

Patient Care and Clinical Skills: Students must be able to provide care that is compassionate, appropriate, and effective for treating health problems and promoting health

	Assessment Method	Learning Objectives	Teaching Method
<p>PC7. Identify and incorporate into the care of patients' appropriate prevention strategies for common conditions.</p>	<ul style="list-style-type: none"> ✓ Rice Reflection for each Session (formative) ✓ Attendance / Participation (formative and summative) ✓ Narrative Assessment (summative) 	<ul style="list-style-type: none"> • Define and provide examples of each category of clinical preventive service, including screening, counseling for behavior change, immunization, and preventive medication • Locate and evaluate the evidence base and clinical guidelines for specific clinical preventive services • Counsel a patient regarding the risks and benefits of specific clinical preventive services • Explain how prognosis, life expectancy, time horizon for benefit influence decisions about preventive services (Population Health session 4) • Describe the ways in which health promotion occurs outside of the individual physician/patient relationship, including interpersonal, organizational, community, and policy interventions • Locate the evidence-base for various community-level health promotion interventions (Population Health Session 12) 	<ul style="list-style-type: none"> ✓ Small Group

<p>PC9. Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation</p>	<ul style="list-style-type: none"> ✓ Rice Reflection for each Session (formative) ✓ Attendance / Participation (formative and summative) ✓ Narrative Assessment (summative) 	<ul style="list-style-type: none"> • Describe the epidemiology of health disparities in the United States • Explain the underlying causes for health disparities • Implement strategies for reducing health disparities in individual patient encounters and in the healthcare system (Population Health Session 8) • Describe the epidemiology of health disparities that affect LGBT populations • Explain how social structural factors contribute to health disparities related to gender and sexuality • Describe how the design of clinical environments and electronic health records can create barriers to or facilitate access for LGBT patients (Population Health Session 9) • Employ effective strategies for caring for patients given contextual challenges related to social determinants of health, such as poverty, lack of insurance, low health literacy, low English proficiency, and limited social support 	<ul style="list-style-type: none"> ✓ Small Group ✓ Large Group
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Medical Knowledge: Students must demonstrate knowledge about established and evolving biomedical, Clinical, and cognate (e.g., epidemiological and social-behavioral) sciences and the application of this knowledge in patient care, specifically:

	Assessment Method	Learning Objectives	Teaching Method
<p>MK4. Identify the proximate and ultimate factors that contribute to the development of disease and illness, and that contribute to health status within and across populations regionally, nationally, and globally.</p>	<ul style="list-style-type: none"> ✓ Rice Reflection for each Session (formative) ✓ Attendance / Participation (formative and summative) ✓ Narrative Assessment (summative) 	<ul style="list-style-type: none"> • Understand the role of the local public health system in preventing transmission of communicable disease, including outbreak investigation and contact tracing/notification • Describe how vital statistics can be used to inform patient care • Locate and review local or state-level health statistics for the geographic area in which you are completing a clinical rotation (Population Health Session 2) 	<ul style="list-style-type: none"> ✓ Small Group
<p>MK7. Recognize the medical consequences of common societal problems.</p>	<ul style="list-style-type: none"> ✓ Rice Reflection for each Session (formative) ✓ Attendance / Participation (formative and summative) ✓ Narrative Assessment (summative) 	<ul style="list-style-type: none"> • Apply clinically-relevant humanities, social and behavioral sciences to the care of patients (overall course objective) • Explain the impact that insurance status has on the care of individual patients encountered during trimester rotations • Discuss with patients how their insurance status has an impact on their ability to access health care services (Population Health Session 5) • Describe the prevalence of low literacy in the patient population students are likely to see on clinical rotations • Identify and practice effective strategies for overcoming low health literacy during face-to-face patient encounters • Identify strategies for selecting appropriate written materials for patients with low health literacy (Population Health Session 10) • Describe the potential impact of global travel on the health of individuals and transitions in infectious disease due to travel 	<ul style="list-style-type: none"> ✓ Small Group

