

Objectives build on one another such that objectives from the previous year(s) carry over to the next year; hence, the objectives for each of the years M2 through M4 include the objectives from the previous year(s), but those objectives are not repeated on the map.

PATIENT CARE	M1 Sub-Objectives	M2 Sub-Objectives	M3 Sub-Objectives	M4 Sub-Objectives
<p>Complete a comprehensive evaluation</p>	<p>Identify appropriate questions to elicit information during a patient history. Demonstrate the components of the physical exam for each organ system.</p> <p>Formulate a problem list based on a comprehensive patient evaluation.</p> <p>Opportunities: i-Human cases, SCE, MIPE</p> <p>Assessments: PE witnessed by faculty in MIPE, i-Human cases</p>	<p>Appropriately organize subjective history data and objective physical exam descriptions in a written H&P.</p> <p>Use correct terminology when summarizing a patient evaluation.</p> <p>Opportunities: i-Human cases, SCE, MIPE, clinical case group sessions, APD</p> <p>Assessments: i-Human cases, APD evaluations, narrative evaluations, Physicianship written exam</p>	<p>Present the comprehensive evaluation of patients in both written and verbal forms.</p> <p>Opportunities: Rounds, Hand-offs, Charting, Conferences, Consultation requests, Clerkship didactic sessions</p> <p>Assessments: Clinical evaluations, CSA, Mini-CEX, USMLE Step 2 CS, i-Human case in IM, Submitted H&Ps, USMLE Step 2 CS</p>	<p>In creating a prioritized differential diagnosis, distinguish between pertinent positive, pertinent negative and irrelevant findings.</p> <p>Opportunities: Oral and written patient presentations</p> <p>Assessments: Clinical evaluations, Mini-CEX (Sub I), Graded case presentations (Sub-I)</p>
<p>Develop appropriate treatment plans</p>	<p>Identify abnormalities based on the history and physical exam findings.</p> <p>Formulate a problem statement.</p> <p>Opportunities: SCE, i-Human cases</p> <p>Assessments: i-Human cases</p>	<p>Generate an appropriate differential diagnosis</p> <p>Opportunities: i-Human cases</p> <p>Assessments: i-Human cases, M2 block cases (apart from those built in i-Human), APD evaluations</p>	<p>Create a diagnostic plan based on a differential diagnosis.</p> <p>Propose a basic treatment plan.</p> <p>Opportunities: Patient encounters, MedU cases, Clerkship didactic sessions</p> <p>Assessments: Clinical evaluations, CSA, Mini-CEX, USMLE Step 2 CS, i-Human case in IM, Submitted H&Ps, NBME Subject Exams</p>	<p>Generate a treatment plan.</p> <p>Modify diagnosis and treatment plans based on clinical course and new diagnostic findings.</p> <p>Opportunities: Patient encounters</p> <p>Assessments: Clinical evaluations, Graded case presentations, Mini-CEX (Sub- I)</p>
<p>Apply the principles of health promotion</p>	<p>Identify opportunities for health promotion during patient interactions.</p> <p>Opportunities: SCE, Physicianship modules and discussions</p> <p>Assessments: Physicianship written exam</p>	<p>Solicit risk factors for disease and injury during a comprehensive patient evaluation.</p> <p>Opportunities: Block cases, SCE, i-Human cases, APD, Physicianship modules and small group discussions</p> <p>Assessments: i-Human cases, Block cases, APD evaluations, Physicianship written exam</p>	<p>Formulate a patient education plan to address health promotion and disease prevention.</p> <p>Opportunities: Patient encounters, MedU cases, Clerkship didactic sessions</p> <p>Assessments: Clinical evaluations, CSA, Mini-CEX, USMLE Step 2 CS, i-Human case in IM, Submitted H&Ps, NBME Subject Exams</p>	<p>Communicate a patient education plan that incorporates health promotion and disease prevention.</p> <p>Opportunities: Patient encounters</p> <p>Assessments: Clinical evaluations, Oral and written presentations, Mini-CEX (Sub-I)</p>

