PL2: Utilize self-assessment and feedback from multiple sources to improve knowledge, skills and attitude.

- Feedback
  - Features of useful feedback
    1. Describe the features of useful feedback and how it informs future action
    2. Contrast elements of constructive feedback from complaint and from evaluation
  - How to deliver feedback-models for giving timely, sensitive and instructive feedback
    1. Identify role models who deliver effective feedback
    2. State barriers to delivering feedback
    3. Develop structured feedback focused on outcome and improvement.
    4. Recognize the feelings of those receiving the feedback
    5. Deliver clear, detailed, and specific suggestions for improvement
  - How to receive feedback from faculty, residents, staff and peers without defensiveness
    1. Identify barriers to receiving feedback
    2. Restate feedback so that it is action oriented and not personal.
    3. Role-play both sides of a constructive feedback scenario.
    4. List feelings that may arise while receiving feedback.
    5. Identify barriers to implementing feedback once received
    6. State potential negative consequences of ignoring feedback
  - 360 evaluation
    1. Complete a self evaluation as part of 360 feedback
    2. Complete a peer evaluation as part of a 360 feedback
    3. Complete a faculty evaluation as part of a 360 feedback

- Self-assessment and self-improvement
  - How to do self-assessment
    1. Describe key steps in self-assessment
    2. Complete a self evaluation (may be done as part of a 360 feedback)
  - Pitfalls of self-assessment
    1. List potential problems with self assessment
    2. Explain how perspective may distort critical judgment.
  - Recognizing own limitations
    1. Describe internal and external pressures to exceed your limitations
    2. State potential negative consequences of exceeding your limitations
  - Generating improvement plan based on self-assessment and feedback received
    1. Recognize potential areas of improvement
2. Evaluate sources for growth and improvement
3. Propose specific, timely goals for change with clearly defined outcomes.
4. Re-evaluate and modify goals

- Peer evaluation
  - Value of peers assessment
    1. State the unique benefits provided by peer evaluation
    2. List potential problems with peer evaluation
  - What is best assessed with peer evaluation
    1. Describe the skills best suited for assessment through peer evaluation
    2. Explain why some skills do not lend themselves to peer evaluation
  - Providing fair and honest peer evaluation
    1. Develop clear, detailed, and specific suggestions for improvement of a peer’s clinical skill (e.g. oral presentation)
    2. Complete a peer evaluation

- Reflective practice
  - Cultivating both critical and informal reflection
    1. Describe key features of both critical and informal (casual) reflection processes.
    2. Contrast the different subjects, processes and outcomes of critical and informal reflection.
    3. Describe environments that promote reflective practice.
    4. Propose professional roles and practices that promote continued reflective processes.
  - Opportunities for reflection
    1. Identify and describe succinctly specific experiences to reflect upon.
    2. Propose situations that are challenging and present opportunity for growth, and predict opportunities for further challenge and strategies for addressing them.
  - Mechanics of critical reflection
    1. Describe conditions before experience to be reflected upon and after experience in detail.
    2. Evaluate changes between pre and post reflective prompt/experience.
    3. Analyze subjective and objective external input on chosen experience and describe and predict impacts of past experience on future action.
    4. Propose specific near and long term measurable actions resulting from the reflective experience.
  - Iteration of reflection
    1. Infer and describe questions unanswered or problems unsolved by a reflective experience.
    2. Describe ongoing topics of improvement in reflective practice.
    3. Design a plan for specific engagement of ongoing topics appropriate for reflective practice.
PL-3: Contribute to an environment of discovery and learning as a member of a professional community.