		on the health of populations (Population Health Session 11).	
Interpersonal and Communication Skills: Students must demonstrate interpersonal and communication skills that facilitate effective interactions with patients and their families and other health professionals			
	Assessment Method	Learning Objectives	Teaching Method
IC1. Communicate effectively in oral format with patients and patients' families.	<ul style="list-style-type: none"> ✓ Rice Reflection for each Session (formative) ✓ Attendance / Participation (formative and summative) ✓ Narrative Assessment (summative) 	<ul style="list-style-type: none"> • Employ advanced verbal and non-verbal communication skills to effectively perform challenging clinical tasks such as delivering bad news, motivational interviewing, end-of-life care planning, patient advocacy, and hand-offs of care 	✓ Small Group
IC2. Communicate effectively in oral format with colleagues and other health care professionals.	<ul style="list-style-type: none"> ✓ Rice Reflection for each Session (formative) ✓ Attendance / Participation (formative and summative) ✓ Narrative Assessment (summative) 	<ul style="list-style-type: none"> • Communicate respectfully with other members of the group (overall course objective) • Describe the potential risks of breakdowns in communication when patients transition between settings of care • Ensure clear communication between health care providers when a patient transitions between settings of care • Collaborate with non-physician providers, including social workers, pharmacists, nurses, physical therapists, and occupational therapists, to ensure smooth transitions between the inpatient and outpatient setting (Population Health Session 7) 	✓ Small Group

<p>IC3. Communicate effectively in written format with colleagues, and other health care professionals.</p>	<ul style="list-style-type: none"> ✓ Rice Reflection for each Session (formative) ✓ Attendance / Participation (formative and summative) ✓ Narrative Assessment (summative) 	<ul style="list-style-type: none"> • Reflect in writing on clinical experiences. 	<p>✓ Small Group</p>
<p>IC4. Sensitively participate in end-of-life activities with other health care professionals and patients. Examples may include end of life discussions and pain management.</p>	<ul style="list-style-type: none"> ✓ Rice Reflection for each Session (formative) ✓ Attendance / Participation (formative and summative) ✓ Narrative Assessment (summative) 	<ul style="list-style-type: none"> • Describe end of life issues and how to address them in clinical situations 	<p>✓ Small Group</p>

Professionalism: Students must demonstrate a commitment to professional service, adherence to ethical principles, sensitivity to patients, and maintain personal health and well-being

	Assessment Method	Learning Objectives	Teaching Method
<p>PR1. Identify and consistently demonstrate ethical principles and behaviors in the care of patients</p>	<ul style="list-style-type: none"> ✓ Rice Reflection for each Session (formative) ✓ Attendance / Participation 	<ul style="list-style-type: none"> • Describe moral quandaries encountered in clinical care • Use ethical principles address in clinical decision making 	<p>✓ Small Group</p>

	<p>(formative and summative)</p> <ul style="list-style-type: none"> ✓ Narrative Assessment (summative) 		
<p>PR2. Demonstrate professional behavior consistent with expectations for the medical profession including accountability, punctuality, and attire</p>	<ul style="list-style-type: none"> ✓ Rice Reflection for each Session (formative) ✓ Attendance / Participation (formative and summative) ✓ Narrative Assessment (summative) 	<ul style="list-style-type: none"> • Attend sessions punctually and participate fully 	<ul style="list-style-type: none"> ✓ Small Group
<p>PR3. Demonstrates respect for and ability to adapt to different patient and medical cultures and expectations.</p>	<ul style="list-style-type: none"> ✓ Rice Reflection for each Session (formative) ✓ Attendance / Participation (formative and summative) ✓ Narrative Assessment (summative) 	<ul style="list-style-type: none"> • Engage in respectful discussions to move the group forward (overall course objective) • Identify best practices in the care of immigrant patients and populations in the US, including culturally sensitive care across cultural and language differences (Population Health Session 11) 	<ul style="list-style-type: none"> ✓ Small Group
<p>PR4. Identify the causes, prevalence, symptoms, and negative impact on patient care of physician burnout and begin to formulate a thoughtful individual personal plan for dealing with stress and work life balance.</p>	<ul style="list-style-type: none"> ✓ Rice Reflection for each Session (formative) ✓ Attendance / Participation (formative and summative) ✓ Narrative Assessment (summative) 	<ul style="list-style-type: none"> • Identify and employ strategies to avoid burnout in a way that is consistent with a student's personal values, goals, and individual personality. 	<ul style="list-style-type: none"> ✓ Small Group

Life Long Learning: Students must be able to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their practice of medicine