MEDICAL KNOWLEDGE	M1 Sub-Objectives	M2 Sub-Objectives	M3 Sub-Objectives	M4 Sub-Objectives
<p>Demonstrate knowledge of the basic, clinical and social sciences related to medical practice</p>	<p>Describe the structure and functions of organ systems.</p> <p>Describe examples of how economic, psychological, social and cultural factors relate to disease and patient care.</p> <p>Opportunities: Block curriculum, i-Human cases, SCE, Physicianship modules and discussions</p> <p>Assessments: Block exams, i-Human cases, Physicianship written exam, USMLE Step 1</p>	<p>Describe the pathogenesis of disease processes and underlying etiologies.</p> <p>Examine therapeutic approaches for treating alterations of the body in structure and function.</p> <p>Opportunities: i-Human cases, Block curriculum, Physicianship modules and small group discussions.</p> <p>Assessments: i-Human cases, APD evaluations, Block exams, Physicianship written exam, USMLE Step 1.</p>	<p>Compare and contrast the indications, utility, risks and alternatives to common diagnostic tests.</p> <p>Compare and contrast the indications, contraindications, efficacy and complications of common treatments.</p> <p>Opportunities: Patient encounters, Clerkship didactic sessions</p> <p>Assessments: Clinical evaluations, Submitted H&Ps, NBME Subject Exams</p>	<p>Integrate knowledge of indications, contraindications, risks, alternative treatments, and patient preferences into diagnostic and treatment plans.</p> <p>Opportunities: Patient encounters</p> <p>Assessments: Clinical evaluations, Oral and written presentations, Mini-CEX (Sub-I), Case presentation (Sub-I)</p>
<p>Apply the knowledge of basic, clinical and social sciences to patient care</p>	<p>Begin to apply basic science knowledge to explain findings in clinical scenarios.</p> <p>Recognize deviations from normal findings.</p> <p>Opportunities: i-Human cases, Block curriculum, TBL/small groups, Physicianship modules and discussions, SCE</p> <p>Assessments: i-Human cases, Block exams, Physicianship written exam, USMLE Step 1</p>	<p>Apply basic science knowledge to explain the pathology in clinical scenarios with altered structure and/or function.</p> <p>Apply social science knowledge to explain the pathology in clinical scenarios with altered structure and/or function.</p> <p>Opportunities: i-Human cases, Block curriculum, Block cases, APD, Physicianship modules and small group discussions</p> <p>Assessments: i-Human cases, APD evaluations, Block exams, Physicianship written exam, USMLE Step 1</p>	<p>Identify typical presentations of common clinical problems.</p> <p>Apply basic science knowledge to the pathophysiology of the patient's disease.</p> <p>Apply social science knowledge in shaping the differential diagnoses for patients.</p> <p>Opportunities: Patient encounters, MedU cases, Clerkship didactic sessions</p> <p>Assessments: Clinical evaluations, CSA, Mini-CEX, USMLE Step 2 CS, i-Human case in IM, Submitted H&Ps, NBME Subject Exams</p>	<p>Identify atypical presentations of common clinical problems.</p> <p>Identify typical presentations of some uncommon clinical problems.</p> <p>Opportunities: Patient encounters</p> <p>Assessments: Clinical evaluations, Oral and written presentations, Mini-CEX (Sub-I), Case presentation (Sub-I)</p>

INTERPERSONAL COMMUNICATION	M1 Sub-Objectives	M2 Sub-Objectives	M3 Sub-Objectives	M4 Sub-Objectives
<p>Communicate and collaborate effectively with patients, families and other health care providers</p>	<p>Describe the principles of effective communication.</p> <p>List the common barriers to effective communication and describe how to overcome them.</p> <p>Demonstrate effective communication with simulated patients with routine complaints.</p> <p>Opportunities: MIPE, SCE, Small group sessions led by behavioral scientists, Simulated patient interviews, SCE</p> <p>Assessments: Simulated patient interviews</p>	<p>Demonstrate effective communication with simulated patients with complicated complaints.</p> <p>Demonstrate effective communication with patients.</p> <p>Opportunities: Simulated patient interviews, SCE, APD</p> <p>Assessments: Simulated patient interviews, APD evaluations</p>	<p>Explain health information, diagnoses, and plans for treatment to patients.</p> <p>Opportunities: Patient encounters, MedU cases, Clerkship didactic sessions</p> <p>Assessments: Clinical evaluations, CSA, Mini-CEX, USMLE Step 2 CS</p>	<p>Assess patients' understanding about their disease process and treatment plan.</p> <p>Involve patients in decisions regarding their care.</p> <p>Implement strategies for overcoming socio-cultural barriers that influence communication with patients and families.</p> <p>Opportunities: Patient encounters</p> <p>Assessments: Clinical evaluations, Oral and written presentations, Mini-CEX (Sub-I), Case presentation (Sub-I), 360-degree patient evaluation (Sub-I)</p>
<p>Function as a member of the health care team</p>	<p>Work collaboratively with others to solve problems.</p> <p>Opportunities: TBL/small groups during block curriculum, SCE</p> <p>Assessments: Narrative evaluations</p>		<p>Participate in patient care as a member of the inter-professional health care team.</p> <p>Opportunities: Patient encounters</p> <p>Assessments: Clinical evaluations</p>	<p>Collaborate with members of the inter-professional health care team to identify and solve patient problems.</p> <p>Collaborate with members of the interprofessional health care team to ensure continuity of patient care.</p> <p>Opportunities: Patient encounters</p> <p>Assessments: Clinical performance, 360-degree patient evaluation (Sub-I)</p>

