

# BUILDING BETTER CURRICULUM **WEBINAR**

**Topic: Documenting Clinical Experience**

**Katie Maietta**

Assistant Director of Medical Education  
University of Pittsburgh School of Medicine

***PLEASE NOTE:*** All users will be muted during the webinar but should use the chat feature to send questions to Angela Blood during the presentation. We will try to answer as many questions as possible at the end of the presentation.

# Documenting Clinical Experience

University of Pittsburgh School of Medicine

Katie Maietta

Assistant Director of Medical Education



# Navigator

- Homegrown LMS

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< Academic Year: 2019 - 2020 >

Med Student Year 1 (Class of 2023)

Med Student Year 2 (Class of 2022)

Med Student Year 3 (Class of 2021)

Med Student Year 4 (Class of 2020)

Academic Programs

Areas of Concentration (AOC)

General


Postgraduate Trainee

# Navigator

## Med Student Year 1 (Class of 2023)

| Start Date | <a href="#">Name</a>                                    |
|------------|---|
|            | *Book Shelf AY 2019-2020*                               |
| 1/6/2020   | Advanced Physical Examination 1 (2020) Draft Schedule   |
| 1/8/2020   | Behavioral Medicine (2020)                              |
| 1/21/2020  | Clinical Experience 1 (2020) Draft Schedule             |
| 8/28/2019  | Ethics, Law and Professionalism                         |
| 8/28/2019  | Evidence Based Medicine - Fundamentals (2019)           |
| 1/8/2020   | Evidence-Based Medicine - Applied (2020) Draft Schedule |
| 11/4/2019  | Fuel Metabolism (2019)                                  |
| 10/14/2019 | Human Genetics (2019)                                   |
| 12/2/2019  | Immunology in Health & Disease (Dec 2019)               |

# Navigator Search



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Maietta, Katie ▾

Class Year

2022

Academic Year

2019 - 2020 ▾

☐ Show only CI courses for selected academic year

Search

nutrition

×

[Query Syntax Help](#)

[Show Results As Grid](#)

| Course Title                 | Page Title                                     | Element Metadata | Keywords | Learning Objectives  |
|------------------------------|--|------------------|----------|--|
| Digestion & Nutrition (2019) | Nutrition Assessment and Under Nutrition       | Nutrition        |          | 1. To recognize that specific subjective and objective information obtained during the patient interview and physical exam are critical elements of a nutritional assessment.2. To be able to differentiate between the nutritional risk levels and recognize what factors place a patient at high, moderate or low risk of malnutrition.4. To understand the process of formulating nutritional goals during health and disease, as well as appreciate the process for choosing specific modes of delivery of nutritional support |
| Digestion & Nutrition (2019) | Introduction to Digestion and Nutrition course |                  |          | To understand the role of normal GI function in nutrition and some specific challenges posed by GI disease states.,Discuss the criteria to access the nutritional status of a patient, and the consequences of over- and under- nutrition .Understand the interplay between nutrition status and physiological states, such as pregnancy.  |

Digestion & Nutrition (2019)

Nutrition Assessment and Under Nutrition

Element Metadata

Nutrition

Learning Objectives

1. To recognize that specific subjective and objective information obtained during the patient interview and physical exam are critical elements of a nutritional assessment.2. To be able to differentiate between the nutritional risk levels and recognize what factors place a patient at high, moderate or low risk of malnutrition.4. To understand the process of formulating nutritional goals during health and disease, as well as appreciate the process for choosing specific modes of delivery of nutritional support

Document Titles

22 - Levinthal Nutritional Assessment Undernutrition and Treatment 2019.22 - Nutritional Assessment and Undernutrition Levinthal 2019

Digestion & Nutrition (2019)

Introduction to Digestion and Nutrition course

Learning Objectives

To understand the role of normal GI function in nutrition and some specific challenges posed by GI disease states.,Discuss the criteria to access the nutritional status of a patient, and the consequences of over- and under- nutrition .Understand the interplay between nutrition status and physiological states, such as pregnancy.

