

**Rotation:
Continuity Clinic General Internal Medicine Ambulatory**

Overview:

The general medicine continuity clinic experience consists of one half-day clinic per week for all PGY levels except during vacation, ICU rotations and night float rotations. The primary continuity care clinic venues are held at the Medplex, the outpatient facility associated with the Regional Medical Center or the Methodist Teaching Practice, the outpatient facility at Methodist University.

Rotation Goals:

Evolutions in medical care, third party payer (insurance) reimbursement, and changes in program accreditation rules have gradually changed internal medicine training from a largely inpatient experience to one with a major ambulatory component. The Accreditation Council for Graduate Medical Education (ACGME) Program Requirements in Internal Medicine that became effective in July, 2001 state that “clinical experiences must include a minimum of one third of the time in ambulatory sites... and over the 36 months of training, at least 1/2 day each week must be spent managing a panel of general internal medicine patients in continuity.”

During the continuity clinic experience throughout residency the house officer should acquire the knowledge and skills necessary to evaluate (through the patient and family interview, physical examination and synthesis of lab and other data), diagnose and manage a variety of outpatient medical complaints and acute and chronic conditions. The resident will be given the opportunity to research and develop their own treatment plan based on the patient’s history and physical exam as well as past medical history before presenting the patient to clinic attendings at check-out.

In addition, the resident should learn to effectively construct a plan of action for outpatient care that utilizes effective and clear communication with patients, their caretakers and coordination with other members of the healthcare team including, but not limited to, medical subspecialty consultants, nursing staff, physical/occupational/speech therapists, social workers, case managers, and pharmacy staff.

Rotation Objectives:

By the end of the Ambulatory Continuity Clinic in General Internal Medicine, PGY-1 residents are expected to expand and cultivate skills and knowledge learned during previous training and to achieve the following objectives based on the six general competencies. The resident should exhibit an increasing level of responsibility and independency as he or she progresses throughout the year.

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
Patient Care	SPECIALTY SPECIFIC OBJECTIVES			
	Gather essential and accurate information about patients (i.e., obtain medical history and perform physical exam)	Direct patient care Didactic session Conferences Role Modeling	Supervised resident patient interview Web-based faculty global assessment Mini CEX	
	Properly use diagnostic studies and interpretation of their results based on knowledge of patient information and preferences, scientific evidence and clinical judgment	Direct patient care Didactic session Conferences Role Modeling	Direct questioning of resident after initial patient interview Web-based faculty global assessment Mini CEX	

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
	Communicate effectively with the patient, family members, caretakers, and other healthcare team members	Direct patient care Didactic session Conferences Role Modeling	Supervised resident patient Teaching/counseling sessions Web-based faculty global assessment Mini CEX	
	Develop and carry out management plans based on patient information, preferences, up-to-date scientific evidence, and clinical judgement	Direct patient care Didactic session Conferences Role Modeling	Direct questioning of resident after initial patient Web-based faculty global assessment Mini CEX interview	
	Formulate a differential diagnosis based on clinical evidence and diagnostic studies	Direct patient care Didactic session Conferences Role Modeling	Web-based faculty global assessment Mini CEX Patient record review	
	Educate and council patients and their families about various medical and surgical diseases	Direct patient care Didactic session Conferences Role Modeling	Web-based faculty global assessment Mini CEX Patient record review	
	Develop effective counseling skills where the patient and their families understand the diagnosis and treatment plans	Direct patient care Didactic session Conferences Role Modeling	Supervised resident patient Teaching/counseling sessions Web-based faculty global assessment Mini CEX	
	Use information technology (books, periodicals, online resources) to support diagnostic and therapeutic decision-making	Direct patient care Didactic session Conferences Role Modeling	Direct questioning of resident after initial patient interview Web-based faculty global assessment Mini CEX	
	Under direct supervision, perform simple office procedures (such as skin biopsy, incision and drainage, joint aspiration, and joint injection)	Direct patient care Didactic session Conferences Role Modeling	Direct supervision of the procedure by staff Web-based faculty global assessment Mini CEX	
	Under direct supervision, perform age-appropriate preventive health counseling to each patient who comes for a routine visit	Direct patient care Didactic session Conferences	Supervised resident patient Teaching/counseling	