PUTTING CARE IN A PRACTICAL CONTEXT	M1 Sub-Objectives	M2 Sub-Objectives	M3 Sub-Objectives	M4 Sub-Objectives
<p>Be respectful of the diversity of patient backgrounds, beliefs and values</p>	<p>Compare and contrast beliefs, values and health care practices across diverse populations.</p> <p>Opportunities: CSI book group, Physicianship modules and small group discussions, SCE</p> <p>Assessments: Physicianship written exam</p>	<p>Opportunities: Physicianship modules and small group discussions, SCE</p> <p>Assessments: Physicianship written exam, Service Based Learning written self-reflection on diversity</p>	<p>Identify socioeconomic and cultural factors that influence a patient's understanding of their disease process and adherence to treatment.</p> <p>Opportunities: Patient encounters, didactic sessions</p> <p>Assessments: Clinical evaluations</p>	<p>Execute culturally-sensitive treatment plans that reflect an understanding of the patient's background, preferences, beliefs, and values.</p> <p>Opportunities: Patient encounters</p> <p>Assessments: Clinical evaluations, Oral and written presentations, Mini-CEX (Sub-I), Case presentation (Sub-I), 360-degree patient evaluation (Sub-I)</p>
<p>Analyze the environmental and contextual factors that influence the patient's health, disease and access to care</p>	<p>Describe various components of the health care system that impact patient care.</p> <p>Discuss the ethical issues influencing health care.</p> <p>Identify populations at risk for compromised access to health care locally and nationally.</p> <p>Opportunities: CSI book group, Physicianship modules and small group discussions, SCE</p> <p>Assessments: Physicianship written exam</p>	<p>Examine issues influencing the delivery of care to underserved populations.</p> <p>Identify factors that affect patient access to appropriate health care.</p> <p>Opportunities: Physicianship modules and small group discussions, Service Based Learning, SCE</p> <p>Assessments: Physicianship written exam</p>	<p>Use systematic processes to improve safety and enhance the quality of patient care.</p> <p>Individualize treatment plans based on the patient's social situation.</p> <p>Identify differences in providing health care dependent upon the clinical setting.</p> <p>Opportunities: Patient encounters, didactic sessions</p> <p>Assessments: Clinical evaluations</p>	<p>Implement strategies to overcome environmental, cultural, and socioeconomic barriers to health care access.</p> <p>Opportunities: Patient encounters, meeting with case managers (Sub-I)</p> <p>Assessments: Clinical evaluations, Oral and written presentations, Mini-CEX (Discharge Summary, Sub-I), Case presentation (Sub-I), 360-degree patient evaluation (Sub-I)</p>
<p>Engage resources of the health care system to enhance patient care</p>	<p>Describe various components of the health care system that impact patient care.</p> <p>Opportunities: Physicianship modules and small group discussions, SCE</p> <p>Assessments: Physicianship written exam</p>	<p>Opportunities: Physicianship modules and small group discussions, SCE</p> <p>Assessments: Physicianship written exam</p>	<p>Formulate diagnostic and therapeutic plans with attention to cost and the availability of resources.</p> <p>Advocate for the use of resources available within and beyond the health care setting to enhance patient care.</p> <p>Opportunities: Patient encounters, didactic sessions</p> <p>Assessments: Clinical evaluations</p>	<p>Opportunities: Patient encounters, meeting with case managers (Sub-I)</p> <p>Assessments: Clinical evaluations, Oral and written presentations, Mini-CEX (Discharge Summary, Sub-I), Case presentation (Sub-I), 360-degree patient evaluation (Sub-I)</p>