Document Titles

01 - Intro to Digestion Nutrition 2019

# Navigator Admin

Metadata Category

AAMC/LCME Curriculum Themes

Element Listing

Substance abuse

Class Of

Class of 2022

Academic Year

None, 2019-07-01 - 2020-06-30

Course

"Book Shelf AY 2018-2019", "Book Shelf AY 2019-2020"

View Report

1 of 1

Find | Next

### Curriculum Report

1/3/2020 8:38:47 AM

Course: "Book Shelf AY 2018-2019", "Book Shelf AY 2019-2020". Advanced Medical Interviewing (2019) Draft Schedule, Advanced Physical Examination 1 (January 2019 to May 2019), Advanced Physical Examination 2 (August 2019 to February 2020), Behavioral Medicine (2019), Body Fluid Homeostasis - Cardiovascular Segment (2019), Body Fluid Homeostasis - Pulmonary Segment (2019), Body Fluid Homeostasis - Renal Segment (2019), Body Fluid Homeostasis Integration (2019), Body Fluid Homeostasis Integration (2019), Cell Communications and Pharmacology (2018), CIP AY18- 19 Introduction to Physical Exam (2018), CIP AY18-19 Advanced Physical Examination 1 (January 2019 to May 2019), CIP AY18-19 Clinical Experiences 1 (2019), CIP AY18-19 Clinical Experiences 2 (2018), CIP AY18-19 Medical Interviewing (2018), Clinical Experience 2 (2019) Draft Schedule, Clinical Experiences 1 (January - April 2019), Clinical Experiences 2 (August- December 2019), Digestion & Nutrition (2019), Endocrine Disorders Course (2020), Ethics, Law and Professionalism (2018), Evidence Based Medicine - Fundamentals (2018), Evidence-Based Medicine - Applied (2019), Fuel Metabolism (2018), Human Genetics (2018), Immunology in Health & Disease (2019), Introduction to Being a Physician (2018), Introduction to Being a Physician (2018) draft schedule, Introduction to Physical Exam (2018), Introduction to Psychiatry (2019), Investigation & Discovery (2019), Medical Anatomy (2018), Medical Interviewing (2018), Medical Microbiology (2019), MSTP Professional Development 1 (Summer 2018), MSTP Professional Development 2 (Summer 2019), Neuroscience (2019), Orientation 2018, Population Health (2019), Prologue (2018), PSTP Grant Writing (Summer 2019), PSTP Professional Development 1 (Summer 2018), PSTP Professional Development 1 (Summer 2019), PSTP/MSTP Fall MS2 RBMK (2019-2020), PSTP/MSTP RBMK (Spring 2018-2019), PSTP/MSTP RBMK: MS1 Fall 2018-2019, Reproductive and Developmental Biology (2020), Skin and Musculoskeletal Diseases (2019) OLD, Standard Precautions and Bloodborne Pathogen Training 2018, Standard Precautions and Bloodborne Pathogen Training 2019, STEP Club/Academic Success Resources, Step One Prep - Class of 2022, Tissues in Health and Disease (2018-2019), Ultrasound Basics: Human Anatomy From a Different Perspective

Curricula: Class of 2022

Academic Year(s): None, 2019-07-01 - 2020-06-30

Metadata Category: AAMC/LCME Curriculum Themes

| Course Name                                       | Event Title   | Metadata Name   | Event Type  | Event Date | Event Start Time | Event End Time | Event Time(minutes) |
|---|---|-----------------|-------------|------------|------------------|----------------|---------------------|
| Behavioral Medicine (2019)                        | Adherence   | Substance abuse | Lecture     | 2/27/2019  | 10:00            | 10:30          | 30                  |
| Behavioral Medicine (2019)                        | Substance Use   | Substance abuse | Lecture     | 2/20/2019  | 10:30            | 11:00          | 30                  |
| Body Fluid Homeostasis - Pulmonary Segment (2019) | Chronic Obstructive Pulmonary Disease and Smoking Cessation | Substance abuse | Lecture     | 10/22/2019 | 09:00            | 10:00          | 60                  |
| Digestion & Nutrition (2019)                      | Alcohol: Liver and nutrition                                | Substance abuse | Lecture     | 12/3/2019  | 09:00            | 09:50          | 50                  |
| Ethics, Law and Professionalism (2018)            | Opioids   | Substance abuse | Small Group | 11/28/2018 | 10:00            | 11:30          | 90                  |
| Ethics, Law and Professionalism (2018)            | The Opioid Epidemic   | Substance abuse | Small Group | 11/14/2018 | 10:00            | 12:00          | 120                 |