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
		Role Modeling	sessions Web-based faculty global assessment Mini CEX	
	Show a willingness to work with other healthcare professionals (nursing, social work, case management, physical/occupational/speech therapy, other medical specialists) to provide focused patient care by the use of appropriate consults and referrals	Direct patient care Didactic session Conferences Role Modeling	Direct questioning of resident after initial patient interview Web-based faculty global assessment Mini CEX	
	Deliver care within four hours to four outpatients	Direct patient care Didactic session Conferences Role Modeling	Monitoring of patient visit numbers by attendings Web-based faculty global assessment Mini CEX	
	Independently and efficiently evaluate and manage outpatients with basic hypertension and diabetes	Direct patient care Didactic session Conferences Role Modeling	Direct supervision Web-based faculty global assessment Mini CEX	
Medical Knowledge	SPECIALTY SPECIFIC OBJECTIVES			
	Analyze the presenting historical and physical exam findings of the ambulatory patient using knowledge of the basic and clinical sciences, and construct a plausible differential diagnosis for every patient visit	Direct patient care Didactic sessions Conferences Journal Club Board Review	Web-based faculty global assessment ACP-ASIM inservice examination	
	Apply basic and clinical knowledge to decide which diagnostic tests or interventions would provide the least risk and most useful information for subsequent determination of the correct diagnosis	Direct patient care Didactic sessions Conferences Journal Club Board Review	Web-based faculty global assessment ACP-ASIM inservice examination	
	Demonstrate ability to critically evaluate medical information as well as scientific evidence for use in diagnostic and therapeutic management plans	Direct patient care Didactic sessions Conferences Journal Club Board Review	Direct questioning of resident after initial patient interview Web-based faculty global assessment ACP-ASIM inservice examination	
	Exemplify an attitude of open-mindedness and enthusiasm for the gathering of and evaluation of new medical knowledge about the patient problems encountered in the ambulatory setting	Direct patient care Didactic sessions Conferences Journal Club Board Review	Direct questioning of resident after initial patient interview Web-based faculty global assessment	

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
			ACP-ASIM inservice examination	
	Develop a basic knowledge of a variety of outpatient medical complaints and acute and chronic conditions including, but not limited to: Abnormal LFTs Hormone Replacement Anemia Incontinence Angina Inflammatory bowel disease Anticoagulation Nausea and vomiting Arthritis Nephrolithiasis Asthma Obesity Cardiac arrhythmias Periodic health screening Carpel tunnel syndrome Prostatitis Chronic cough Prostatic hypertrophy COPD Rashes Dementia Renal insufficiency/failure Depression/anxiety SLE Diarrhea STDs Drug abuse Syncope Dysphagia Thyroid disorders GERD Tobacco abuse Headache Travel medicine Heart failure Tremor Hematuria UTI Hirsutism Vertigo	Direct patient care Didactic sessions Conferences Journal Club Board Review	Web-based faculty global assessment ACP-ASIM inservice examination	
Practice Based Learning and Improvement	SPECIALTY SPECIFIC OBJECTIVES			
	Display a knowledge of one's own practice patterns	Self Reflection Conferences Journal Club	Direct questioning of resident after initial patient interview Web-based faculty global assessment Ongoing faculty patient record review	
	Display a knowledge of characteristics of one's own patient population for the purposes of application of scientific evidence drawn from other patient populations (awareness of erroneous assumption of "one size fits all")	Self Reflection Conferences Journal Club	Direct questioning of resident after initial patient interview Web-based faculty global assessment Ongoing faculty patient record review	
	Use information technology and other resources to access and organize information, to support diagnostic and	Self Reflection Conferences	Direct attending observation of such	

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
	treatment decisions, and aid in patient education	Journal Club	practices in clinic Web-based faculty global assessment Ongoing faculty patient record review	
	Reflect a willingness to learn from mistakes and use these in improvement of future practices	Self Reflection Conferences Journal Club	Direct attending observation of such practices in clinic Web-based faculty global assessment Ongoing faculty patient record review	
	Evaluate one's own patient care practices, discuss how they meet standards, and develop ways to improve these practices.	Self Reflection Conferences Journal Club	Web-based faculty global assessment Ongoing faculty patient record review	
	Compare clinical practice, patient safety, and quality of care with evidence based medicine.	Self Reflection Conferences Journal Club	Web-based faculty global assessment Ongoing faculty patient record review	
	Demonstrate improvement in clinical management and diagnostic assessment.	Direct Patient Care Self Reflection Conferences Journal Club	Web-based faculty global assessment Ongoing faculty patient record review	
	Take responsibility for lifelong learning.	Self Reflection Conferences Journal Club	Web-based faculty global assessment Ongoing faculty patient record review	
	Teach fellow residents, medical students, and interns.	Direct Patient Care Self Reflection Conferences Journal Club	Web-based faculty global assessment Ongoing faculty patient record review	
Interpersonal and Communication Skills	SPECIALTY SPECIFIC OBJECTIVES			
	Recognize effective listening and communication skills as occurs in the patient-physician interaction (pointing out effective and ineffective methods of patient communication used by themselves or colleagues during previous patient interactions)	Direct Patient Care Role modeling	Supervised resident patient interview Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Demonstrate effective listening, nonverbal, explanatory, questioning, and writing skills during patient interactions	Direct Patient Care Role modeling	Supervised resident patient interview	