- Lifelong learning
  - Need & value for this in clinical medicine
    1. List the reasons for ongoing learning through the span of medical practice
    2. State potential barriers to lifelong learning and describe adverse consequences of failing to engage in lifelong learning
  - Fostering inquisitive spirit
    1. Complete a learning style inventory
    2. Describe the aspects of clinical medicine that most interest you.
    3. Explain how your learning style will affect how you engage in lifelong learning
  - How to cultivate lifelong learning habits
    1. Identify role models for lifelong learning
    2. Describe 2-3 techniques these role models employ to promote lifelong learning
    3. Apply one of these techniques to your daily routine
  - The academic disposition
    1. Describe the role of critical reflection and lifelong learning in the development of patient care skills and clinical reasoning

- Sharing of newly acquired knowledge
  - One on one
    1. Perform a peer-to-peer teaching exercise
    2. Create a peer-to-peer teaching exercise
  - Small group
    1. List the advantages of a small group teaching exercise
    2. Conduct a small group teaching session on a focused clinical topic
  - Large group
    1. List the advantages of a large group teaching exercise
    2. Conduct a large group teaching session on a focused clinical topic
  - Formal versus informal
    1. Contrast the advantages of informal versus formal teaching sessions
    2. Examine whether you learn best through informal or formal teaching
  - Leveraging opportunities within patient care setting
    1. List potential opportunities for teaching within the patient care environment
    2. Describe barriers to teaching in the patient care environment and describe two ways to overcome specifically noted barriers to teaching in the clinical care environment

- Learning environment
  - Fostering a safe learning environment
    1. List the important features of a safe learning environment and
identify two ways you can help create a safe learning environment

2. Describe factors that erode a safe learning environment

- Challenges to learning in the clinical environment
  1. List potential opportunities and at least two barriers for learning within the patient care environment
  2. Explain two ways to overcome barriers to learning in the clinical care environment

PR-1: Respect human dignity and diversity by demonstrating accepting, non-judgmental behaviors and providing compassionate care for all.

- Respect
  - Patients & families
    1. Describe the behaviors that demonstrate respect toward patients and families
    2. Explain how lack of respect for patients and families may result in poor medical outcomes
    3. Propose possible solutions for addressing a lack of respect toward patients and families
  - Communities
    1. Describe the behaviors that demonstrate respect toward communities
    2. Explain how lack of respect for community institutions and norms may result in poor medical outcomes
    3. Propose possible solutions for addressing a lack of respect toward communities
  - Peers
    1. Describe the behaviors that demonstrate respect toward peers
    2. Explain how lack of respect for peers may result in poor learning
    3. Explain how lack of respect for peers may result in poor medical outcomes
    4. Propose possible solutions for addressing a lack of respect toward peers
  - Teachers
    1. Describe the behaviors that demonstrate respect toward teachers
    2. Explain how lack of respect for teachers may result in poor learning
    3. Explain how lack of respect for teachers may result in poor medical outcomes
    4. Propose possible solutions for addressing a lack of respect toward teachers
  - Health care team members
    1. Describe the behaviors that demonstrate respect toward health care team members
    2. Explain how lack of respect for health care team members may result in poor learning
3. Explain how lack of respect for health care team members may result in poor medical outcomes
4. Propose possible solutions for addressing a lack of respect toward health care team members

○ Empathy
  ▪ Recognizing humanity in others
    1. Sympathetically articulate the values of your colleagues, patients, and community.
    2. Describe the perspective and experience required to form values different from your own.
    3. Engage others as unique equals and collaborators.
    4. Acknowledge the intrinsic worth of others.
  ▪ Cultivate openness to the experience of others
    1. Assume the role of another to explain an event.
    2. Consider multiple reasonable interpretations of an event.
    3. Argue for multiple conflicting interpretations of an event.
    4. Compare outcomes from multiple perspectives.

