

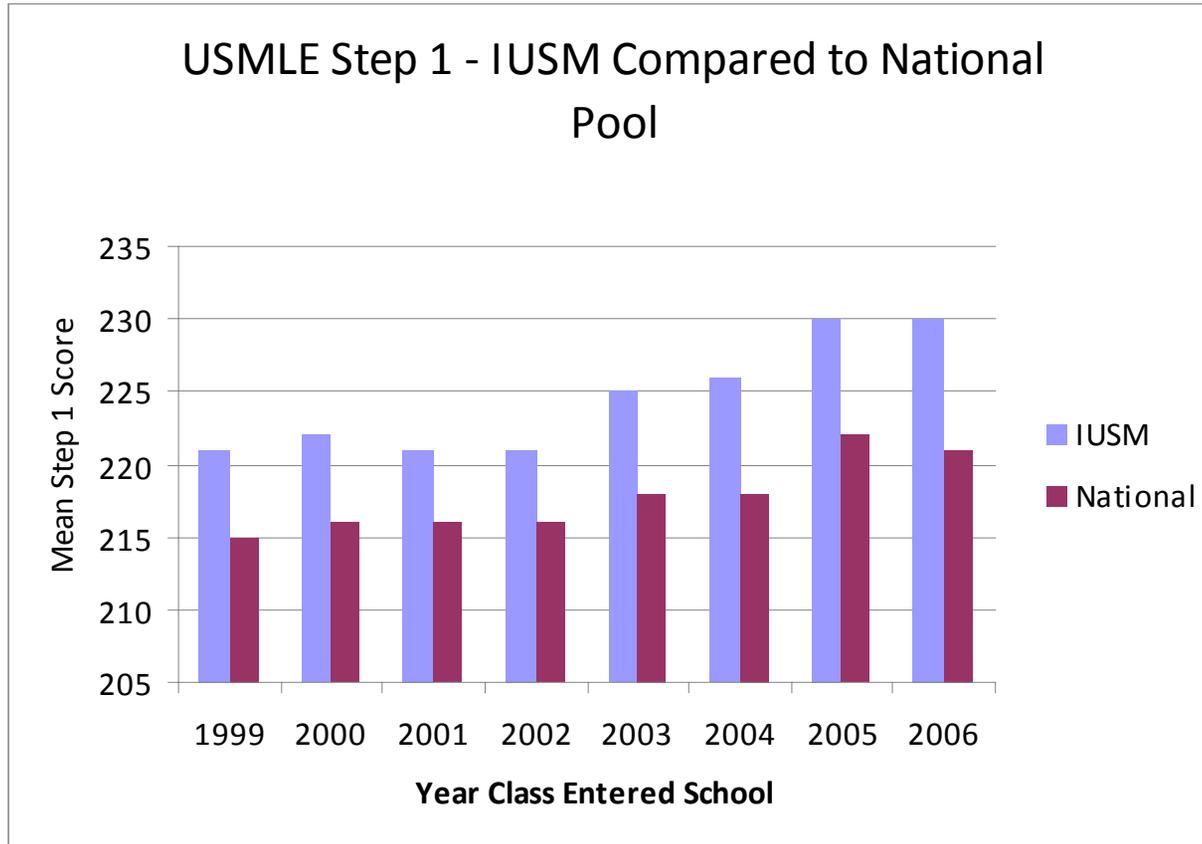
Course/Clerkship Name	Clinical Setting	Year in the Curriculum	Type of Patient Experience or Clinical Condition	Criteria	Level of Student Responsibility
Pediatrics Clerkship	Ambulatory Setting	3	Patient Encounters: Well Child Care (Newborn 0-1 month)	Students must encounter at least 3 of these types of patients.	Perform
Anesthesia Clerkship	Inpatient Ward	3	Patient Encounters: Maintain a Mask Airway	Students must encounter at least 1 of this type of patient.	Perform
Anesthesia Clerkship	Inpatient Ward	3	Patient Encounters: Choose and Insert an Oral Airway	Students must encounter at least 1 of this type of patient.	Perform
Anesthesia Clerkship	Inpatient Ward	3	Patient Encounters: Endotracheal Intubation	Students must encounter at least 1 of this type of patient.	Perform
Anesthesia Clerkship	Inpatient Ward	3	Patient Encounters: Intravenous Intubation	Students must encounter at least 1 of this type of patient.	Perform
Anesthesia Clerkship	Inpatient Ward	3	Patient Encounters: Use of Non-depolarizing muscle relaxant	Students must encounter at least 1 of this type of patient.	Observe
Anesthesia Clerkship	Inpatient Ward	3	Patient Encounters: Use of Depolarizing Muscle Relaxant	Students must encounter at least 1 of this type of patient.	Observe
Anesthesia Clerkship	Inpatient Ward	3	Patient Encounters: Placement of Regional Block	Students must encounter at least 1 of this type of patient.	Observe
Anesthesia Clerkship	Inpatient Ward	3	Patient Encounters: Treatment of Acute Pain in Recovery Room	Students must encounter at least 1 of this type of patient.	Observe
Anesthesia Clerkship	Inpatient Ward	3	Patient Encounters: Treatment of Patient with Chronic Pain	Students must encounter at least 1 of this type of patient.	Observe
Emergency Medicine Clerkship	Emergency Room	4	Patient Encounters: Infectious Disease	Students must encounter at least two of these types of patients.	Perform
Emergency Medicine	Emergency Room	4	Patient Encounters: Neurologic	Students must encounter at least one of this type of patient.	Perform

