Integrated Clinicians Course 2
Course Goals

Goals

1. Describe the Phase IV scheduling, mentoring, and advising processes.
2. Discuss the advising and counseling resources available for “The Match.”
3. Develop an appreciation for caregivers in the care of patients.
4. Develop the knowledge, skills, and attitudes necessary to communicate deliver difficult news in the clinical setting.
5. Develop an understanding of the ethical implications and responsibilities of physicians surrounding end-of-life decision making and patient’s goals of care.
6. Discuss personal experiences in the clinical setting and reflect on these experiences impact on personal and professional growth.
7. Describe how social determinants of health affect patient populations.
8. List elements needed for achieving professional licensure.
Integrated Clinicians Course 2
Session Learning Objectives

Specialty Advising (optional): General Surgery
1. Discuss issues of specialty choice, 4th year planning, and residency application for General Surgery.

Specialty Advising (optional): Urology
1. Discuss issues of specialty choice, 4th year planning, and residency application for Urology.

Standards for Medical Student Supervision
1. Understand the policy regarding medical student supervision, LCME Standard 6.1.

Delivering Difficult News (Lecture)
1. Discuss why communication of difficult news is important.
2. Name the SPIKES roadmap for delivering difficult news.
3. Apply the SPIKES roadmap to delivering difficult news scenarios

Delivering Difficult News Small Groups
1. Discuss why communication of difficult news is important.
2. Name the SPIKES roadmap for delivering difficult news.
3. Apply the SPIKES roadmap to delivering difficult news scenarios.

Social Determinants in Health Care
1. List the social determinants of health
2. Discuss the concept of modifiable social inequalities
3. Define the two types of bias
4. Apply the effective analysis for specific cases.
5. Discuss the basics of health disparities

Undecided Student Advising (Optional)
1. Identify advising resources and ask questions about career selection if still undecided about a specialty.
What You Need to Know to Pass Step 2 CK
1. Present class data from the Phase III Formative Assessment
2. Explain the purpose of the Phase III Clinical Practice Exam
3. Discuss the content of the CPE compared to Step 2 CS
4. Describe the timeline of events – scheduling to data reporting to Step 2 CS readiness

CS - What you Really Need to Know
1. Prepare for Step 1 CS and review CPE results.

4th Year Planning
1. Identify the advising and counseling resources available to them in the Office of Student Affairs for 4th year planning, career advising, and navigating “The Match”.
2. Generate questions to ask specialty specific advisors regarding the application process in your specific field of interest.
3. Describe the 4th year scheduling process and the time line for 4th year.

Borrowing Wisely with the MedLoans Organizer and Calculator
1. Utilize the online calculator to understand the various repayment options available and the associated costs.

CAPE First Standardized Patient Appointment: Delivering Difficult News
1. Practice skills in delivering difficult news.
2. Practice skills in responding to emotion
3. Practice skills in providing and receiving constructive feedback
4. Reflect on the challenges associated with delivering difficult news

Specialty Advising (optional): Emergency Medicine
1. Discuss issues of specialty choice, 4th year planning, and residency application for Emergency Medicine

Specialty Advising (optional): Radiation Oncology
1. Discuss issues of specialty choice, 4th year planning, and residency application for Radiation Oncology.

Specialty Advising (optional): PM&R (Must RSVP to william.sullivan@ucdenver.edu.)
1. Discuss issues of specialty choice, 4th year planning, and residency application for Physical Medicine and Rehabilitation.

The Family Meeting Discussion Panel
1. Describe the 10 steps for organizing a family meeting.
2. Discuss the matching of therapies to goals.
3. Demonstrate the value of exploring the goals of care prior to formulating a patient plan of care.
The Family Meeting Small Groups

1. Describe the 10 steps for conducting a family meeting.
2. Demonstrate the value of exploring the goals of care prior to formulating a patient plan of care.
3. Discuss the matching of therapies to goals.