SELF DIRECTED AND LIFELONG LEARNING	M1 Sub-Objectives	M2 Sub-Objectives	M3 Sub-Objectives	M4 Sub-Objectives
<p>Address personal learning needs</p>	<p>Identify personal learning needs.</p> <p>Locate and summarize relevant information directed at the learning need.</p> <p>Opportunities: Capstone Project, i-Human cases, basic science exercises, SCE, Physicianship</p> <p>Assessments: Capstone Project, Basic science exercises</p>	<p>Analyze and synthesize relevant information directed at the learning need.</p> <p>Opportunities: Block curriculum, Physicianship modules and small group discussions, i-Human cases, SCE, block curriculum case.</p> <p>Assessments: Narrative evaluations, Capstone Project submissions</p>	<p>Incorporate feedback, patient outcomes and self-reflection into formulating a self-improvement plan.</p> <p>Opportunities: Patient encounters, Feedback cards, Mid-rotation feedback, EBP project</p> <p>Assessments: Clinical evaluations, Capstone Project submissions, SDL project presentations</p>	<p>Present the results of efforts to address personal learning needs.</p> <p>Opportunities: Capstone project</p> <p>Assessments: Capstone project</p>
<p>Appraise scientific evidence that supports patient care practices</p>	<p>Locate, evaluate and review scientific literature as it relates to learning need.</p> <p>Opportunities: Basic science exercises, Capstone Project, SCE</p> <p>Assessments: Basic science exercises, Capstone Project submissions</p>	<p>Compare and contrast methodologies used to establish the scientific basis for evidence-based practice.</p> <p>Opportunities: Evidence-based Practice course, SCE</p> <p>Assessments: Graded analysis of scientific paper</p>	<p>Apply the principles of evidence-based practice to patient care.</p> <p>Opportunities: Verbal and oral patient presentations, EBP presentations</p> <p>Assessments: EBP presentations</p>	<p>Opportunities: Patient encounters, Feedback cards, Mid-rotation feedback, SDL project</p> <p>Assessments: Clinical evaluations, Capstone Project submissions, SDL project presentations</p>

PROFESSIONALISM	M1 Sub-Objectives	M2 Sub-Objectives	M3 Sub-Objectives	M4 Sub-Objectives
<p>Display compassion and empathy when interacting with patients and their families</p>	<p>Use statements that reflect or recognize patients' stated emotional responses.</p> <p>Opportunities: Simulated patient interviews, SCE</p> <p>Assessments: Simulated patient interviews, Narrative evaluations, Self-assessment (watching their own videos)</p>	<p>Engage in verbal and non-verbal behaviors that accurately mirror patients' expressed emotional responses.</p> <p>Opportunities: Simulated patient interviews, SCE</p> <p>Assessments: Simulated patient interviews, Narrative evaluations, self-assessment</p>	<p>Consistently offer empathic statements and reflections both brief and extended interactions with patient and their families.</p> <p>Opportunities: Patient encounters</p> <p>Assessments: Clinical evaluations</p>	<p>Opportunities: Patient encounters</p> <p>Assessments: Clinical evaluations, Patient evaluation</p>
<p>Adhere to the professional responsibilities outlined by Rush Medical College</p>	<p>Adhere to the Rush University Honor Code and the RMC professionalism guidelines/policy</p> <p>Opportunities: SCE, Simulated patient interviews, Physicianship small group discussions, TBL</p> <p>Assessments: Simulated patient interviews, Narrative evaluations, block exams</p>	<p>Opportunities: SCE, Simulated patient interviews, Physicianship small group discussions, pathophysiology block cases</p> <p>Assessments: Simulated patient interviews, Narrative evaluations</p>	<p>Adhere to the professionalism guidelines in the Core Clerkship Common Syllabus.</p> <p>Opportunities: Daily interactions with the health care team, Patient encounters, timely completion of course requirements</p> <p>Assessments: Clinical evaluations, clerkship director evaluation</p>	
<p>Demonstrate the professional values of medical practice</p>	<p>Demonstrate professional conduct as a member of the health care team.</p> <p>Opportunities: SCE</p> <p>Assessments: Narrative evaluation from the SCE preceptor</p>		<p>Opportunities: Daily interactions with the health care team, Patient encounters</p> <p>Assessments: Clinical evaluations</p>	

Key

APD: Applied Physical Diagnosis content of the Physicianship Program

Capstone: Capstone Project

CSA: Clinical Skills Assessment

CSI: Clinical Skills Intensive (first two weeks of the M1 year)

EBP: Evidence-based practice

H&P: History and Physical

HPI: History of Present Illness

IM: Internal Medicine

Mini-CEX: Mini Clinical Exam (American Board of Internal Medicine model)

MIPE: Medical Interviewing and Physical Exam content of the Physicianship Program

PE: Physical Exam

SCE: Student Continuity Experience content of the Physicianship Program

USMLE: United States Medical Licensing Exam

Step 1: USMLE Step 1 Exam

Step 2 CK: USMLE Step 2 Clinical Knowledge Exam

Step 2 CS: USMLE Step 2 Clinical Skills Exam

Sub-I: Sub-Internship

TBL: Team-based Learning