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
			Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Communicate effectively with other healthcare professionals to assure proper patient care	Direct Patient Care Role modeling	Direct attending observation of such practices in clinic Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Exemplify an attitude of openness and willingness to work as a member of a coordinated healthcare team with other healthcare professionals	Direct Patient Care Role modeling	Direct attending observation of such practices in clinic Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Accurately present (verbally and written) a case to attending physicians, fellow residents, and other health care professionals.	Direct Patient Care Role modeling	Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Provide timely, legible, and thorough medical record documentation - histories and physical examinations, admission notes, progress notes, procedure notes and discharge summaries.	Direct Patient Care Role modeling	Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
Professionalism	SPECIALTY SPECIFIC OBJECTIVES			
	Recognize principles of confidentiality, scientific and academic integrity and informed consent in the care of the ambulatory patient	Direct Patient Care Conferences Role modeling	Direct attending observation of such practices in clinic Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Demonstrate respect and compassion for patients, their families and caretakers	Direct Patient Care Conferences	Supervised resident patient interview	

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
		Role modeling	Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Display ongoing professional development through self-study and questioning of teachers, peers and other members of the healthcare team	Direct Patient Care Conferences Role modeling	Direct attending observation of such practices in clinic Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Demonstrate sensitivity and responsiveness to the individual differences of patients in terms of culture, age, gender, and physical or mental disabilities	Direct Patient Care Conferences Role modeling	Supervised resident patient interview Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Recognize, identify and show willingness to aid with deficiencies in peer performance by giving feedback, help with workload, and alerting teachers when problems arise with peers in the ambulatory setting	Direct Patient Care Conferences Role modeling	Direct attending observation of such practices in clinic Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Demonstrate punctuality, reliability, and honesty with regards to patients and colleagues.	Direct Patient Care Conferences Role modeling	Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Display initiative and leadership.	Direct Patient Care Conferences Role modeling	Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Demonstrate concern for the educational development of students and residents.	Direct Patient Care Conferences Role modeling	Web-based faculty global assessment 360-degree evaluations from nursing staff,	

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
			patients, and faculty	
	Ask for help when needed and accept constructive feedback.	Direct Patient Care Conferences Role modeling	Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.	Direct Patient Care Conferences Role modeling	Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
Systems-Based Practice	SPECIALTY SPECIFIC OBJECTIVES			
	Understand the basic difference between Medicare, Medicaid, and private payer insurance as well as services covered and benefits provided to patients	M&M Conference Direct Patient Care Lectures	Direct questioning of resident after patient interview Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Understand various resources (such as subspecialty consultant referrals, outpatient physical/occupational/speech therapy, home health services, formal patient education, etc.) necessary to provide optimal care for the ambulatory patient and identify when they may be appropriately employed in an efficacious and cost-effective manner (Residents should properly remember and make these referrals at least 50% of the time)	M&M Conference Direct Patient Care Lectures	Direct questioning of resident after patient interview Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Identify limitations of and opportunities afforded by various practice models (hospital-based clinic, private clinic, publicly-funded clinic, etc.)	M&M Conference Direct Patient Care Lectures	Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Develop strategies to optimize care for the patient within the confines of the practice model which they are working through the utilization of formularies, medication assistance programs, referrals for free or fee-based services	M&M Conference Direct Patient Care Lectures	Direct questioning of resident during checkout Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Demonstrate the application of evidence-based, cost-conscious strategies to the prevention, diagnosis and	M&M Conference Direct Patient Care	Direct attending observation of such	

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
	management of diseases encountered in the ambulatory setting	Lectures	practices in clinic Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Demonstrate ability to accurately assess level of E/M code for each patient visit to the ambulatory clinic	M&M Conference Direct Patient Care Lectures	Direct attending observation of such practices in clinic Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Identify the correct EM code content for Level III visits	M&M Conference Direct Patient Care Lectures	Direct attending observation of such practices in clinic Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Show willingness to aid patients, their families and caretakers in dealing effectively with complex healthcare systems in order to optimize their utilization of available healthcare resources	M&M Conference Direct Patient Care Lectures	Direct attending observation of such practices in clinic Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	

By the end of the Ambulatory Continuity Clinic in General Internal Medicine, PGY-2 residents are expected to expand and cultivate skills and knowledge learned during previous training and to achieve the following objectives based on the six general competencies. The resident should exhibit an increasing level of responsibility and independency as he or she progresses throughout the year.

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
Patient Care	SPECIALTY SPECIFIC OBJECTIVES			
	Gather essential and accurate information about patients (i.e., obtain medical history and perform physical exam)	Direct patient care Didactic session Conferences	Supervised resident patient interview Web-based faculty global	

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
		Role Modeling	assessment Mini CEX Patient record review conducted at time of checkout	
	Properly use diagnostic studies and interpretation of their results based on knowledge of patient information and preferences, scientific evidence and clinical judgment	Direct patient care Didactic session Conferences Role Modeling	Direct questioning of resident after initial patient interview Web-based faculty global assessment Mini CEX Patient record review conducted at time of checkout	
	Communicate effectively with the patient, family members, caretakers, and other healthcare team members	Direct patient care Didactic session Conferences Role Modeling	Supervised resident patient teaching/counseling sessions Web-based faculty global assessment Mini CEX Patient record review conducted at time of checkout	
	Develop and carry out management plans based on patient information, preferences, up-to-date scientific evidence, and clinical judgement	Direct patient care Didactic session Conferences Role Modeling	Direct questioning of resident after initial patient interview Web-based faculty global assessment Mini CEX Patient record review conducted at time of checkout	
	Formulate a differential diagnosis based on clinical evidence and diagnostic studies	Direct patient care Didactic session Conferences Role Modeling	Web-based faculty global assessment Mini CEX Patient record review conducted at time of checkout	
	Educate and council patients and their families about various medical and surgical diseases	Direct patient care Didactic session Conferences	Web-based faculty global assessment Mini CEX	

