

Core Clinical Conditions: CORE 1 (FM, IM, Aging)

- Abdominal Pain
- Advanced Directives/End of Life/Palliative Care
- Altered Mental Status/Delirium
- Anemia
- Atherosclerosis (CAD, PVD, Cerebrovascular disease, Acute coronary syndrome)
- Chest Pain
- CHF
- COPD/Asthma
- Cough/URI/Viral syndromes/Pneumonia
- Depression
- Diabetes
- Dyslipidemia
- Dyspnea
- Dysuria/Hematuria/Stones/UTI
- Fever
- Geriatric syndromes (cognitive impairment, falls, incontinence, polypharmacy)
- Hypertension
- Musculoskeletal pain (back, shoulder, knee, hip)
- Nausea, Vomiting, Diarrhea, Constipation, Gastroenteritis
- Obesity
- Preventive Care/Health Promotion
- Renal failure/Acid-Base Disorder/Electrolyte Disorder
- Skin problems (cellulitis/rash)
- Smoking cessation/Tobacco Use/Substance Use Disorder
- Thyroid disease
- Transitions of Care
- Unintended Weight Loss
- Venous Thromboembolism

Core Clinical Conditions: CORE 2 (OB/Gyn)

Record participation in a meaningful patient encounter or interactive learning exercise involving conducting a history/physical exam, developing a differential diagnosis/diagnostic plan, and/or developing a treatment plan for each of the core clinical conditions listed below:

- Contraception/Family Planning
- Interpersonal Violence
- Labor (normal)
- Menstrual problem/Abnormal bleeding
- Pelvic Mass
- Pelvic Pain (acute/chronic)
- Pregnancy (complicated/high-risk)
- Pregnancy (normal)
- Vaginal Discharge/STIs
- Women's Health (osteoporosis/menopause)

Core Clinical Conditions: CORE 2 (Pediatrics)

Record participation in a meaningful patient encounter or interactive learning exercise involving conducting a history/physical exam, developing a differential diagnosis/diagnostic plan, and/or developing a treatment plan for each of the core clinical conditions listed below:

- Behavioral (Abnormality/Concern)
- Cardiovascular System
- Central Nervous System
- Child Maltreatment Syndrome (e.g. non-accidental trauma, neglect, sexual abuse)
- Chronic Medical Problem
- Dermatologic System
- Development (abnormality/Concern)
- Emergent Clinical Problem
- Fever
- Fluid and electrolyte problem/management
- Gastrointestinal Tract
- Growth (Abnormality/Concern)
- Hematologic abnormality/concern
- Jaundice
- Lower Respiratory Tract
- Musculoskeletal Complaint
- Nutrition (Abnormality/Concern)
- Upper Respiratory Tract
- Well Child Care (Newborn-1 month)
- Well Child Care (Infant 1-12 months)
- Well Child Care (Toddler 12-60 months)
- Well Child Care (School age)
- Well Child Care (Adolescent)

Core Clinical Conditions: CORE 3 (Neurology)

Record participation in a meaningful patient encounter or interactive learning exercise involving conducting a history/physical exam, developing a differential diagnosis/diagnostic plan, and/or developing a treatment plan for each of the core clinical conditions listed below:

- Altered mental status/Coma
- Chronic Pain
- Dementia
- Dizziness/Syncope
- Headache
- Movement disorder/Parkinson's Disease
- Multiple Sclerosis
- Nervous System Tumors
- Neuropathy
- Seizure/Epilepsy
- Stroke
- Sequelae of neurologic disease (rehab)

Core Clinical Conditions: CORE 3 (Psychiatry)

Record participation in a meaningful patient encounter or interactive learning exercise involving conducting a history/physical exam, developing a differential diagnosis/diagnostic plan, and/or developing a treatment plan for each of the core clinical conditions listed below:

- Anxiety
- Bipolar Disorder
- Delirium/Encephalopathy
- Depression
- Neuropsychopharmacology
- Personality Disorder
- Psychosis
- Substance use disorder
- Risk assessment (self-harm/suicide/homicide/violence)
- Psychological Trauma/PTSD/TBI