The Caregiver Experience Discussion Panel

1. Explore the caregiver experience from different perspectives.
2. Identify personal meaning from the caregiver experience.
3. Describe caregiver unmet needs.

Specialty Advising (optional): Family Medicine

1. Discuss issues of specialty choice, 4th year planning, and residency application for Family Medicine.

Specialty Advising (optional): Radiology

1. Discuss issues of specialty choice, 4th year planning, and residency application for Radiology.

Specialty Advising (optional): Preventive Medicine

1. Discuss issues of specialty choice, 4th year planning, and residency application for Preventive Medicine.

End of Life Ethics Small Groups

1. Describe the concept and ethical implications of euthanasia.
2. Describe the ethical implications and responsibilities of physicians when disagreements occur between stakeholders in end-of-life decision making.

CAPE Second Standardized Patient Appointment: The Family Meeting

1. Address conflicting family wishes.
2. Explore a family’s emotional and spiritual needs.
3. Reflect on the challenges associated with family conflict
4. Elicit the goals of care for the patient

Specialty Advising (optional): Psychiatry

1. Discuss issues of specialty choice, 4th year planning, and residency application for Psychiatry.

Specialty Advising (optional): Anesthesiology

1. Discuss issues of specialty choice, 4th year planning, and residency application for Anesthesiology.

Specialty Advising (optional): Pediatrics

1. Discuss issues of specialty choice, 4th year planning, and residency application for Pediatrics.
Specialty Advising (optional): Orthopaedics
1. Discuss issues of specialty choice, 4th year planning, and residency application for Orthopedics.

Specialty Advising (optional): Neurology
1. Discuss issues of specialty choice, 4th year planning, and residency application for Neurology.

Specialty Advising (optional): OB/Gyn
1. Discuss issues of specialty choice, 4th year planning, and residency application for OB/Gyn.

Specialty Advising (optional): Internal Medicine (including Pediatrics)
1. Discuss issues of specialty choice, 4th year planning, and residency application for Internal Medicine.

Specialty Advising (optional): Pathology
1. Discuss issues of specialty choice, 4th year planning, and residency application for Pathology.

Using an Interpreter
1. Have the ability to effectively communicate with patients utilizing a medical interpreter including use of short phrases, frequent pauses, and have a familiarity with what to expect from the consult.
2. Know important steps they take to avoid problems with phone interpretation including encouraging the patient to speak loudly and avoiding excessive noise near the phone receiver.
3. Understand the importance of the medical interpreter in the medical team.
4. Realize that it is necessary to use trained and qualified medical interpreters in order to avoid communication problems which could ultimately injure the patient.

Office of Civil Rights
1. Identify the appropriate use of interpreters in clinical encounters.
2. Describe the potential impact of culture on patient care and clinical decision-making.
3. Develop a process by which you can elicit and incorporate a person’s beliefs and preferences into individualized care plans.
4. Understand the legal obligations under Title VI for providing language access services to persons with Limited English Proficiency.

Hidden Curriculum
1. Build reflective skills.
2. Explore how experiences have shaped professional identity.
3. Develop skills in peer communication and support.
Mentoring

1. Define mentorship.
2. Describe why mentoring is important.
3. Negotiate a mentor-mentee relationship.
4. Describe the responsibilities of the mentor and the mentee in developing and sustaining a relationship.
5. Discuss why mentor-mentee relationships succeed or fail.
6. Discuss strategies to identify, prevent and manage common pitfalls.

5 Tips to Thrive By: Creating a sustainable career in medicine

1. Complete Well Being audit.
2. Practice ways to increase well being while at work.

Reflective Writing Small Groups

1. Share personal experiences with death, the clerkships, the ICC 7003 curriculum, and other challenging patient care experience thus far in the 3rd year.
2. Identify how these experiences changed you and your view of medicine.
3. Describe the challenges in caring for one's self when caring for ill and dying patients.