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
		Role Modeling	Patient record review conducted at time of checkout	
	Develop effective counseling skills where the patient and their families understand the diagnosis and treatment plans	Direct patient care Didactic session Conferences Role Modeling	Supervised resident patient teaching/counseling sessions Web-based faculty global assessment Mini CEX Patient record review conducted at time of checkout	
	Use information technology (books, periodicals, online resources) to support diagnostic and therapeutic decision-making	Direct patient care Didactic session Conferences Role Modeling	Direct questioning of resident after initial patient interview Web-based faculty global assessment Mini CEX Patient record review conducted at time of checkout	
	With minimal or no supervision, perform simple office procedures (such as skin biopsy, incision and drainage, joint aspiration, and joint injection)	Direct patient care Didactic session Conferences Role Modeling	Direct supervision of the procedure by staff Web-based faculty global assessment Mini CEX Patient record review conducted at time of checkout	
	With proficiency, perform age-appropriate preventive health counseling to each patient who comes for a routine visit	Direct patient care Didactic session Conferences Role Modeling	Supervised resident patient teaching/counseling sessions Web-based faculty global assessment Mini CEX Patient record review conducted at time of checkout	

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
	Show a willingness to work with other healthcare professionals (nursing, social work, case management, physical/occupational/speech therapy, other medical specialists) to provide focused patient care by the use of appropriate consults and referrals	Direct patient care Didactic session Conferences Role Modeling	Direct questioning of resident after initial patient interview Web-based faculty global assessment Mini CEX Patient record review conducted at time of checkout	
	Deliver care within four hours to six outpatients	Direct patient care Didactic session Conferences Role Modeling	Monitoring of patient visit numbers by attendings Web-based faculty global assessment Mini CEX Patient record review conducted at time of checkout	
	Efficiently evaluate and manage outpatients with diabetes, hypertension, dementia, congestive heart failure, and back pain	Direct patient care Didactic session Conferences Role Modeling	Direct supervision Web-based faculty global assessment Mini CEX Patient record review conducted at time of checkout	
Medical Knowledge	SPECIALTY SPECIFIC OBJECTIVES			
	Analyze the presenting historical and physical exam findings of the ambulatory patient using knowledge of the basic and clinical sciences, and construct a plausible differential diagnosis for every patient visit	Direct patient care Didactic sessions Conferences Journal Club Board Review	Web-based faculty global assessment ACP-ASIM inservice examination	
	Apply basic and clinical knowledge to decide which diagnostic tests or interventions would provide the least risk and most useful information for subsequent determination of the correct diagnosis	Direct patient care Didactic sessions Conferences Journal Club Board Review	Web-based faculty global assessment ACP-ASIM inservice examination	
	Demonstrate ability to critically evaluate medical information as well as scientific evidence for use in diagnostic and therapeutic management plans	Direct patient care Didactic sessions Conferences Journal Club Board Review	Direct questioning of resident after initial patient interview Web-based faculty global assessment ACP-ASIM inservice examination	

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
	Exemplify an attitude of open-mindedness and enthusiasm for the gathering of and evaluation of new medical knowledge about the patient problems encountered in the ambulatory setting	Direct patient care Didactic sessions Conferences Journal Club Board Review	Direct questioning of resident after initial patient interview Web-based faculty global assessment ACP-ASIM inservice examination	
	Develop a working knowledge of a variety of outpatient medical complaints and acute and chronic conditions including, but not limited to: Abnormal LFTs Hormone Replacement Anemia Incontinence Angina Inflammatory bowel disease Anticoagulation Nausea and vomiting Arthritis Nephrolithiasis Asthma Obesity Cardiac arrhythmias Periodic health screening Carpel tunnel syndrome Prostatitis Chronic cough Prostatic hypertrophy COPD Rashes Depression/anxiety Renal insufficiency/failure Diarrhea SLE Drug abuse STDs Dysphagia Syncope GERD Thyroid disorders Headache Tobacco abuse Heart failure Travel medicine Hematuria Tremor Hirsutism UTI Vertigo	Direct patient care Didactic sessions Conferences Journal Club Board Review	Web-based faculty global assessment ACP-ASIM inservice examination	
Practice Based Learning and Improvement	SPECIALTY SPECIFIC OBJECTIVES			
	Display a knowledge of one's own practice patterns	Self Reflection Conferences Journal Club	Direct questioning of resident after initial patient interview Web-based faculty global assessment Ongoing faculty patient record review	
	Display a knowledge of characteristics of one's own patient population for the purposes of application of scientific evidence drawn from other patient populations (awareness of erroneous assumption of "one size fits all")	Self Reflection Conferences Journal Club	Direct questioning of resident after initial patient interview Web-based faculty global	