Core Clinical Conditions: CORE 4 (EM, Surgery)

Record participation in a meaningful patient encounter or interactive learning exercise involving conducting a history/physical exam, developing a differential diagnosis/diagnostic plan, and/or developing a treatment plan for each of the core clinical conditions listed below:

- Abdominal pain
- Acute pain management
- Airway management
- Breast Pain/Mass/Nipple discharge
- Cancer
- Chest Pain
- Dysphagia/GERD
- Dyspnea
- ENT/Eye emergency
- Fluid resuscitation/shock
- GI Bleeding
- Jaundice
- Nutrition
- Obesity
- Peri-operative care
- Peripheral vascular disease
- Trauma/Acute MSK injury
- Wound infections

Core Clinical Conditions: Longitudinal Ambulatory Block (LAB)

Record participation in a meaningful patient encounter or interactive learning exercise involving conducting a history/physical exam, developing a differential diagnosis/diagnostic plan, and/or developing a treatment plan for each of the core clinical conditions listed below:

IM/FM/Aging

- Advanced care planning/End-of-life/Palliative care
- Allergic disorders
- Atherosclerosis (CAD, PAD)
- Chronic disease management
- COPD/Asthma
- Cough/URI/Viral syndrome
- Diabetes
- Dyslipidemia
- Dysuria/Hematuria/Stones/UTI
- Geriatric syndromes (Cognitive Impairment, falls, incontinence, polypharmacy)
- Hypertension
- Musculoskeletal pain (back, shoulder, knee, hip)
- Preventive Care/Health Promotion
- Skin Problem (cellulitis, rash)
- Smoking Cessation
- Thyroid disease
- Unintended Weight Loss

Pediatrics

- Behavioral (Abnormality/Concern)
- Chronic Medical Problem
- Dermatologic System
- Development (Abnormality/Concern)
- Growth (Abnormality/Concern)
- Nutrition (Abnormality/Concern)
- Upper Respiratory Tract
- Musculoskeletal Complaint
- Well Child Care (infant 1-12 mon)
- Well Child Care (newborn – 1 mon)
- Well Child Care (toddler 12-60 mon)
- Well Child Care (school age)
- Well Child care (adolescent)

Emergency Medicine

- Abdominal pain
- Airway management
- Chest Pain
- Dyspnea
- ENT/Eye emergency
- Fluid resuscitation/shock
- Trauma/Acute MSK injury

Core Clinical Conditions: Team Based Care 1 – Internal Medicine

Record participation in a meaningful patient encounter or interactive learning exercise involving conducting a history/physical exam, developing a differential diagnosis/diagnostic plan, and/or developing a treatment plan for each of the core clinical conditions listed below:

- Abdominal Pain
- Anemia
- Atherosclerosis (CAD, PAD)
- Chest Pain
- Congestive Heart Failure
- COPD/Asthma
- Dyspnea
- Nausea, Vomiting, Gastroenteritis, Diarrhea
- Renal Failure/acid-base disorder/electrolyte disorder
- Venous Thromboembolism
- Transitions of Care

Core Clinical Conditions: Team Based Care 1 – Surgery

Record participation in a meaningful patient encounter or interactive learning exercise involving conducting a history/physical exam, developing a differential diagnosis/diagnostic plan, and/or developing a treatment plan for each of the core clinical conditions listed below:

- Abdominal pain
- Acute pain management
- Breast Pain/Mass/Nipple discharge
- Cancer
- Dysphagia/GERD
- GI Bleeding
- Jaundice
- Nutrition
- Obesity
- Peri-operative care
- Peripheral vascular disease
- Wound infections

Core Clinical Conditions: Team Based Care 3 – Neurology and Psychiatry

Record participation in a meaningful patient encounter or interactive learning exercise involving conducting a history/physical exam, developing a differential diagnosis/diagnostic plan, and/or developing a treatment plan for each of the core clinical conditions listed below:

Neurology

- Altered mental status/Coma
- Chronic Pain
- Dementia
- Dizziness/Syncope
- Headache
- Movement disorder/Parkinson's Disease
- Multiple Sclerosis
- Nervous System Tumors
- Neuropathy
- Seizure/Epilepsy
- Stroke
- Sequelae of neurologic disease (rehab)

Psychiatry

- Anxiety
- Bipolar Disorder
- Delirium/Encephalopathy
- Depression
- Neuropsychopharmacology
- Personality Disorder
- Psychosis
- Substance use disorder
- Risk assessment (self-harm/suicide/homicide/violence)
- Psychological Trauma/PTSD/TBI

Core Clinical Conditions: Team Based Care 2 – OB/GYN

Record participation in a meaningful patient encounter or interactive learning exercise involving conducting a history/physical exam, developing a differential diagnosis/diagnostic plan, and/or developing a treatment plan for each of the core clinical conditions listed below:

- Contraception/Family Planning
- Interpersonal violence
- Labor (normal)
- Menstrual problem/Abnormal bleeding
- Pelvic Mass
- Pelvic Pain (acute/chronic)
- Pregnancy (complicated/high-risk)
- Pregnancy (normal)
- Vaginal Discharge/STIs
- Women's Health (osteoporosis/menopause)

Core Clinical Conditions: Team Based Care 2 – Pediatrics

Record participation in a meaningful patient encounter or interactive learning exercise involving conducting a history/physical exam, developing a differential diagnosis/diagnostic plan, and/or developing a treatment plan for each of the core clinical conditions listed below:

- Cardiovascular System
- Central Nervous System
- Child Maltreatment Syndrome (e.g. non-accidental trauma, neglect, sexual abuse)
- Emergent Clinical Problem
- Fever
- Fluid and electrolyte problem/management
- Gastrointestinal Tract
- Hematologic abnormality/concern
- Jaundice
- Lower Respiratory Tract

Objectives: CORE 1 (FM, IM, Aging)

By the end of this rotation students will be able to:

- Demonstrate compassionate, effective and efficient history taking and exam skills
- Demonstrate interprofessional teamwork skills to participate actively and effectively in a health care team
- Enrich prior knowledge through reading and searching the literature
- Demonstrate proficiency in oral presentation skills and written documentation
- Develop an effective approach to differential diagnosis/diagnostic reasoning and solving patient-based problems
- Demonstrate appropriate responsiveness to feedback in a professional manner
- Apply the evidence based principles of acute and chronic disease management to the care of a patient
- Develop an evidence-based health maintenance plan for a patient of any age or gender
- Identify and suggest treatment for geriatric syndromes (e.g., delirium, dementia, depression, falls, incontinence, polypharmacy)
- Identify goals of care and patient/family preferences and assist with integration into patient management plan.
- Communicate the key components of a safe discharge plan and reintegration into family, community, and workplace, including the role of care coordinator
- Display sensitivity to cultural differences, differences in beliefs and backgrounds, and values that affect patient interactions with the healthcare system.
- Recognize how social determinants of health, structural racism, and bias lead to health disparities, especially among underrepresented groups.

Objectives: CORE 2 (OB/Gyn)

By the end of this rotation, students will be able to:

- Know and apply women's health screening strategies and guidelines across the life cycle
- Demonstrate the ability to compassionately and effectively communicate with and examine adolescent/women
- Describe how to counsel women about contraception, abortion or sterilization options
- Identify and participate in the diagnosis and treatment of common gynecological problems
- Demonstrate a working knowledge of pelvic/female anatomy and how it correlates with clinical care
- Describe the physiology of normal pregnancy and the care of common medical conditions during pregnancy
- Participate in the management of a normal pregnancy including performing an uncomplicated vaginal delivery
- Recognize common complications of pregnancy including the basics of high-risk pregnancies
- Identify when to refer a patient to an Obstetrician-Gynecologist
- Demonstrate the knowledge and clinical problem solving skills necessary for the diagnosis and initial management of common acute and chronic illnesses in adult women
- Gain knowledge, insight and resources to help care for LGBTQ patients (module)
- Understand the biopsychosocial model of female sexual function