# Navigator and CI

- Follow one student through all four years
- Can use the same course for most preclinical curriculum as the students follow the same schedule
- Create a 'dummy' course for clerkships and other courses with individualized schedules
- Work with clerkship directors/coordinators to come up with 'ideal schedule'



CIP AY18-19 "Dummy" Family Medicine Clerkship (FMC)

Not Published



Organizer View Details View **Course Settings** Preview

## Course Settings

CIP AY18-19 "Dummy" Family Medicine Clerkship (FMC)

1/28/2019 to 2/24/2019




The Family Medicine Clerkship is a 4 week rotation that encompasses the comprehensive and longitudinal care of patients with a special emphasis on care of individuals in the context of families and communities. Students participate in patient care at offices and clinics throughout the region, including hospital based sites and a variety of community based locations, in generalist and/or specialist settings.

## Course Director



## Learning Objectives



- = Demonstrate knowledge and implementation of comprehensive evidence-based, gender- and age-specific individualized care. 
- = Outline treatment strategies for the patient as a "whole person," addressing acute and chronic diseases, health promotion and disease prevention in the context of each patient's social, economic, cultural and religious background. 
- = Recognize the complex interactions among culture, literacy, community, race, age, gender, education, and language on an individual patient's experience with health care. 





## Course Metadata (Elements)



### Assessment Methods

attendance  
Clinical Performance Rating/Checklist  
faculty observation  
Learning Log  
multiple choice question examination  
Narrative Assessment  
NBME shelf examination  
OSCE  
resident observation  
written assignment

### AAMC/LCME Curriculum Themes

Community health  
Counseling for behavior change  
Cultural diversity  
Health disparities  
Prevention/health maintenance

### UPSOM Educational Objectives (New)

4 - Integrate basic science concepts with clinical reasoning  
5 - Establish and maintain appropriate therapeutic relationships with patients  
6 - Obtain a sensitive and thorough medical history  
7 - Perform a sensitive and accurate physical examination  
8 - Perform general clinical procedures  
9 - Participate in discussions and decision-making with patients and families  
10 - Clearly communicate medical information in spoken and written form  
11 - Develop knowledge, skills and attitudes to practice the basic principles of prevention  
12 - Demonstrate sound clinical reasoning  
13 - Appropriately assess patients with common signs and symptoms  
15-2 - Discuss variations in patient presentation based on factors such as age, race/ethnicity, gender, immunologic status, reproductive status, and emotional state.  
16 - Describe therapeutic options and participate in the care of patients with common problems  
18 - Develop the knowledge and exhibit the skills necessary to assist in the management of chronic diseases  
19 - Participate in care in a variety of settings  
20 - Develop the knowledge, skills and attitudes necessary to provide culturally competent care.  
22 - Incorporate ethical principles in clinical practice and research  
23 - Demonstrate professional behaviors  
32 - Develop an understanding of the impact of nonmedical determinants of health on health outcomes and health equity



# Navigator Metadata



Assessment Methods



AAMC/LCME Curriculum Themes

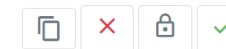


| Associated               | Identifier | Name                                  |
|--------------------------|------------|---------------------------------------|
| <input type="checkbox"/> |            | Adolescent medicine                   |
| <input type="checkbox"/> |            | Biostatistics                         |
| <input type="checkbox"/> |            | Bioterrorism                          |
| <input type="checkbox"/> |            | Clinical pathology                    |
| <input type="checkbox"/> |            | Clinical/translational research       |
| <input type="checkbox"/> |            | Communication skills                  |
| <input type="checkbox"/> |            | Community health                      |
| <input type="checkbox"/> |            | Complementary/alternative health care |
| <input type="checkbox"/> |            | Continuity of care                    |