○ Compassion
  ▪ Features of compassion
    1. Define compassion
    2. Describe behaviors that demonstrate compassionate care
  ▪ Fighting burnout
    1. List symptoms of physician burnout and describe factors contributing to physician burnout
    2. Explain how burnout may contribute to unprofessional behavior or poor patient care and describe strategies to fight physician burnout
    3. Apply at least one of these strategies to your daily routine
  ▪ Cultivating compassion
    1. Identify role models for providing compassionate care
    2. Describe 2-3 techniques these role models employ to promote compassionate care
    3. Apply one of these techniques to your daily routine

○ Suspending Judgment
  ▪ Supporting patient authored goals
    1. Elicit and infer patient goals.
    2. Include the goals of your patients in providing patient care, and partner with your patients in making diagnostic and treatment decisions.
    3. Describe how the physician is a collaborator in the life of another.
    4. Explain how your ability to aid your patient is improved by including both your goals and their values and goals.
  ▪ Non-judgmental behavior
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1. Describe the behaviors that demonstrate a non-judgmental approach to patients and families

- Preventing judgment from influencing patient care
  1. Describe a patient encounter where you saw physician judgment of a patient/family interfere with patient care
  2. Explain how the outcome may have been different if the physician was able to suspend his/her judgment of the patient/family

- Preventing judgment from influencing health care team dynamics
  1. Describe a patient encounter where you saw physician judgment of a health care team member interfere with patient care or interfere with the functioning of the team
  2. Explain how the outcome may have been different if the physician was able to suspend his/her judgment of the health care team member

PR-2: Take responsibility, behave honestly and act in a timely, organized and dependable manner.

- Responsibility to self
  - Self care
    1. Explain how self care is linked to learning and professional growth
    2. Explain how self care is linked to patient care
    3. Summarize how self care is linked to burn out and a scenario where poor self care negatively impacts learning or patient care
  - Self directed learning
    1. List the reasons for ongoing self directed learning through the span of medical practice
    2. Describe the elements of maintenance of certification and explain the rationale for intermittent assessment of knowledge to maintain board certification

- Goal setting
  1. List the features of a SMART goal
  2. Explain the rationale for goal setting
  3. For each Block, develop one SMART goal
  4. Determine if you attained your goal at the end of each Block

- Responsibility to patient
  - Showing up on time-value and rationale
    1. Describe the impact on the patient when the physician is not on time to provide scheduled care
  - Owning patient care tasks
    1. Explain the impact on the patient when a health care team member does not complete a patient care task for which they are responsible
    2. Describe a scenario where failure to complete an assigned patient care task negatively affects the patient
Professionalism Thread Topics and Sub-topics
Gwen McIntosh; Stephen Bagwell

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- Complete owned tasks in the time needed by patient
  1. Describe a scenario where a delay in completing an assigned patient care task negatively affects the patient
- Thorough follow up with patient
  1. Explain the importance of communicating all information back to the patient in a timely manner
  2. List potential barriers to timely delivery of information back to patients
- Responsibility to team
  - Showing up on time-value and rational
    1. Describe the impact on the health care team when the physician is not on time to provide scheduled care
  - Owning team care tasks
    1. Explain the impact on the team when a health care team member does not complete a patient care task for which they are responsible
    2. Describe a scenario where failure to complete an assigned team care task negatively affects the health care team
  - Complete owned tasks in the time needed by team
    1. Describe a scenario where a delay in completing an assigned care task negatively affects the team or the patient
  - Thorough follow up with team
    1. Explain the importance of communicating all information back to the health care team in a timely manner
    2. List potential barriers to timely delivery of information back to health care team
  - Fostering environment that promotes transparency and growth.
    1. Describe work environments where criticism and ideas are encouraged.
    2. Evaluate one health care environment for transparency and effective communication
- Admitting error
  - Continual self-auditing
    1. Describe the importance of vigilant, constructive self-criticism
    2. Evaluate a patient encounter that did not go well to determine areas for improvement
  - Accepting blame
    1. Explain the ethical obligation a physician has for accepting responsibility for a medical error or missed diagnosis
    2. List reasons that a physician might deny responsibility or deflect blame
  - Learning from errors
    1. Describe causes and impacts of medical error.
    2. List changes in individual actions and systems that could prevent future error
- Honesty
  1. Explain necessity for honesty and disclosure in the health care environment
2. Describe the need to admit uncertainty as part of collaborative work/scientific process/ethical patient care.