Objectives: Core 2 (Pediatrics)

By the end of this rotation, students will be able to:

- Obtain history (1) from a child in an age-appropriate manner, (2) from third party historian when appropriate and; (3) with specific attention to birth history and developmental histories.
- Perform physical exam (including appreciation of differences at stages of development): Newborn, Infant, Toddler, School-age, and Adolescent
- Generate age appropriate differential diagnosis and understand initial management (diagnostic and therapeutic) for common pediatric conditions
- Apply components of age-specific pediatric health maintenance to health maintenance encounters (newborn; infant; toddler; school-age; adolescent): 1) basic knowledge of normal growth and development from birth to adolescence; 2) disease and injury prevention (immunizations; anticipatory guidance); 3) common screening tests
- Demonstrate effective communication skills: written documentation of patient encounter; Oral presentation to health professionals; Patient/family-centered communication and engagement using appropriate language
- Form clinical questions and retrieve evidence to advance patient care
- Demonstrate consistently professional behavior: Demonstrate compassion, respect, honesty, and ethical practice; Meet obligations in a reliable and timely manner; Recognize and address lapses in professional behavior (reflection)
- Collaborate as part of an interprofessional team
- Promote patient safety

Objectives: CORE 3 (Neurology/Psychiatry)

By the end of this rotation, students will be able to:

- Demonstrate openness, sensitivity, and respect to the patients, family, and health care team members through empathic listening and compassionate care
- Collaborate effectively with multi- disciplinary health team members to improve patient care
- Demonstrate the ability to perform and interpret 1) a psychiatric evaluation, including a detailed mental status evaluation, and 2) a complete Neurological examination.
- Demonstrate the ability in the neurologically and psychiatrically ill patient to formulate a case, develop a differential diagnosis, devise a plan for diagnosis and management, participate in management that is appropriate, compassionate and effective, and communicate this information to patients, their families and members of the health care team.
- Enrich prior knowledge in Psychiatry and Neuroscience through outside reading and searching the literature relevant to clinical case work
- Be able to recognize an acute change in neurologic/mental status and initiate appropriate clinical work up
- Demonstrate the ability to recognize diagnostic criteria for major psychiatric disorders and explain major treatment modalities
- Contribute to care that is appropriate, compassionate and effective for the medically ill patient with psychiatric concerns
- Identify intoxication and withdrawal for common substances of abuse (alcohol, opioids, cocaine, marijuana) and be able to discuss the basic common treatment options for common substances of abuse, including inpatient and outpatient treatment
- Identifies the contribution of pain to psychological distress and describe the role that neurobiology, psychology, and environmental influences play in pain related suffering and disability
- Be able to obtain a pain history which describes the biological nature & functional impairment of pain, major traumatic events & co-morbid pathologies which determine wellness and maintaining illness
- Recognize how trauma and other adverse childhood experiences impact development and future manifestation of neuropsychiatric symptoms.

Objectives: CORE 4 (EM, Surgery)

By the end of this rotation, students will:

- Demonstrate effective skills in gathering and presenting patient data and thinking through the differential diagnosis and treatment plan.
- Demonstrate effective communication skills with interprofessional team members, patients, and families.
- Discuss the critical elements of perioperative care, including fluid management, physiologic response to surgical stress and trauma, and common postoperative complications.
- Demonstrate the ability to perform focused, self-directed reading in appropriate literature and share this with the team.
- Demonstrate openness to feedback and the ability to make adjustments as needed.
- Determine appropriate disposition for emergent care patients based on the patient's response to therapy and the availability of social support systems. (EM)
- Describe the role of the emergency department within the greater health care system (EM)
- Recognize and interpret abnormal vital signs (EM)
- Describe the initial approach to the undifferentiated patient (EM)
- Propose an appropriate differential diagnosis with an emphasis on life-threatening conditions based on the initial chief complaint and the history provided by the patient (EM)

Objectives: Longitudinal Ambulatory Block (LAB)

By the end of this rotation, students will be able to:

IM/FM/Aging

- Demonstrate compassionate, effective and efficient history taking and exam skills
- Participate actively and effectively in a health care team
- Enrich prior knowledge through reading and searching the literature
- Demonstrate proficiency in oral presentation skills and written documentation
- Develop an effective approach to differential diagnosis/diagnostic reasoning and solving patient-based problems
- Demonstrate responsiveness to feedback in a professional manner
- Apply the evidence based principles of acute and chronic disease management to the care of a patient
- Develop an evidence-based health maintenance plan for a patient of any age or gender
- Identify and suggest treatment for geriatric syndromes (e.g., delirium, dementia, depression, falls, incontinence, polypharmacy)
- Identify goals of care and patient/family preferences and assist with integration into patient management plan.
- Communicate the key components of a safe discharge plan and reintegration into family, community, and workplace, including the role of care coordinator
- Display sensitivity to cultural differences, differences in beliefs and backgrounds, and values that affect patient interactions with the healthcare system.
- Recognize how social determinants of health, structural racism and bias lead to health disparities, especially among underrepresented groups.

Emergent Care

- Determine appropriate disposition for emergent care patients based on the patient's response to therapy and the availability of social support systems.
- Describe the role of the emergency department within the greater health care system
- Describe the initial approach to the undifferentiated patient
- Propose an appropriate differential diagnosis with an emphasis on life-threatening conditions based on the initial chief complaint and the history provided by the patient

Pediatrics

- Obtain history (1) from a child in an age-appropriate manner, (2) from third party historian when appropriate and; (3) with specific attention to birth history and developmental histories.
- Perform physical exam (including appreciation of differences at stages of development): Newborn, Infant, Toddler, School-age, and Adolescent
- Generate age appropriate differential diagnosis and understand initial management (diagnostic and therapeutic) for common pediatric conditions
- Apply components of age-specific pediatric health maintenance to health maintenance encounters (newborn; infant; toddler; school-age; adolescent): 1) basic knowledge of normal growth and development from birth to adolescence; 2) disease and injury prevention (immunizations; anticipatory guidance); 3) common screening tests
- Demonstrate effective communication skills: written documentation of patient encounter; Oral presentation to health professionals; Patient/family-centered communication and engagement using appropriate language
- Form clinical questions and retrieve evidence to advance patient care
- Demonstrate consistently professional behavior: Demonstrate compassion, respect, honesty, and ethical practice; Meet obligations in a reliable and timely manner; Recognize and address lapses in professional behavior (reflection)
- Collaborate as part of an interprofessional team
- Promote patient safety

Objectives: Team Based Care 1 – Internal Medicine

By the end of this rotation students will be able to:

- Demonstrate compassionate, effective and efficient history taking and exam skills
- Develop interprofessional teamwork skills to participate actively and effectively in a health care team
- Enrich prior knowledge through reading and searching the literature
- Demonstrate proficiency in oral presentation skills and written documentation
- Develop an effective approach to differential diagnosis/diagnostic reasoning and solving patient-based problems
- Demonstrate responsiveness to feedback in a professional manner
- Apply the evidence based principles of acute and chronic disease management to the care of a patient
- Identify goals of care and patient/family preferences and assist with integration into patient management plan.
- Communicate the key components of a safe discharge plan and reintegration into family, community, and workplace, including the role of care coordinator
- Display sensitivity to cultural differences, differences in beliefs and backgrounds, and values that affect patient interactions with the healthcare system
- Recognize how social determinants of health, structural racism, and bias lead to health disparities, especially among underrepresented groups

Objectives: Team Based Care 1 – Surgery

By the end of this rotation, students will:

- Demonstrate effective skills in gathering and presenting patient data and thinking through the differential diagnosis and treatment plan.
- Demonstrate effective communication skills with interprofessional team members, patients, and families.
- Discuss the critical elements of perioperative care, including fluid management, physiologic response to surgical stress and trauma, and common postoperative complications.
- Demonstrate the ability to perform focused, self-directed reading in appropriate literature and share this with the team.
- Demonstrate openness to feedback and the ability to make adjustments as needed.

