Patient Care and Interpersonal Communication Thread
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PC1. Acquire and synthesize relevant patient information to formulate an appropriate differential diagnosis and patient-centered care plan.

History Taking

- Complete Histories
  - INTRO/CC/HPI (chief concern/history of present illness)
    - Describe the key features of a intro/CC/HPI
    - Demonstrate standard introduction and obtains CC/HPI in a simulated setting
    - Demonstrate standard introduction and obtains CC/HPI in a clinical setting
  - PMH (past medical history)
    - Describe the key features of a PMH
    - Obtains specific of PMH in a simulated setting
    - Obtains specific of PMH in clinical setting
  - FH (family history)
    - Describe the key features of a FH
    - Obtains specific of FH in a simulated setting
    - Obtains specific of FH in a clinical setting
  - SH (social history)
    - Describe the key features of a SH
    - Obtains specific of SH in a simulated setting
    - Obtains specific of SH in a clinical setting
  - ROS (review of systems)
    - Identify symptoms within organ systems
    - Obtain specifics of ROS in a simulated setting
    - Obtain specifics of ROS in a clinical setting

- Focused Histories
  - Derm
    - Describe key features of a focused history for a patient with a derm concern
    - Obtain a focused history for a patient with a derm concern in a simulated setting
    - Obtain a focused history for a patient with a derm concern in a clinical setting
  - Cardiovascular
    - Describe key features of a focused Cardiovascular history
    - Obtain a focused Cardiovascular history in a simulated setting
    - Obtain a focused Cardiovascular history in a clinical setting
  - Pulmonary
    - Describe key features of a focused pulmonary history
Obtain a focused Pulmonary history in a simulated history
Obtain a focused Pulmonary history in a clinical setting

Gastrointestinal
- Describe key features of a focused GI history
- Obtain a focused GI history in a simulated history
- Obtain a focused GI history in a clinical setting

Musculoskeletal/Rheumatologic
- Describe key features of a focused MSK/Rheumatological history
- Obtain a focused MSK/Rheumatological history in a simulated setting
- Obtain a focused MSK/Rheumatological history in a clinical setting

Neurologic
- Describe key features of a focused Neurological history
- Obtain a focused Neurological history in a simulated setting
- Obtain a focused Neurological History in a clinical setting

Endocrine
- Describe key features of a focused Endocrine history
- Obtain a focused Endocrine history in a simulated setting
- Obtain a focused Endocrine history in a clinical setting

Ophthalmologic
- Describe key features of a focused Ophthalmologic history
- Obtain a focused Ophthalmological history in a simulated setting
- Obtain a focused Ophthalmological history in a clinical setting

Gynecologic
- Describe the key features of a Gyn history
- Obtain a Gyn history in a simulated setting
- Obtain a Gyn history in a clinical setting

Genitourinary
- Describe key features of a focused GU history
- Obtain a focused GU history in a simulated setting (lecture, small group)
- Obtain a focused GU history in a clinical setting.

Psychiatric
- Describe key features of a focused psychiatric history
- Obtain a focused psychiatric history in a simulated setting
- Obtain a focused psychiatric history in a clinical setting.

Histories in Specific Populations
- Children
  - Describe key features of developmental stages of childhood
  - Identify key features of a focused interview for various stages of development
  - Identify (Describes?) key interviewing skills to be used for various stages of development
  - Obtain a pediatric interview in clinical setting

- Adolescents
  - Describe key features of developmental stages of adolescence
  - Identify sensitive topics of focused interview of adolescent
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- **Obtain an adolescent interview in a clinical setting**
- **Older Adults**
  - Describe the key features of a focused older adult interview
  - Identify specific concerns of older adult patient
  - Obtain cognitive assessment in a clinical setting
  - Obtain an interview from an older adult in a clinical setting
- **LGBT**
  - Describe key interviewing skills that facilitate a safe and confidential interview regarding LGBT issues
  - Uses language that fosters an inclusive interview
  - Obtain a focused interview regarding LGBT issues in a simulated setting
  - Obtain a focused interview regarding LGBT issues in a clinical setting

**Physical Exam/Diagnosis**

- **Comprehensive/Preventive Physical Exam**
  - Describe the key features of a Head-to-Toe physical exam
  - Perform a Head-to-Toe physical exam in a simulated setting
  - Perform a Head-to-Toe physical exam in a clinical setting