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
			assessment Ongoing faculty patient record review	
	Use information technology and other resources to access and organize information, to support diagnostic and treatment decisions, and aid in patient education	Self Reflection Conferences Journal Club	Direct attending observation of such practices in clinic Web-based faculty global assessment Ongoing faculty patient record review	
	Reflect a willingness to learn from mistakes and use these in improvement of future practices	Self Reflection Conferences Journal Club	Direct attending observation of such practices in clinic Web-based faculty global assessment Ongoing faculty patient record review	
	Evaluate one's own patient care practices, discuss how they meet standards, and develop ways to improve these practices.	Self Reflection Conferences Journal Club	Web-based faculty global assessment Ongoing faculty patient record review	
	Compare clinical practice, patient safety, and quality of care with evidence based medicine.	Self Reflection Conferences Journal Club	Web-based faculty global assessment Ongoing faculty patient record review	
	Demonstrate improvement in clinical management and diagnostic assessment.	Self Reflection Conferences Journal Club	Web-based faculty global assessment Ongoing faculty patient record review	
	Take responsibility for lifelong learning.	Self Reflection Conferences Journal Club	Web-based faculty global assessment Ongoing faculty patient record review	
	Teach fellow residents, medical students, and interns.	Self Reflection Conferences Journal Club	Web-based faculty global assessment Ongoing faculty patient record review	
Interpersonal and Communication Skills	SPECIALTY SPECIFIC OBJECTIVES			
	Recognize effective listening and communication skills as occurs in the patient-physician interaction (pointing out effective and ineffective methods of patient communication used by themselves or colleagues during previous patient	Direct Patient Care Role modeling	Supervised resident patient interview Web-based faculty global assessment	

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
	interactions)		360-degree evaluations from nursing staff, patients, and faculty	
	Demonstrate effective listening, nonverbal, explanatory, questioning, and writing skills during patient interactions	Direct Patient Care Role modeling	Supervised resident patient interview Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Communicate effectively with other healthcare professionals to assure proper patient care	Direct Patient Care Role modeling	Direct attending observation of such practices in clinic Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Exemplify an attitude of openness and willingness to work as a member of a coordinated healthcare team with other healthcare professionals	Direct Patient Care Role modeling	Direct attending observation of such practices in clinic Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Accurately present (verbally and written) a case to attending physicians, fellow residents, and other health care professionals.	Direct Patient Care Role modeling	Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Provide timely, legible, and thorough medical record documentation - histories and physical examinations, admission notes, progress notes, procedure notes and discharge summaries.	Direct Patient Care Role modeling	Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
Professionalism	SPECIALTY SPECIFIC OBJECTIVES			
	Recognize principles of confidentiality, scientific and academic integrity and informed consent in the care of the ambulatory patient	Direct Patient Care Conferences Role modeling	Direct attending observation of such practices in clinic Web-based faculty global assessment	

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
			360-degree evaluations from nursing staff, patients, and faculty	
	Demonstrate respect and compassion for patients, their families and caretakers	Direct Patient Care Conferences Role modeling	Supervised resident patient interview Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Display ongoing professional development through self-study and questioning of teachers, peers and other members of the healthcare team	Direct Patient Care Conferences Role modeling	Direct attending observation of such practices in clinic Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Demonstrate sensitivity and responsiveness to the individual differences of patients in terms of culture, age, gender, and physical or mental disabilities	Direct Patient Care Conferences Role modeling	Supervised resident patient interview Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Recognize, identify and show willingness to aid with deficiencies in peer performance by giving feedback, help with workload, and alerting teachers when problems arise with peers in the ambulatory setting	Direct Patient Care Conferences Role modeling	Direct attending observation of such practices in clinic Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Demonstrate punctuality, reliability, and honesty with regards to patients and colleagues.	Direct Patient Care Conferences Role modeling	Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Display initiative and leadership.	Direct Patient Care Conferences Role modeling	Web-based faculty global assessment 360-degree evaluations from nursing staff,	

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
			patients, and faculty	
	Demonstrate concern for the educational development of students and residents.	Direct Patient Care Conferences Role modeling	Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Ask for help when needed and accept constructive feedback.	Direct Patient Care Conferences Role modeling	Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.	Direct Patient Care Conferences Role modeling	Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
Systems-Based Practice	SPECIALTY SPECIFIC OBJECTIVES			
	Understand the basic difference between Medicare, Medicaid, and private payer insurance as well as services covered and benefits provided to patients	M&M Conference Direct Patient Care Lectures	Direct questioning of resident after patient interview Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Understand various resources (such as subspecialty consultant referrals, outpatient physical/occupational/speech therapy, home health services, formal patient education, etc.) necessary to provide optimal care for the ambulatory patient and identify when they may be appropriately employed in an efficacious and cost-effective manner (Residents should properly remember and make these referrals at least 75% of the time)	M&M Conference Direct Patient Care Lectures	Direct questioning of resident after patient interview Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Identify limitations of and opportunities afforded by various practice models (hospital-based clinic, private clinic, publicly-funded clinic, etc.)	M&M Conference Direct Patient Care Lectures	Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Develop strategies to optimize care for the patient within the confines of the practice model which they are working through the utilization of formularies, medication assistance programs, referrals for free or fee-based services	M&M Conference Direct Patient Care Lectures	Direct questioning of resident during checkout Web-based faculty global assessment	

