

LEARNING OBJECTIVES: EL INTERNAL MEDICINE PALLIATIVE/HOSPICE MEDICINE ELECTIVE (Branford, CT)

Overarching Goals of Curriculum	Elective objectives: By the end of the rotation, students will be expected to:	Where /how taught	Taught by	How student's achievement of objective is assessed	How feedback is given	Quantity target
1, 2, 3, 4, 5, 6	<p>1. History skills: Gather the important information that is needed for the adult/pediatric history and complete a history in the medical record for at least 10-15 patients.</p> <ul style="list-style-type: none"> a. The student should name all the routine questions that are involved in taking a history of the critically ill adult/child and why they are being asked. 	IP	P/HM Attending/Fellow	Direct evaluation of presentation.	Immediate verbal feedback.	15-patients
1, 2, 3, 4, 5	<p>2. Physical examination skills: Complete a pertinent physical examination for the evaluation of presenting diagnosis and comorbidities on at least 15-20 patients. The student should demonstrate the ability to perform this pertinent physical examination while being observed by at least one attending or resident.</p> <ul style="list-style-type: none"> a. The student should know how to differentiate primary from secondary diagnoses on physical exam. b. The student should be able to explain each part of the physical examination, why it is being performed and what therapies are being sought. 	IP	P/HM Attending/Fellows;	Direct observation of examination.	Immediate verbal feedback.	20 patients
1, 2, 3, 4, 5, 6, 7, 8	<p>3. Knowledge/diagnostic and treatment skills: Know about common adult/pediatric critical care conditions, for example:</p> <ul style="list-style-type: none"> a. Know the 3 most likely causes of <u>pain</u> and the mechanism for each. b. Name at least 3 ways to evaluate the pain condition. c. Describe the first line therapy for each of these types of pain. 	IP	P/HM Attending/Fellows;	Direct evaluation of patient presentations on rounds; students to give brief presentation on one patient they followed during month.	Immediate verbal feedback; Written feedback at end of rotation.	8 patients
4	<p>4. Procedural skills: Participate in at least 4 Interdisciplinary Team (IDTs) meetings and 15-20 rounds.</p> <ul style="list-style-type: none"> a. The student should know the key indications for planning and implementing a plan of care in the adult/pediatric patient. b. The student should be observed and get 	IP	P/HM Attending/Fellows	Direct observation of examination.	Immediate verbal feedback.	20 events

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	feedback on the performance of IDTs and rounds on all occasions.					
4, 5, 6	<p>5. Attitude: Demonstrate professional responsibility in working as a team member with other members of the IDT care team, patients and families.</p> <ul style="list-style-type: none"> a. The student should exhibit sensitivity to the particular psychosocial issues faced by adult/pediatric patients and their families. b. The student should exhibit honesty, accuracy and integrity in all interactions with patients, families, colleagues and others. 	IP	P/HM Attending/Fellows;	Direct observation.	Immediate verbal feedback.	N/A
5, 6, 8	<p>6. Career/context: Know the training/career pathway for palliative/hospice medicine. Know 3 aspects of career satisfaction in this specialty</p> <ul style="list-style-type: none"> a. Know key roles that the specialty plays in the health care system. 	IP	P/HM Attending /Fellows	Small group discussion.	Immediate verbal feedback.	N/A

NOTE: This rotation is strongly recommended for a 4-week experience. Some home care experience can be arranged during the rotation if so desired. A two-week rotation is not recommended but can be arranged under acceptable conditions.