**Focused (Evidence-Based) Physical Diagnosis**

- **Dermatologic**
  - Describe the key exam techniques for a patient with a derm concern
  - Perform a Derm exam in a simulated setting
  - Perform a Derm exam in a clinical setting
- **Cardiovascular**
  - Describe the key techniques of the CV exam
  - Perform a CV exam in a simulated setting
  - Perform a CV exam in a clinical setting
- **Pulmonary**
  - Describe the key techniques of the Pulmonary exam
  - Perform a Pulmonary exam in a simulated setting
  - Perform a Pulmonary exam in a clinical setting
- **Gastrointestinal**
  - Describe the key techniques of the GI exam
  - Perform a GI exam in a simulated setting
  - Perform a GI exam in a clinical setting
- **Neurological**
  - Describe key techniques of the Neurological exam
  - Perform a Neuro exam in a simulated setting
  - Perform a Neuro exam in clinical setting
- **Endocrine**
  - Describe key techniques of the Endocrine exam
  - Perform an Endocrine exam in a simulated setting
Perform an Endocrine exam in a clinical setting

- Ophthalmology
  - Describe the key techniques of the Ophthalmology exam
  - Perform an Ophthalmology exam in a simulated setting
  - Perform an Ophthalmology exam in a clinical setting

- Gynecologic
  - Describe the key techniques of a Gyn exam
  - Perform a Gyn exam in a simulated setting
  - Perform a Gyn exam in a clinical setting

- Genitourinary
  - Describe the key techniques of a GU exam
  - Perform a GU exam in a simulated setting
  - Perform a GU exam in a clinical setting

Physical exam in specific populations

- Children
  - Describe the exam techniques unique to children
  - Perform a physical exam on a child in a clinical setting

- Pregnant Women
  - Describe the exam techniques unique to pregnant women
  - Perform a physical exam on a pregnant women in a clinical setting

Clinical Reasoning

- Basic clinical reasoning
  - Synthesize clinical information from history, physical exam and initial diagnostic evaluation
  - Describe various approaches for generating a differential diagnosis
  - Formulate a prioritized differential diagnosis in simulated setting
  - Formulation a prioritized differential diagnosis in a clinical setting for core clinical conditions

- Advanced clinical reasoning
  - Describe potential biases that can lead to diagnostic errors
  - Describe the Bayesian approach to diagnosis
  - Generate a problem list in a clinical setting
  - Recognize a patient needing urgent or emergent medical evaluation
  - Integrate new clinical information into the differential diagnosis as it emerges
  - Engage with supervisors in the process of clinical reasoning and development of differential diagnosis

Common Diagnostic and Screening Test Ordering and Interpretation

- Lab tests
  - Describe the components and clinical relevance of core lab test panels (list TBD, include UA, CSF, cultures)
Interpret lab test results as normal or abnormal by accessing reference resources
Diagnose core clinical conditions on the basis of abnormal lab test results
Interpret abnormal blood smears for a core set of conditions
Interpret abnormal gram stains for a core set of conditions

- Xrays and EKGs
  - Demonstrate a systematic approach for interpreting chest xray in clinical setting
  - Demonstrate a systematic approach for interpreting abdominal xrays in a clinical setting
  - Demonstrate a systematic approach for interpreting skeletal xrays in clinical setting
  - Demonstrate systematic approach for interpreting EKGs in a clinical setting

Developing and Enacting a Patient-Centered Care Plan

- Develop patient-centered prevention and treatment plans for core conditions in clinical settings
- Engage with supervisors in the process of developing a patient-centered care plan in clinical settings
- Order common diagnostic tests for core clinical conditions in clinical settings

PC2. Counsel and educate patients and their families about health conditions, disease prevention and management, and community resources to meet health needs.

Patient and family counseling and education

- Pregnant and postpartum women
  - Describe the core preventative strategies of prenatal visits during the first, second and third trimesters
  - Counsel and educate prenatal women in a clinical setting
  - Counsel and educate postnatal women in a clinical setting

- Well child with parent/guardian (anticipatory guidance)
  - Describe the core preventative strategies of well newborn, child and adolescent visits
  - Counsel and provide anticipatory guidance (vs “educate”) to a newborn’s parents in a clinical setting
  - Counsel and provide age appropriate anticipatory guidance (educate?) to parents about common behavioral and other preventative measures for children in a clinical setting
  - Counsel and provide age appropriate anticipatory guidance (educate?) adolescents and their parents in a clinical setting

- Acutely ill child with parent/guardian
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- Describe the common treatment strategies for acutely ill children and parents for core pediatric conditions
- Counsel and educate parents of acutely ill children with a core clinical condition in clinical setting

- Well adult (consider subcategories)
  - Describe the core preventative strategies for well adult visits based on patient age, sex and risk factors
  - Counsel and educate patients about core preventative measures based on the patient's age, sex and risk factors in a clinical setting

- Acutely ill adult
  - Describe the common treatment strategies for acute ill adults with core adult conditions
  - Counsel and educate adults who are acutely ill with core clinical conditions in a clinical setting

- Chronically ill adult
  - Describe common treatment strategies for chronically ill adults with core adult clinical conditions
  - Counsel and educate adults who are chronically ill with core clinical conditions in a clinical setting

- Adult at end of life
  - Describe the core components of a palliative care approach.
  - Counsel patients about the role of a palliative care approach in a clinical setting

PC4. Perform basic technical skills related to the care of the patient including the appropriate utilization of informed consent.