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
			360-degree evaluations from nursing staff, patients, and faculty	
	Demonstrate the application of evidence-based, cost-conscious strategies to the prevention, diagnosis and management of diseases encountered in the ambulatory setting	M&M Conference Direct Patient Care Lectures	Direct attending observation of such practices in clinic Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Demonstrate ability to accurately assess level of E/M code for each patient visit to the ambulatory clinic	M&M Conference Direct Patient Care Lectures	Direct attending observation of such practices in clinic Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Identify the correct EM code content for Level II-IV visits	M&M Conference Direct Patient Care Lectures	Direct attending observation of such practices in clinic Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Show willingness to aid patients, their families and caretakers in dealing effectively with complex healthcare systems in order to optimize their utilization of available healthcare resources	M&M Conference Direct Patient Care Lectures	Direct attending observation of such practices in clinic Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	

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Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
Patient Care	SPECIALTY SPECIFIC OBJECTIVES			
	Gather essential and accurate information about patients (i.e., obtain medical history and perform physical exam)	Direct patient care Didactic session Conferences Role Modeling	Supervised resident patient interview Web-based faculty global assessment Mini CEX Patient record review conducted at time of checkout	
	Properly use diagnostic studies and interpretation of their results based on knowledge of patient information and preferences, scientific evidence and clinical judgment	Direct patient care Didactic session Conferences Role Modeling	Direct questioning of resident after initial patient interview Web-based faculty global assessment Mini CEX Patient record review conducted at time of checkout	
	Communicate effectively with the patient, family members, caretakers, and other healthcare team members	Direct patient care Didactic session Conferences Role Modeling	Supervised resident patient teaching/counseling sessions Web-based faculty global assessment Mini CEX Patient record review conducted at time of checkout	
	Develop and carry out management plans based on patient information, preferences, up-to-date scientific evidence, and clinical judgement	Direct patient care Didactic session Conferences Role Modeling	Direct questioning of resident after initial patient interview Web-based faculty global assessment Mini CEX Patient record review conducted at time of checkout	
Formulate a differential diagnosis based on clinical evidence and diagnostic studies	Direct patient care Didactic session Conferences Role Modeling	Web-based faculty global assessment Mini CEX Patient record review conducted at time of		

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
			checkout	
	Educate and council patients and their families about various medical and surgical diseases	Direct patient care Didactic session Conferences Role Modeling	Web-based faculty global assessment Mini CEX Patient record review conducted at time of checkout	
	Develop effective counseling skills where the patient and their families understand the diagnosis and treatment plans	Direct patient care Didactic session Conferences Role Modeling	Supervised resident patient teaching/counseling sessions Web-based faculty global assessment Mini CEX Patient record review conducted at time of checkout	
	Use information technology (books, periodicals, online resources) to support diagnostic and therapeutic decision-making	Direct patient care Didactic session Conferences Role Modeling	Direct questioning of resident after initial patient interview Web-based faculty global assessment Mini CEX Patient record review conducted at time of checkout	
	With proficiency, perform simple office procedures (such as skin biopsy, incision and drainage, joint aspiration, and joint injection)	Direct patient care Didactic session Conferences Role Modeling	Direct supervision of the procedure by staff Web-based faculty global assessment Mini CEX Patient record review conducted at time of checkout	
	With proficiency, perform age-appropriate preventive health counseling to each patient who comes for a routine visit	Direct patient care Didactic session Conferences Role Modeling	Supervised resident patient teaching/counseling sessions Web-based faculty global assessment	

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
			Mini CEX Patient record review conducted at time of checkout	
	Show a willingness to work with other healthcare professionals (nursing, social work, case management, physical/occupational/speech therapy, other medical specialists) to provide focused patient care by the use of appropriate consults and referrals	Direct patient care Didactic session Conferences Role Modeling	Direct questioning of resident after initial patient interview Web-based faculty global assessment Mini CEX Patient record review conducted at time of checkout	
	Deliver care within four hours to seven outpatients	Direct patient care Didactic session Conferences Role Modeling	Monitoring of patient visit numbers by attendings Web-based faculty global assessment Mini CEX Patient record review conducted at time of checkout	
	Independently, evaluate (through the patient and family interview, physical examination and synthesis of lab and other data), diagnose and manage a variety of outpatient medical complaints and acute and chronic conditions including, but not limited to, those listed below: Abnormal LFTs Hormone Replacement Anemia Incontinence Angina Inflammatory bowel disease Anticoagulation Nausea and vomiting Arthritis Nephrolithiasis Asthma Obesity Cardiac arrhythmias Periodic health screening Carpel tunnel syndrome Prostatitis Chronic cough Prostatic hypertrophy COPD Rashes Dementia Renal insufficiency/failure Depression/anxiety SLE Diarrhea STDs Drug abuse Syncope Dysphagia Thyroid disorders GERD Tobacco abuse	Direct patient care Didactic session Conferences Role Modeling	Direct supervision Web-based faculty global assessment Mini CEX Patient record review conducted at time of checkout	

