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

<table>
<thead>
<tr>
<th>Courses</th>
<th>Academic Programs</th>
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<tbody>
<tr>
<td>Med Student Year 1 (Class of 2023)</td>
<td>Academic Programs</td>
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<tr>
<td>Med Student Year 2 (Class of 2022)</td>
<td>Areas of Concentration (AOC)</td>
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<tr>
<td>Med Student Year 3 (Class of 2021)</td>
<td>General</td>
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<tr>
<td>Med Student Year 4 (Class of 2020)</td>
<td>Postgraduate Trainee</td>
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<table>
<thead>
<tr>
<th>Start Date</th>
<th>Name</th>
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<tbody>
<tr>
<td></td>
<td><em>Book Shelf AY 2019-2020</em></td>
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<tr>
<td>1/6/2020</td>
<td>Advanced Physical Examination 1 (2020) Draft Schedule</td>
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<td>1/6/2020</td>
<td>Behavioral Medicine (2020)</td>
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<td>1/21/2020</td>
<td>Clinical Experience 1 (2020) Draft Schedule</td>
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<tr>
<td>8/28/2019</td>
<td>Ethics, Law and Professionalism</td>
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<tr>
<td>10/14/2019</td>
<td>Human Genetics (2019)</td>
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<tr>
<td>12/2/2019</td>
<td>Immunology in Health &amp; Disease (Dec 2019)</td>
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### Digestion & Nutrition (2019)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Page Title</th>
<th>Element Metadata</th>
<th>Keywords</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digestion &amp; Nutrition (2019)</td>
<td>Nutrition Assessment and Under Nutrition</td>
<td>Nutrition</td>
<td></td>
<td>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 level and recognize what factors place a patient at high, moderate or low risk of malnutrition. 3. 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.</td>
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<tr>
<td>Digestion &amp; Nutrition (2019)</td>
<td>Introduction to Digestion and Nutrition course</td>
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<td>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 nutritional status and physiological states, such as pregnancy.</td>
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### Digestion & Nutrition (2019)

**Nutrition Assessment and Under Nutrition**

**Element Metadata**

**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 level and recognize what factors place a patient at high, moderate or low risk of malnutrition.
3. 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**

- [Nutrition Assessment and Under Nutrition](#)
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’
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.

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 healthcare.
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

UPSDM 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
14 - Discuss variations in patient presentation based on factors such as age, race/ethnicity, gender, immunologic status, reproductive status, and emotional state
15 - Describe therapeutic options and participate in the care of patients with common problems
16 - Develop the knowledge and exhibit the skills necessary to assist in the management of chronic diseases
17 - Participate in care in a variety of settings
18 - Develop the knowledge, skills, and attitudes necessary to provide culturally competent care
19 - Incorporate ethical principles in clinical practice and research
20 - Demonstrate professional behaviors
21 - Develop an understanding of the impact of nonmedical determinants of health on health outcomes and health equity

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### Navigator Metadata

<table>
<thead>
<tr>
<th>Associated</th>
<th>Identifier</th>
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<tbody>
<tr>
<td></td>
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<td>Adolescent medicine</td>
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<td>Clinical/translational research</td>
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<td>Community health</td>
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<td>Complementary/alternative health care</td>
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<tr>
<td>8:15am</td>
<td>Musculoskeletal: The Hip Workshop</td>
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<tr>
<td>8:30am</td>
<td>Ethics Debate Workshop</td>
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<td>10:00am</td>
<td>Adverse Childhood Events Discussion</td>
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<td>10:30am</td>
<td>Patient-Centered Medical Home Exercises Case</td>
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<td>11:45am</td>
<td>Outpatient Clinical Session Clinical Experience - Ambulatory</td>
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### Event Time, Title, Type and Faculty

<table>
<thead>
<tr>
<th>Time</th>
<th>Title</th>
<th>Faculty</th>
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<tbody>
<tr>
<td>8:15am</td>
<td>Musculoskeletal: The Hip</td>
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</tr>
<tr>
<td>8:30am</td>
<td>Workshop</td>
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### 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.
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.
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
Thank you!

Katie Maietta
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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.

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

We will post January’s series on AAMC’s website here:
www.aamc.org/cir/webinars