

Carver College of Medicine Learning Objectives and Required Clinical Experiences

Medical Student Clerkships and Learning Objectives

As a faculty member within your department, you will likely supervise students on clinical rotations. Clinical rotations are divided into three categories:

- 1- Core clerkships: These are clinical rotations that every student must complete. They range in length from 4 to 6 weeks each and they include the following departments: Community Based Primary Care (4 weeks), Family Medicine (4 weeks), Internal Medicine (inpatient is 6 weeks, outpatient is 4 weeks), Neurology (4 weeks), Obstetrics/Gynecology (6 weeks), Pediatrics (6 weeks), Psychiatry (4 weeks) and Surgery (6 weeks).
- 2- Selective clerkships: These are 2 week-long clinical rotations in the departments of Anesthesia, Dermatology, Ophthalmology, Orthopedics, Otolaryngology, Radiology and Urology. Students are required to complete 5 of these rotations.
- 3- Advanced electives: These consist of a large number of elective rotations that are offered by most departments and divisions, and which may include non-clinical options such as research, global health and humanities.

You are expected to be familiar with the learning objectives of any core and selective clerkships within their departments and how those relate to the College of Medicine's learning objectives. In addition, you should be familiar with the learning objectives of any advanced elective rotations that you participate in.

Required Clinical Experiences (RCE)

RCEs are a group of essential diagnoses, procedures, exams, and skills specific to each clerkship that the students participating in the clerkship have to complete. The students use a special online application (called Clerx) to log these experiences. Completion and timely documentation of all RCEs is a requirement for students to pass the clerkship.

You are expected to be familiar with the RCEs of your department's core or selective clerkship.

For a list of core and selective clerkship learning objectives and RCEs, click on the link corresponding to your clinical department:

[Anesthesia](#)

[Dermatology](#)

[Family Medicine](#)

[Internal Medicine](#)

[Neurology](#)

[Obstetrics & Gynecology](#)

[Ophthalmology](#)

[Orthopedics](#)

[Otolaryngology](#)

[Pediatrics](#)

[Psychiatry](#)

[Radiology](#)

[Surgery](#)

[Urology](#)

Carver College of Medicine Learning Objectives

Interpersonal and Communication Skills: Develop **Interpersonal and Communication Skills (ICS)** that result in effective information exchange and collaboration with patients, their families, and other health care professionals.

- ICS01 Present information and ideas in an organized and clear manner to educate or inform others.
- ICS02 Engage in effective communication with all those concerned in the patient's healthcare including the patients and the patient's family.
- ICS03 Demonstrate ability to write appropriate clinical notes and communicate effectively with the health care team.

Medical Knowledge: Integrate **Medical Knowledge (MK)** to address the mechanisms of health and disease. This involves a solid foundation in the established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences that impact patient care.

- MK01 Demonstrate knowledge of the healthy human body, explaining structure and function from conception to death through integration of molecular, cellular, biophysical, genetic, organ system, behavioral, and/or psychological bases.
- MK02 Demonstrate knowledge of how alterations of normal structure and function cause diseases and abnormal conditions of the body and correlate this knowledge with clinical, laboratory, radiologic and epidemiologic data.
- MK03 Integrate medical knowledge and clinical findings to diagnose common diseases and disorders and recognize the potential for variation in their presentation and prognosis.
- MK04 Integrate the scientific foundations of medicine with clinical reasoning skills to prevent and treat diseases and conditions as they apply to individuals, including pharmacologic and other interventions that can prevent, cure, or alter the course of diseases and conditions.

Practice-Based Learning and Improvement: Develop skills for **Practice Based Learning and Improvement (PBL)**. These skills are necessary to investigate and evaluate the delivery of patient care; appraise and assimilate scientific evidence; and implement continuous improvements for patient care. Collectively this goal reflects routine self-evaluation and life-long learning.

- PBL01 Demonstrate fundamental skills in self-directed learning including the ability to identify knowledge and performance gaps; generate appropriate questions; use effective strategies to obtain answers to those questions; assess the validity, completeness and relevance of the information; and apply validated knowledge to address gaps.

PBL02 Demonstrate a systematic, integrated and effective evidence-based approach to problem solving in the diagnosis and management of diseases and disorders.

Patient Care: Deliver **Patient Care (PC)** that is patient-centered, compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

PC01 Integrate knowledge of mechanisms of health and disease, and the concerns, needs and expectations of a patient in order to take an appropriate history, perform a physical examination, and develop a thorough problem list.

PC02 Integrate foundational sciences with clinical information in order to develop and prioritize a differential diagnosis; and appropriately order diagnostic tests to evaluate and clarify the differential.

PC03 Report clinical data by obtaining and communicating the clinical facts in an organized manner that demonstrates understanding and synthesis of the findings.

PC04 Develop appropriate and comprehensive patient care plans to promote health, prevent illness and/or injury, and manage disease.

PC05 Counsel and educate a patient effectively.

Professionalism: Develop **Professionalism (PR)** as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

PR01 Routinely demonstrates respect, empathy and compassion towards peers, teachers, staff, patients, families, healthcare team members and others, regardless of differences in beliefs, lifestyles, and cultural heritage.

PR02 Demonstrate understanding of the ethical and legal principles operating in the healthcare environment and the medical profession, and adhere to these principles.

PR03 Accept personal responsibility for meeting the expectations of their role as appropriate to their stage of training.

Systems Based Practice: Develop a **System Based Practice (SBP)** approach to patient care as manifested by actions that demonstrate an awareness of, and responsiveness to, the larger context of health care. This includes developing skills to effectively call on system resources to provide optimal health.

SBP01 Understand factors that affect access to and delivery of healthcare and the patient-doctor relationship including cultural, environmental, socioeconomic, policies, financing and healthcare systems.

SBP02 Explain the role of all members of the healthcare team and collaborate with them to provide the highest quality of care.