CIP AY18-19 "Dummy" Family Medicine Clerkship (FMC)

Not Published ▾



Organizer View

Details View

Course Settings

Preview

+ Add a folder to this course

|   |           |              |   |  |  |  |
|---|-----------|--------------|---|--|--|--|
| = | 2/18/2019 | week 4 day 1 |   |  |  |  |
| = | 8:15am    | 8:30am       | Musculoskeletal: The Hip<br>Workshop                            |  |  |  |
| = | 8:30am    | 10:00am      | Ethics Debate<br>Workshop                                       |  |  |  |
| = | 10:00am   | 10:30am      | Adverse Childhood Events<br>Discussion                          |  |  |  |
| = | 10:30am   | 11:45am      | Patient-Centered Medical Home Exercises<br>Case                 |  |  |  |
| = | 1:00pm    | 5:30pm       | Outpatient Clinical Session<br>Clinical Experience - Ambulatory |  |  |  |



## Event Time, Title, Type and Faculty

8:15am

8:30am

Musculoskeletal: The Hip

Workshop

## Faculty



## Learning Objectives



Establish a plan for evaluation of hip pain through history and physical examination.



Become familiar with some of the most common causes of hip pain.



## Event Text

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## Event Metadata (Elements)

Event Keywords:



### Assessment Methods

small group participation

### AAMC/LCME Curriculum Themes

Musculoskeletal medicine

### UPSOM Educational Objectives (New)

6-1 - Perform a medical interview, and obtain relevant history on medical, family, social, and environmental information.

7-4 - Appropriately focus the physical examination for specific complaints.

14 - Appropriately use testing to guide diagnostic and therapeutic decisions

14-1 - Interpret clinical laboratory reports in the context of patient care, recognizing the value and limitations of commonly ordered tests.

14-2 - Discuss indications, contraindications, and limitations for commonly ordered studies.

14-3 - Discuss the utility, relative cost and value of commonly ordered studies.

14-4 - Demonstrate a reasoned approach to ordering and systematic approach to interpretation of imaging studies.



- Still a work in progress
- Meeting with clerkship directors annually to review and make updates

1994335824 - Family Medicine Clerkship (FMC): Event Details

| Event ID : Event Name                    | Duration   | Instructional Method              | Assessment Method                                       | Resources | Keywords |
|--|------------|-----------------------------------|---|-----------|----------|
| 2000039757 : Outpatient Clinical Session | 4 hr 0 min | Clinical Experience - Ambulatory. |   |           |          |
| 2000039759 : Outpatient Clinical Session | 4 hr 0 min | Clinical Experience - Ambulatory. |   |           |          |
| 2000039761 : OSCE Final Exam             | 4 hr 0 min |                                   | Exam - Institutionally Developed, Clinical Performance. |           |          |

# Thank you!

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412-648-8825



# Thank you and we will see you next month!

Please register for next month's  
Building Better Curriculum Webinar Series on  
Wednesday, February 12, 2020 at 1:00 pm ET.

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## ***The Hidden Curriculum of Compassionate Care: Can Assessment Drive Compassion?***

*Sarah Wright, Assistant Professor, Dept. of Family and Community Medicine, University of Toronto*

*Victoria Boyd, PhD Student, Health Professions Education, University of Toronto*

## ***Project Wholehearted: Resiliency Curriculum at New York Medical College***

*Suyu Zhang, MD Candidate, Class of 2021, New York Medical College*

*Jessica McMillin, MD Candidate, Class of 2022, New York Medical College*

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**We will post January's series on AAMC's website here:**

**[www.aamc.org/cir/webinars](http://www.aamc.org/cir/webinars)**