Infection control

- Hand hygiene
  - Justify the importance of hand hygiene in infection control
  - Demonstrate hand hygiene in all simulated settings
  - Demonstrate hand hygiene in all clinical settings

- Universal precautions
  - Describe the principle of universal precautions
  - Demonstrate universal precautions in simulated setting
  - Demonstrate universal precautions in clinical setting
  - Demonstrate proper handling and disposal of biohazardous and sharps

- Surgical scrubbing, gowning and gloving
  - Describe the concept of sterile field
  - Demonstrate sterile scrubbing, gowning and gloving in simulated setting
  - Demonstrate sterile scrubbing, gowning in gloving in clinical setting

- Airborne precautions
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- Identify patients who require airborne precautions
- Describe isolation techniques of patients with suspected airborne illness
- Demonstrate adherence to proper airborne precautions in clinical setting

Other isolation precautions
- Describe the role of infection control in reducing hospital-acquired infections
- Demonstrate compliance with isolation precautions in clinical settings

IC1. Demonstrate effective communication using oral, written and electronic formats to establish and maintain collaborative relationships with patients, families and communities.

Basic Interpersonal Communication Skills

- Opening the discussion
  - Describe the key communication techniques for opening the discussion
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- Demonstrate the key communication techniques for opening the discussion in a simulated setting
- Demonstrate the key communication techniques for opening the discussion in a clinical setting

- Gathering information
  - Describe the key communication techniques for gathering information
  - Demonstrate the key communication techniques for gathering information in a simulated setting
  - Demonstrate the key communication techniques for gathering information in a clinical setting

- Understanding the patient’s perspective
  - Describe the key communication techniques for understanding the patient’s perspective
  - Demonstrate the key communication techniques for understanding the patient’s perspective in a simulated setting
  - Demonstrate the key communication techniques for understanding the patient’s perspective in a clinical setting

- Sharing information
  - Describe the key communication techniques for sharing information with patients
  - Demonstrate the key communication techniques for information sharing in simulated setting
  - Demonstrate the key communication techniques for information sharing in clinical setting

- Shared decision making/negotiating diagnostic and treatment plans with patients
  - Describe the key communication techniques for shared decision making with patients
  - Demonstrate the key communication techniques for shared decision making in simulated setting
  - Demonstrate the key communication techniques for shared decision making sharing in clinical setting

- Provide closure
  - Describe the key communication techniques for providing closure with patients
  - Demonstrate the key communication techniques for providing closure in simulated setting
  - Demonstrate the key communication techniques for providing closure sharing in clinical setting

Advanced Interpersonal Communication Skills

- Promoting Adherence
  - Describe the key principles of adherence
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- Describe patient barriers to adherence
- Describe evidence-based methods for improving adherence
- Using evidence-based methods, promote adherence in a simulated setting
- Using evidence-based methods, promote adherence in a clinical setting

o Surrogate decision maker
  - Assess a patient for decision making capacity in a clinical setting
  - Describe core communication techniques to be used with a surrogate decision maker
  - Identify a surrogate decision maker using a patient’s HCPOA document in a clinical setting
  - Engages in shared decision making with a surrogate decision maker in a clinical setting

o Unexpected outcomes
  - Explain how provider emotions impact communication of unexpected outcomes
  - Describe the core communication techniques to be used when communicated unexpected outcomes
  - Communicate unexpected outcomes to a patient in a simulated setting

o Disruptive or angry patient
  - Explain how provider emotions impact communication with an angry or disruptive patient
  - Describe core communication techniques to be used with an angry or disruptive patient
  - Interview an angry or disruptive patient in a simulated setting

o End of life/palliative care
  - Distinguish between curative and palliative care approaches
  - Describe core communication techniques for a patient at the end of life
  - Interpret a patient’s living will/advanced directives in a clinical setting
  - Counsel a patient regarding palliative care options in a simulated setting

o Breaking bad news
  - Describe core communication techniques to be used when breaking bad news (SPIKES, NURSE)
  - Demonstrate breaking bad news in a simulated setting
  - Demonstrate breaking bad news in a clinical setting

o Behavioral change/motivational interviewing
  - Describe barriers to behavioral change
  - Distinguish between conventional and motivational interviewing
  - Describe the core communication techniques used in motivation interviewing
  - Demonstrate motivation interviewing or SBIRT in a simulated setting
  - Demonstrate motivation interviewing or SBIRT in a simulated setting
Advanced History Taking