	Assessment Method	Learning Objectives	Teaching Method
LL1. Demonstrate skills in retrieving, critically assessing, and integrating social and biomedical information into clinical decision-making.	<ul style="list-style-type: none"> ✓ Rice Reflection for each Session (formative) ✓ Attendance / Participation (formative and summative) ✓ Narrative Assessment (summative) 	<ul style="list-style-type: none"> • Critically evaluate original clinical research and apply research findings to the care of patients (overall course objective, population health journal club (longitudinal)) • Become familiar with resources for keeping up with the literature (Population Health Session 1) 	✓ Small Group
LL2. Reflect upon clinical, service and educational experiences, evaluate positive and negative aspects, and make changes to improve future experiences	<ul style="list-style-type: none"> ✓ Rice Reflection for each Session (formative) ✓ Attendance / Participation (formative and summative) ✓ Narrative Assessment (summative) 	<ul style="list-style-type: none"> • Critically reflect on patient care encounters in order to improve one's ability to forge a therapeutic relationship in future clinical encounters 	✓ Small Group
LL3. Demonstrate personal accountability by actively seeking feedback, admitting errors openly, and honestly modifying behavior.	<ul style="list-style-type: none"> ✓ Rice Reflection for each Session (formative) ✓ Attendance / Participation (formative and summative) 	<ul style="list-style-type: none"> • Demonstrate ability to use feedback to modify behavior (overall course objective) • Describe the prevalence of medical errors in the US healthcare system • Explain mechanisms for preventing and addressing errors at UNC and within the larger healthcare system 	✓ Small Group

	<ul style="list-style-type: none"> ✓ Narrative Assessment (summative) 	<ul style="list-style-type: none"> • Observe how systems improvement can reduce the chances of medical errors • Make recommendations for a system-level improvement that could prevent a medical error (Population Health Session 6) 	
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Social & Health Systems Science: Students must demonstrate an awareness of and responsiveness to the larger system of health care and demonstrate the skills needed to improve the health of specific Clinical populations

	Assessment Method	Learning Objectives	Teaching Method
<p>SHS1. Describe various approaches to the organization, financing, and delivery of health care in the United States and other countries and the role of physicians in developing and implementing health policy.</p>	<ul style="list-style-type: none"> ✓ Rice Reflection for each Session (formative) ✓ Attendance / Participation (formative and summative) ✓ Narrative Assessment (summative) 	<ul style="list-style-type: none"> • Identify the impact of financial policies (of health systems and of insurance companies) on health and health care of patients and populations (overall course objective) • Describe the public and private insurance options available to individuals in the US and how eligibility for those insurance options is determined • Explain the impact that insurance status has on the care of individual patients encountered during trimester rotations • Describe what is covered by Medicare, Medicaid, and private insurance with regard to long-term care, rehabilitation services, home health services, and the impact health insurance coverage has on care transitions 	<ul style="list-style-type: none"> ✓ Small Group

		<ul style="list-style-type: none"> • Discuss with patients how their insurance status has an impact on their ability to access health care services (Population Health Session 5) 	
<p>SHS2. Identify disparities across populations in North Carolina and nationally and discuss physician roles in reducing these disparities.</p>	<ul style="list-style-type: none"> ✓ Rice Reflection for each Session (formative) ✓ Attendance / Participation (formative and summative) ✓ Narrative Assessment (summative) 	<ul style="list-style-type: none"> • Describe health disparities and the physician’s role in addressing these disparities (overall course objective) • Describe the epidemiology of health disparities in the United States • Explain the underlying causes for health disparities; Implement strategies for reducing health disparities in individual patient encounters and in the healthcare system (Population Health Session 8) • Describe the epidemiology of health disparities that affect LGBT populations • Explain how social structural factors contribute to health disparities related to gender and sexuality • Describe how the design of clinical environments and electronic health records can create barriers to or facilitate access for LGBT patients (Population Health Session 9) 	<ul style="list-style-type: none"> ✓ Small Group ✓ Large Group
<p>SHS3. Identify common ways that physicians can advocate for patients and communities.</p>	<ul style="list-style-type: none"> ✓ Rice Reflection for each Session (formative) ✓ Attendance / Participation (formative and summative) ✓ Narrative Assessment (summative) 	<ul style="list-style-type: none"> • Describe appropriate advocacy roles for physicians (overall course objective, covered in multiple grand rounds sessions) • Understand why population health skills are important to the practicing clinician • Understand the variety of roles that physicians can play in population health (Population Health Session 1) • Describe the ways in which health promotion occurs outside of the individual physician/patient relationship, including interpersonal, organizational, community, and policy interventions 	<ul style="list-style-type: none"> ✓ Small Group ✓ Large Group

		<ul style="list-style-type: none"> • Locate the evidence-base for various community-level health promotion interventions (Population Health Session 12) 	
<p>SHS4. Identify factors that place populations at risk for disease or injury and select appropriate strategies for risk reduction.</p>	<ul style="list-style-type: none"> ✓ Rice Reflection for each Session (formative) ✓ Attendance / Participation (formative and summative) ✓ Narrative Assessment (summative) 	<ul style="list-style-type: none"> • Describe strategies to mitigate social determinants and improve the health of individual patients and populations (overall course objective) • Understand the role of the local public health system in preventing transmission of communicable disease, including outbreak investigation and contact tracing/notification • Describe how vital statistics can be used to inform patient care • Locate and review local or state-level health statistics for the geographic area in which you are completing a clinical rotation (Population Health Session 2) • Explain the impact that insurance status has on the care of individual patients encountered during trimester rotations • Discuss with patients how their insurance status has an impact on their ability to access health care services (Population Health Session 5) • Describe the prevalence of low literacy in the patient population students are likely to see on clinical rotations • Identify and practice effective strategies for overcoming low health literacy during face-to-face patient encounters • Identify strategies for selecting appropriate written materials for patients with low health literacy (Population Health Session 10) 	<ul style="list-style-type: none"> ✓ Small Group