Course/Clerkship Name	Clinical Setting	Year in the Curriculum	Type of Patient Experience or Clinical Condition	Criteria	Level of Student Responsibility
Clerkship			Emergency		
Emergency Medicine Clerkship	Emergency Room	4	Patient Encounters: Abdominal Pain	Students must encounter at least 3 of these types of patients.	Perform
Emergency Medicine Clerkship	Emergency Room	4	Patient Encounters: Toxicology/Intoxication	Students must encounter at least 1 of this type of patient.	Perform
Emergency Medicine Clerkship	Emergency Room	4	Patient Encounters: Headache	Students must encounter at least one of this type of patient.	Perform
Emergency Medicine Clerkship	Emergency Room	4	Patient Encounters: Ob/Gyn (Pelvic/Vag Bleed)	Students must encounter at least one of this type of patient.	Perform
Emergency Medicine Clerkship	Emergency Room	4	Patient Encounters: Febrile Children	Students must encounter at least one of this type of patient.	Perform
Emergency Medicine Clerkship	Emergency Room	4	Patient Encounters: Pain Management	Students must encounter at least two of these types of patients.	Perform
Emergency Medicine Clerkship	Emergency Room	4	Patient Encounters: Orthopedic	Students must encounter at least two of these types of patients.	Perform
Emergency Medicine Clerkship	Emergency Room	4	Patient Encounters: Wound Care	Students must encounter at least two of these types of patients.	Perform
Emergency Medicine Clerkship	Emergency Room	4	Patient Encounters: Trauma	Students must encounter at least two of these types of patients.	Perform
Emergency Medicine Clerkship	Emergency Room	4	Patient Encounters: Chest Pain	Students must encounter at least three of these types of patients.	Perform
Emergency Medicine Clerkship	Emergency Room	4	Patient Encounters: Dyspnea	Students must encounter at least two of these types of patients.	Perform
Medicine Sub-	Inpatient Ward or	4	Patient Encounters: Abdominal	Students must encounter at least one of this type of patient.	Perform

Course/Clerkship Name	Clinical Setting	Year in the Curriculum	Type of Patient Experience or Clinical Condition	Criteria	Level of Student Responsibility
internship	Inpatient Ward or Intensive Care Unit		Pain		
Medicine Sub-internship	Inpatient Ward or Intensive Care Unit	4	Patient Encounters: Acute GI Bleeding	Students must encounter at least one of this type of patient.	Perform
Medicine Sub-internship	Inpatient Ward or Intensive Care Unit	4	Patient Encounters: Acute Pulmonary Edema	Students must encounter at least one of this type of patient.	Perform
Medicine Sub-internship	Inpatient Ward or Intensive Care Unit	4	Patient Encounters: Acute Renal Failure	Students must encounter at least one of this type of patient.	Perform
Medicine Sub-internship	Inpatient Ward or Intensive Care Unit	4	Patient Encounters: Arrhythmias	Students must encounter at least one of this type of patient.	Perform
Medicine Sub-internship	Inpatient Ward or Intensive Care Unit	4	Patient Encounters: Drug Withdrawal	Students must encounter at least one of this type of patient.	Perform
Medicine Sub-internship	Inpatient Ward or Intensive Care Unit	4	Patient Encounters: Electrolyte Disorders	Students must encounter at least one of this type of patient.	Perform
Medicine Sub-internship	Inpatient Ward or Intensive Care Unit	4	Patient Encounters: Fever	Students must encounter at least one of this type of patient.	Perform
Medicine Sub-internship	Inpatient Ward or Intensive Care Unit	4	Patient Encounters: Glycemic Control	Students must encounter at least one of this type of patient.	Perform
Medicine Sub-internship	Inpatient Ward or Intensive Care Unit	4	Patient Encounters: Hypertensive Emergencies	Students must encounter at least one of this type of patient.	Perform
Medicine Sub-internship	Inpatient Ward or Intensive Care Unit	4	Patient Encounters: Pain Management	Students must encounter at least one of this type of patient.	Perform
Medicine Sub-internship	Inpatient Ward or Intensive Care Unit	4	Patient Encounters: Seizures	Students must encounter at least one of this type of patient.	Perform
Medicine Sub-internship	Inpatient Ward or Intensive Care Unit	4	Patient Encounters: Shock	Students must encounter at least one of this type of patient.	Perform