Objectives: Team Based Care 2 – OB/GYN

By the end of this rotation, students will be able to:

- Demonstrate the ability to compassionately and effectively communicate with and examine adolescent/women
- Describe how to counsel women about contraception, abortion or sterilization options
- Identify and participate in the diagnosis and treatment of common gynecological problems
- Demonstrate a working knowledge of pelvic/female anatomy and how it correlates with clinical care
- Describe the physiology of normal pregnancy and the care of common medical conditions during pregnancy
- Participate in the management of a normal pregnancy including performing an uncomplicated vaginal delivery
- Recognize common complications of pregnancy including the basics of high-risk pregnancies
- Identify when to refer a patient to an Obstetrician-Gynecologist
- Demonstrate the knowledge and clinical problem solving skills necessary for the diagnosis and initial management of common acute and chronic illnesses in adult women
- Gain knowledge, insight and resources to help care for LGBTQ patients (module)
- Understand the biopsychosocial model of female sexual function
- Know and apply women's health screening strategies and guidelines across the life cycle (*originally in LAB objectives*)

Objectives: Team Based Care 2 – Pediatrics

By the end of this rotation, students will be able to:

- Obtain history (1) from a child in an age-appropriate manner, (2) from third party historian when appropriate and; (3) with specific attention to birth history and developmental histories.
- Perform physical exam (including appreciation of differences at stages of development): Newborn, Infant, Toddler, School-age, and Adolescent
- Generate age appropriate differential diagnosis and understand initial management (diagnostic and therapeutic) for common pediatric conditions
- Apply components of age-specific pediatric health maintenance to health maintenance encounters (newborn; infant; toddler; school-age; adolescent): 1) basic knowledge of normal growth and development from birth to adolescence; 2) disease and injury prevention (immunizations; anticipatory guidance); 3) common screening tests
- Demonstrate effective communication skills: written documentation of patient encounter; Oral presentation to health professionals; Patient/family-centered communication and engagement using appropriate language
- Form clinical questions and retrieve evidence to advance patient care
- Demonstrate consistently professional behavior: Demonstrate compassion, respect, honesty, and ethical practice; Meet obligations in a reliable and timely manner; Recognize and address lapses in professional behavior (reflection)
- Collaborate as part of an interprofessional team
- Promote patient safety

Objectives: Team Based Care 3 – Neurology and Psychiatry

By the end of this rotation, students will be able to:

- Demonstrate openness, sensitivity, and respect to the patients, family, and health care team members through empathic listening and compassionate care
- Collaborate effectively with multi-disciplinary health team members to improve patient care
- Demonstrate the ability to perform and interpret 1) a psychiatric evaluation, including a detailed mental status evaluation, and 2) a complete Neurological examination.
- Demonstrate the ability in the neurologically and psychiatrically ill patient to formulate a case, develop a differential diagnosis, devise a plan for diagnosis and management, participate in management that is appropriate, compassionate and effective, and communicate this information to patients, their families and members of the health care team.
- Enrich prior knowledge in Psychiatry and Neuroscience through outside reading and searching the literature relevant to clinical case work
- Recognize an acute change in neurologic/mental status and initiate appropriate clinical work up
- Demonstrate the ability to recognize diagnostic criteria for major psychiatric disorders and explain major treatment modalities
- Contribute to care that is appropriate, compassionate and effective for the medically ill patient with psychiatric concerns
- Identify intoxication and withdrawal for common substances of abuse (alcohol, opioids, cocaine, marijuana) and be able to discuss the basic common treatment options for common substances of abuse, including inpatient and outpatient treatment
- Identify the contribution of pain to psychological distress and describe the role that neurobiology, psychology, and environmental influences play in pain related suffering and disability
- Obtain a pain history which describes the biological nature and functional impairment of pain, major traumatic events and co-morbid pathologies which determine wellness and maintaining illness
- Recognize how trauma and other adverse childhood experiences impact development and future manifestation of neuropsychiatric symptoms.
- Participate in a meaningful patient encounter involving each of the required Neurology and Psychiatry core clinical conditions.