- Sexual Assault
  - Analyze common myths surrounding sexual assault
  - Describe core communication techniques used in interviewing a victim of sexual assault
  - Describe the role of the Sexual Assault Nurse Examiner
  - Identify community resources for a victim of sexual assault
  - Demonstrate an interview with a victim of a sexual assault in a simulated setting

- Victims of Violence and Abuse (including Intimate Partner Violence)
  - Describes the epidemiology, determinants and impact of violence and abuse in society
  - Describes common red flags that may indicate a victim of violence or abuse
  - Describe the state-to-state variation in mandatory reporting laws and the need to be aware of requirements where they practice

Written and electronic communication

- Patient test results
  - Describe scenarios when test results should be communicated verbally versus via a letter
  - Compose a letter to a patient that communicates test results

- After visit care plans
  - Describe the potential benefits of high quality transitions of care
  - Define the key elements of after visit and after hospital care plans
  - Compose after visit and after hospital care plans in a clinical setting

- Prescription writing
  - Identify the key elements of a written medication prescription
  - Write a medication prescription accurately and safely in a clinical setting

IC4. Bridge cultural and health literacy gaps to minimize disparities and optimize health care outcomes

Health Literacy

- Low health literacy risk factors and common signs
  - Describe behaviors that may indicate low health literacy
  - Describe the factors that contribute to low health literacy
  - Describe aspects of patient educational materials that are effective for patients with low health literacy

- Strategies to overcome low health literacy
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- Describe communication techniques that are effective for patients with low (limited) health literacy
- Demonstrate communication skills that are effective for patients with low health literacy in simulated setting
- Demonstrate communication skills that are effective for patients with low health literacy in clinical setting

Culture

- Patient culture and health
  - Define culture and the factors that determine an individual’s culture
  - Define cultural competence
  - Justify the importance of including cultural considerations in health and healthcare
  - Describe common challenges in cross-cultural provision of healthcare
  - Recognize aspects of a patient’s culture that impact his or her health and healthcare in a clinical setting
  - Ask questions to elicit aspects of culture relevant to health in a simulated setting
  - Ask questions to elicit aspects of culture relevant to health in a clinical setting

- Physician and healthcare system culture
  - Describe the culture of physicians
  - Describe the culture of the U.S. healthcare system
  - Describe the power imbalance between patient and physician and the impact on health and healthcare
  - Describe how the hidden curriculum impacts medical education
  - Describe one’s own cultural background

- Strategies to overcome differences in culture
  - Describe the positive impact of providing culturally sensitive care
  - Demonstrate respect for patients cultural and health beliefs in a simulated setting using a culturally sensitive, patient-centered approach
  - Demonstrate respect for patients cultural and health beliefs in a clinical setting using a culturally sensitive, patient-centered approach

- Religion and spirituality
  - Define religion and spirituality
  - Recognize aspects of a patient’s religion or spirituality that impact his or her health and healthcare in a clinical setting

- Working with Interpreters
  - Describe the functions of an interpreter
  - Assess a patient for the need of an interpreter
  - Describe skills that allow the effective collaboration with an interpreter
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➢ Demonstrate effective communication through collaboration with an interpreter in a simulated setting
➢ Demonstrate effective communication through collaboration with an interpreter in a clinical setting

Disparities and bias

➢ Diversity
  ➢ Define race and ethnicity
  ➢ Demonstrate respect for diversity in the healthcare microsystem by working collaboratively with all coworkers regardless of background

➢ Health disparities
  ➢ Define health disparities
  ➢ Describe common population level health disparities
  ➢ Describe systems interventions to reduce health disparities
  ➢ Identify the factors that underlay health disparities

➢ Discrimination
  ➢ Define discrimination
  ➢ Describe how a history of discrimination and racism impacts modern day healthcare

➢ Bias
  ➢ Define bias
  ➢ Describe the origins and unconscious nature of personal bias
  ➢ Describe how personal bias and bias of healthcare team members impacts patient care and health outcomes
  ➢ Recognize bias present in one’s self and others

➢ Strategies to overcome disparities
  ➢ Describe barriers to overcoming health disparities
  ➢ Justify the need to overcome health disparities
  ➢ Describe strategies for mitigating the impact of bias in providing healthcare
  ➢ Utilizes a patient-centered approach to providing health in an attempt to mitigate the impact of personal bias in clinical settings
  ➢ Access patient education materials in that are appropriate for a patient’s language, culture and level of health literacy
  ➢ Describe systems level measures for reducing bias in healthcare encounters