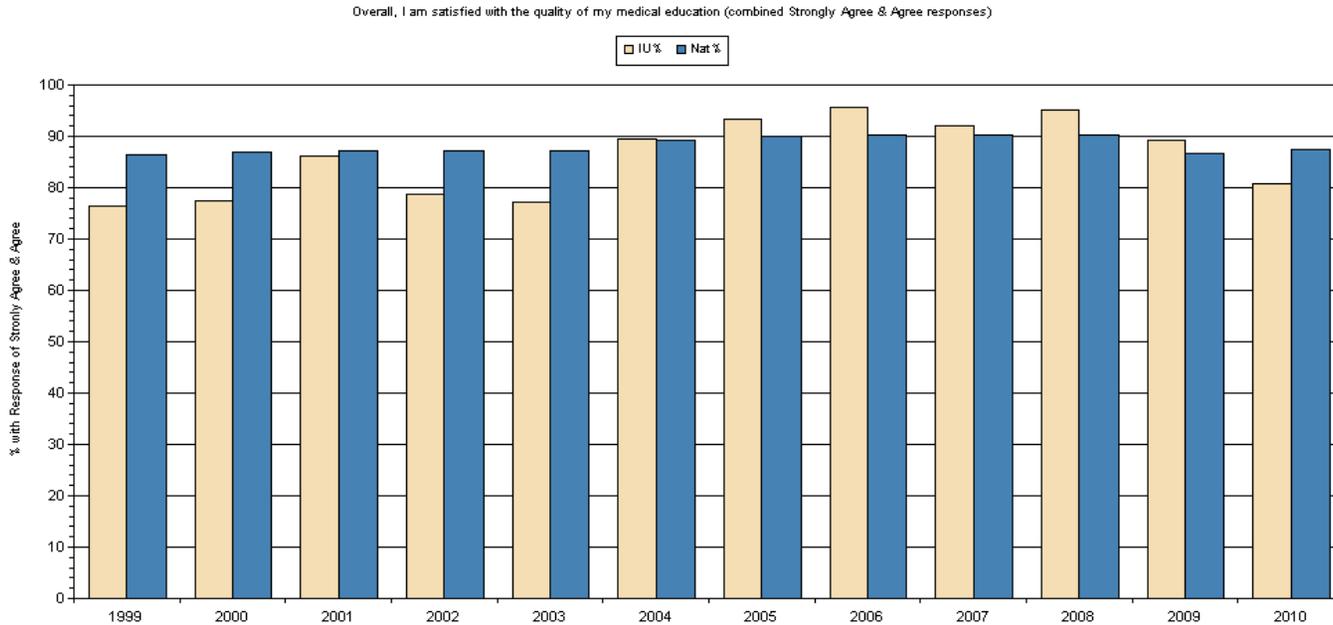
Course/Clerkship Name	Clinical Setting	Year in the Curriculum	Type of Patient Experience or Clinical Condition	Criteria	Level of Student Responsibility
internship	Intensive Care Unit				
Medicine Sub-internship	Inpatient Ward or Intensive Care Unit	4	Patient Encounters: Altered Mental Status	Students must encounter at least one of this type of patient.	Perform
Medicine Sub-internship	Inpatient Ward or Intensive Care Unit	4	Patient Encounters: Chest Pain	Students must encounter at least one of this type of patient.	Perform
Medicine Sub-internship	Inpatient Ward or Intensive Care Unit	4	Patient Encounters: Nausea and Vomiting	Students must encounter at least one of this type of patient.	Perform
Medicine Sub-internship	Inpatient Ward or Intensive Care Unit	4	Patient Encounters: Respiratory Distress	Students must encounter at least one of this type of patient.	Perform

IUSM students consistently perform above the national average on USMLE Step 1 examinations. The chart below shows performance for students entering IUSM in 1999 through 2006 (graduating classes of 2003 through 2010). USMLE Step 1 is typically taken by students during the summer between their second and third years of medical school.



Students score at or above the mean on USMLE Step 2 Clinical Knowledge (CS) and USMLE Step 2 Clinical Skills (CS) examinations taken during their fourth year of medical school.

Additionally, students report being satisfied with their medical education at IUSM. The table below shows IUSM graduates response to a question on the Association of American Medical Colleges Graduation Questionnaire (AAMC GQ), a national survey given annually to all medical school graduates in the US. In addition to performing well based on objective measures, graduates report being happy with the quality of their educational program.



Additionally, when residency program directors are asked the question, “Knowing what you know now (after an IUSM graduate has been in residency for one year), would you select this person again?”, more than 96% of residency directors report they would indeed select our graduate again.