

**LEARNING OBJECTIVES: EL PRIMARY CARE AND COMMUNITY HEALTH ADVANCED CLINICAL ELECTIVE AT CHILE AZ**

<b>Overarching Goals</b>	<b>Elective objectives: By the end of the rotation, students will be expected to:</b>	<b>Where/how taught (location)</b>	<b>Taught by (attending, fellows, etc.)</b>	<b>How student's achievement of objective is assessed (assessment method)</b>	<b>How feedback is given (feedback method)</b>	<b>Quantity target (target number of patients/ events during rotation)</b>
4, 5, 6	<p><b>Demonstrate behaviors consistent with the highest standards of professionalism and medical ethics in all patient encounters.</b></p> <ol style="list-style-type: none"> <li>1. Demonstrates consideration of each patient's specific value for health and illness.</li> <li>2. Demonstrate a commitment to caring for all patients regardless of gender, race, socioeconomic status, intellect, sexual orientation, or ability to pay.</li> <li>3. Demonstrate respect for all members of the health care team, including physician and non-physician providers as well as non-providers who support the caring mission.</li> <li>4. Demonstrates patient-centered care.</li> <li>5. Use self-reflection to manage internal feelings to improve therapeutic alliances with patients.</li> <li>6. Manage professional boundaries in the context of the doctor-patient relationship.</li> <li>7. Describe and implement basic elements of informed consent.</li> </ol>	CHILE, AZ Primary Care Center	Attendings, fellows and residents.	Direct observation, Evaluations by attendings/ fellows/ residents.	Elective director will meet with student at least once during the mid-rotation and additionally as needed.	200 Cases
4, 5, 6	<p><b>Demonstrate skills for coordination of care and communication with colleagues.</b></p> <ol style="list-style-type: none"> <li>1. Participate in requesting a consultation and identifying the specific questions to be addressed.</li> <li>2. Demonstrate an attitude of teamwork and respect towards all members of the health care team as manifested by reliability, responsibility, and honesty.</li> <li>3. Demonstrate acceptance of the premises that various physician styles may each be appropriate and that different valid approaches to patient care may coexist.</li> <li>4. Work as an effective member of the patient care team.</li> </ol>					
4, 5, 6	<p><b>Incorporate core concepts for the involvement of the family during the care of patients.</b></p> <ol style="list-style-type: none"> <li>1. Explain the importance of understanding family, community, and societal roles in providing care to patients with medical or psychiatric conditions.</li> </ol>					

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	<ol style="list-style-type: none"> <li>2. Appreciate the changing needs of persons across the lifespan.</li> <li>3. Describe and apply the biopsychosocial model in the care of patients.</li> <li>4. Demonstrate an ability to work as a member of an interdisciplinary care team.</li> </ol>					
1, 2, 3, 4, 5	<p><b>Obtain an accurate and appropriately focused medical history for a specific setting and amount of time.</b></p> <ol style="list-style-type: none"> <li>1. The chief complaint is accurately identified.</li> <li>2. The history is obtained in a logical, organized, and thorough manner.</li> <li>3. The student demonstrates effective verbal skills, including appropriate use of open- and closed-ended questions, repetition, facilitation, explanation, summation, and interpretation.</li> <li>4. The depth and breadth of the history is appropriate to the visit type (e.g., problem-focused visit vs new outpatient visit).</li> <li>5. The student seeks the family's point of view.</li> <li>6. Alternate sources of information are used to obtain history when needed, including but not limited to family members, fellow healthcare providers, living facility, and pharmacy staff.</li> </ol>					
1, 2, 3, 4, 5	<p><b>Formulate and describe the differential diagnosis and a diagnostic plan for patients presenting with various complaints in primary care.</b></p> <ol style="list-style-type: none"> <li>1. The student can synthesize essential clinical information into an accurate patient representation.</li> <li>2. The student's differential usually includes the correct diagnosis plus other plausible diagnoses.</li> <li>3. The student appropriately prioritizes items in the differential diagnosis according to both probability and seriousness.</li> </ol>					

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	<ol style="list-style-type: none"> <li>4. The student identifies key economic, statistical, and clinical factors (e.g., physical risk) that may affect choice among test options.</li> <li>5. The student elicits and accounts for the patient's perspective in diagnostic decision making.</li> </ol>					
1, 2, 3, 4, 5, 6, 7, 8	<p><b>Deliver an effective oral presentation and write a note based on the findings from an interview and examination of a primary care patient.</b></p> <ol style="list-style-type: none"> <li>1. Completes the oral presentation succinctly, in an appropriate amount of time given the audience and setting including a chronologically-developed present illness, medication list, past history, and pertinent positives and negatives from the family history, social history, and physical and mental status examination. Describes the differential diagnosis.</li> <li>2. Writes the note in appropriate format as determined by the primary care setting.</li> <li>3. Completes the note on the day of the visit.</li> </ol>					
1, 2, 3, 4, 5, 6, 7, 8	<p><b>Develop, describe, and implement appropriate family-centered therapeutic plans.</b></p> <ol style="list-style-type: none"> <li>1. Describe key factors to consider in choosing among treatment options, including risks, cost, and efficacy.</li> <li>2. Formulate an initial therapeutic plan and modify it with family input, explaining the risks and benefits of treatment options.</li> <li>3. Determine the family's understanding of the therapeutic plan and ability to carry it out.</li> <li>4. Demonstrate a commitment to involve the patient in his or her health care.</li> </ol>					
1, 2, 3, 4, 5, 6, 7, 8	<p><b>Demonstrate the learning skills and ability to identify and meet emerging information needs for diagnosis, prognosis and treatment of patients cared for in primary care.</b></p>					

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	<ol style="list-style-type: none"> <li>1. Develop well-formed, focused, pertinent clinical questions.</li> <li>2. Acquire, interpret, and apply information from a diverse array of sources to optimize diagnosis and management of individual patients.</li> <li>3. Classify information sources according to broad scientific categories: original research, meta-analysis, structured reviews, narrative reviews.</li> </ol>					
5, 6, 8	<p><b>Career/context: Exposure to family medicine training/career pathway.</b></p> <ol style="list-style-type: none"> <li>1. Know key roles that the specialty plays in the health care system.</li> </ol>			n/a	Ad hoc discussion with attendings or residents with different subject matter (patients, scope of practice, lifestyle, difficulty) as desired.	n/a