		<ul style="list-style-type: none"> • Describe the potential impact of global travel on the health of individuals and transitions in infectious disease due to travel on the health of populations (Population Health Session 11) • Describe the epidemiology of health disparities in the United States • Explain the underlying causes for health disparities • Implement strategies for reducing health disparities in individual patient encounters and in the healthcare system (Population Health Session 8) • Describe the epidemiology of health disparities that affect LGBT populations • Explain how social structural factors contribute to health disparities related to gender and sexuality • Describe how the design of clinical environments and electronic health records can create barriers to or facilitate access for LGBT patients (Population Health Session 9) 	
<p>SHS5. Participate in identifying system errors and implementing potential systems solutions</p>	<ul style="list-style-type: none"> ✓ Rice Reflection for each Session (formative) ✓ Attendance / Participation (formative and summative) ✓ Narrative Assessment (summative) 	<ul style="list-style-type: none"> • Describe the prevalence of medical errors in the US healthcare system • Explain mechanisms for preventing and addressing errors at UNC and within the larger healthcare system • Observe how systems improvement can reduce the chances of medical errors • Make recommendations for a system-level improvement that could prevent a medical error (Population Health Session 6) 	<ul style="list-style-type: none"> ✓ Small Group

<p>SHS6. Apply principles of translational research, patient safety, or quality improvement to enhance patient care.</p>	<ul style="list-style-type: none"> ✓ Journal Club Presentation (summative) ✓ Attendance / Participation (formative and summative) ✓ Narrative Assessment (summative) 		<ul style="list-style-type: none"> ✓ Small Group
<p>SHS7. Demonstrate collaborative teamwork skills and the ability to work effectively with other members of the health care team.</p>	<ul style="list-style-type: none"> ✓ Rice Reflection for each Session (formative) ✓ Attendance / Participation (formative and summative) ✓ Narrative Assessment (summative) 	<ul style="list-style-type: none"> • Work effectively in teams within and across disciplines, recognizing the strengths and skills of colleagues (overall course objective) • Describe the potential risks of breakdowns in communication when patients transition between settings of care; Ensure clear communication between health care providers when a patient transitions between settings of care • Collaborate with non-physician providers, including social workers, pharmacists, nurses, physical therapists, and occupational therapists, to ensure smooth transitions between the inpatient and outpatient setting (Population Health Session 7) 	<ul style="list-style-type: none"> ✓ Small Group
<p>SHS8. Identify and develop the leadership skills required in an era of teamwork.</p>	<ul style="list-style-type: none"> ✓ Rice Reflection for each Session (formative) ✓ Attendance / Participation (formative and summative) ✓ Narrative Assessment (summative) 	<ul style="list-style-type: none"> • Understand why population health skills are important to the practicing clinician • Understand the variety of roles that physicians can play in population health (Population Health Session 1) 	<ul style="list-style-type: none"> ✓ Small Group

<p>SHS9. Identify necessary elements for coordinated care of patients with complex and chronic diseases.</p>	<ul style="list-style-type: none"> ✓ Rice Reflection for each Session (formative) ✓ Attendance / Participation (formative and summative) ✓ Narrative Assessment (summative) 	<ul style="list-style-type: none"> • Describe the potential risks of breakdowns in communication when patients transition between settings of care • Ensure clear communication between health care providers when a patient transitions between settings of care • Collaborate with non-physician providers, including social workers, pharmacists, nurses, physical therapists, and occupational therapists, to ensure smooth transitions between the inpatient and outpatient setting (Population Health Session 7) 	<p>✓ Small Group</p>
<p>SHS10. Demonstrate an ability to integrate group level clinical data (registries) into the care of patient and populations</p>	<ul style="list-style-type: none"> ✓ Rice Reflection for each Session (formative) ✓ Attendance / Participation (formative and summative) ✓ Narrative Assessment (summative) 	<ul style="list-style-type: none"> • Describe how vital statistics can be used to inform patient care • Locate and review local or state-level health statistics for the geographic area in which you are completing a clinical rotation (Population Health Session 2) 	<p>✓ Small Group</p>