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
	Headache Heart failure Hematuria Hirsutism Hypertension	Travel medicine Tremor UTI Vertigo Diabetes		
Medical Knowledge	SPECIALTY SPECIFIC OBJECTIVES			
	Analyze the presenting historical and physical exam findings of the ambulatory patient using knowledge of the basic and clinical sciences, and construct a plausible differential diagnosis for every patient visit	Direct patient care Didactic sessions Conferences Journal Club Board Review	Web-based faculty global assessment ACP-ASIM inservice examination	
	Apply basic and clinical knowledge to decide which diagnostic tests or interventions would provide the least risk and most useful information for subsequent determination of the correct diagnosis	Direct patient care Didactic sessions Conferences Journal Club Board Review	Web-based faculty global assessment ACP-ASIM inservice examination	
	Demonstrate ability to critically evaluate medical information as well as scientific evidence for use in diagnostic and therapeutic management plans	Direct patient care Didactic sessions Conferences Journal Club Board Review	Direct questioning of resident after initial patient interview Web-based faculty global assessment ACP-ASIM inservice examination	
	Exemplify an attitude of open-mindedness and enthusiasm for the gathering of and evaluation of new medical knowledge about the patient problems encountered in the ambulatory setting	Direct patient care Didactic sessions Conferences Journal Club Board Review	Direct questioning of resident after initial patient interview Web-based faculty global assessment ACP-ASIM inservice examination	
Practice Based Learning and Improvement	SPECIALTY SPECIFIC OBJECTIVES			
	Display a knowledge of one's own practice patterns	Self Reflection Conferences Journal Club	Direct questioning of resident after initial patient interview Web-based faculty global assessment Ongoing faculty patient record review	
	Display a knowledge of characteristics of one's own patient population for the purposes of application of scientific evidence drawn from other patient populations (awareness of erroneous assumption of "one size fits all")	Self Reflection Conferences Journal Club	Direct questioning of resident after initial patient interview Web-based faculty global	

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
			assessment Ongoing faculty patient record review	
	Use information technology and other resources to access and organize information, to support diagnostic and treatment decisions, and aid in patient education	Self Reflection Conferences Journal Club	Direct attending observation of such practices in clinic Web-based faculty global assessment Ongoing faculty patient record review	
	Reflect a willingness to learn from mistakes and use these in improvement of future practices	Self Reflection Conferences Journal Club	Direct attending observation of such practices in clinic Web-based faculty global assessment Ongoing faculty patient record review	
	Evaluate one's own patient care practices, discuss how they meet standards, and develop ways to improve these practices.	Self Reflection Conferences Journal Club	Web-based faculty global assessment Ongoing faculty patient record review	
	Compare clinical practice, patient safety, and quality of care with evidence based medicine.	Self Reflection Conferences Journal Club	Web-based faculty global assessment Ongoing faculty patient record review	
	Demonstrate improvement in clinical management and diagnostic assessment.	Self Reflection Conferences Journal Club	Web-based faculty global assessment Ongoing faculty patient record review	
	Take responsibility for lifelong learning.	Self Reflection Conferences Journal Club	Web-based faculty global assessment Ongoing faculty patient record review	
	Teach fellow residents, medical students, and interns.	Self Reflection Conferences Journal Club	Web-based faculty global assessment Ongoing faculty patient record review	
Interpersonal and Communication Skills	SPECIALTY SPECIFIC OBJECTIVES			
	Recognize effective listening and communication skills as occurs in the patient-physician interaction (pointing out effective and ineffective methods of patient communication used by themselves or colleagues during previous patient	Direct Patient Care Role modeling	Supervised resident patient interview Web-based faculty global assessment	

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
	interactions)		360-degree evaluations from nursing staff, patients, and faculty	
	Demonstrate effective listening, nonverbal, explanatory, questioning, and writing skills during patient interactions	Direct Patient Care Role modeling	Supervised resident patient interview Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Communicate effectively with other healthcare professionals to assure proper patient care	Direct Patient Care Role modeling	Direct attending observation of such practices in clinic Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Exemplify an attitude of openness and willingness to work as a member of a coordinated healthcare team with other healthcare professionals	Direct Patient Care Role modeling	Direct attending observation of such practices in clinic Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Accurately present (verbally and written) a case to attending physicians, fellow residents, and other health care professionals.	Direct Patient Care Role modeling	Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Provide timely, legible, and thorough medical record documentation - histories and physical examinations, admission notes, progress notes, procedure notes and discharge summaries.	Direct Patient Care Role modeling	Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
Professionalism	SPECIALTY SPECIFIC OBJECTIVES			
	Recognize principles of confidentiality, scientific and academic integrity and informed consent in the care of the ambulatory patient	Direct Patient Care Conferences Role modeling	Direct attending observation of such practices in clinic Web-based faculty global assessment	

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
			360-degree evaluations from nursing staff, patients, and faculty	
	Demonstrate respect and compassion for patients, their families and caretakers	Direct Patient Care Conferences Role modeling	Supervised resident patient interview Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Display ongoing professional development through self-study and questioning of teachers, peers and other members of the healthcare team	Direct Patient Care Conferences Role modeling	Direct attending observation of such practices in clinic Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Demonstrate sensitivity and responsiveness to the individual differences of patients in terms of culture, age, gender, and physical or mental disabilities	Direct Patient Care Conferences Role modeling	Supervised resident patient interview Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Recognize, identify and show willingness to aid with deficiencies in peer performance by giving feedback, help with workload, and alerting teachers when problems arise with peers in the ambulatory setting	Direct Patient Care Conferences Role modeling	Direct attending observation of such practices in clinic Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Demonstrate punctuality, reliability, and honesty with regards to patients and colleagues.	Direct Patient Care Conferences Role modeling	Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Display initiative and leadership.	Direct Patient Care Conferences Role modeling	Web-based faculty global assessment 360-degree evaluations from nursing staff,	

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
			patients, and faculty	
	Demonstrate concern for the educational development of students and residents.	Direct Patient Care Conferences Role modeling	Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Ask for help when needed and accept constructive feedback.	Direct Patient Care Conferences Role modeling	Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.	Direct Patient Care Conferences Role modeling	Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
Systems-Based Practice	SPECIALTY SPECIFIC OBJECTIVES			
	Understand the basic difference between Medicare, Medicaid, and private payer insurance as well as services covered and benefits provided to patients	M&M Conference Direct Patient Care Lectures	Direct questioning of resident after patient interview Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Understand various resources (such as subspecialty consultant referrals, outpatient physical/occupational/speech therapy, home health services, formal patient education, etc.) necessary to provide optimal care for the ambulatory patient and identify when they may be appropriately employed in an efficacious and cost-effective manner (Residents should properly remember and make these referrals at least 100% of the time)	M&M Conference Direct Patient Care Lectures	Direct questioning of resident after patient interview Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Identify limitations of and opportunities afforded by various practice models (hospital-based clinic, private clinic, publicly-funded clinic, etc.)	M&M Conference Direct Patient Care Lectures	Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Develop strategies to optimize care for the patient within the confines of the practice model which they are working through the utilization of formularies, medication assistance programs, referrals for free or fee-based services	M&M Conference Direct Patient Care Lectures	Direct questioning of resident during checkout Web-based faculty global assessment	

Competency	Required Skill(s)	Teaching Method(s)	Formative Evaluation Method(s)	Frequency of Evaluation
			360-degree evaluations from nursing staff, patients, and faculty	
	Demonstrate the application of evidence-based, cost-conscious strategies to the prevention, diagnosis and management of diseases encountered in the ambulatory setting	M&M Conference Direct Patient Care Lectures	Direct attending observation of such practices in clinic Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Demonstrate ability to accurately assess level of E/M code for each patient visit to the ambulatory clinic	M&M Conference Direct Patient Care Lectures	Direct attending observation of such practices in clinic Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Identify the correct EM code content for ALL Level visits	M&M Conference Direct Patient Care Lectures	Direct attending observation of such practices in clinic Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	
	Show willingness to aid patients, their families and caretakers in dealing effectively with complex healthcare systems in order to optimize their utilization of available healthcare resources	M&M Conference Direct Patient Care Lectures	Direct attending observation of such practices in clinic Web-based faculty global assessment 360-degree evaluations from nursing staff, patients, and faculty	

Teaching Methods and References:

The principle activity within the continuity clinic is teaching through direct patient care. Residents seeing patients at the Medplex and the Methodist Teaching Practice clinic act as their patient's primary care provider. Ratio of residents to faculty is 3:1. Every patient seen is reviewed with the faculty preceptor and a discussion about the patient's pertinent presenting, past medical, social and family history as well as physical exam findings takes place. At times, the faculty preceptor will enter the exam room prior to checkout to observe a resident's history-taking, physical exam, counseling or procedural skills as part of the global assessment of resident performance in clinic. After checkout with the faculty preceptor, the resident and faculty member will return to the exam room to gather additional

historical or physical data. A discussion of the evaluation and management of the patient is undertaken after which the plan is discussed with the patient and their family or caretaker.

Prior to each clinic session, a 15-30 minute didactic session will be held that is based on a curriculum that covers common complaints and diagnoses encountered in the ambulatory setting. This curriculum parallels that of the noon conferences for reinforcement of covered material. References from these sessions includes, but is not limited to, the following sources:

- Principles of Ambulatory Medicine Barker et al
- Primary Care Medicine Goroll et al
- UT Memphis Internal Medicine Residency web-based ambulatory curriculum

Assessment Methods:

Every six months, each resident will be evaluated using various tools by their faculty preceptors, nursing staff, patients and their peers using standardized testing, web-based assessment tools by faculty (observing the aforementioned knowledge, attitudes and skills), direct observation, written questionnaires and record review.