

I. Patient Care: Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. Specifically, students must:

CMS Objective	Course Objective(s)	Learning Activity/ Content	Assessment Method(s)
<p>1.1 Perform all medical, diagnostic, and surgical procedures considered essential for the area of practice.</p> <p>EPA: 10, 12</p>	<p>2. Perform routine medical and diagnostic procedures for patients with pediatric conditions.</p>	<p>Ward Rounds</p> <p>Clinical Experience – Ambulatory</p> <p>Clinical Experience – Inpatient</p> <p>Demonstration</p>	<p>Multisource Assessment</p> <p>Clinical Documentation Review</p> <p>Clinical Performance Checklist</p>
<p>1.2 Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests.</p> <p>EPA: 1, 2, 4, 6, 10</p>	<p>1. Describe the bio-physical, clinical and epidemiological scientific principles underlying mechanisms and methods of diagnostic and therapeutic decision-making of care in emergent and non-urgent pediatric cases to include history and physical patient information gathering and prioritizing, screening, ordering and interpreting laboratory, pathologic and imaging studies.</p> <p>9. Demonstrate effective written and oral communication skills when interacting with all members of the healthcare team including the ability to prepare and organize appropriate, legible and timely medical records for pediatric patients.</p>	<p>Ward Rounds</p> <p>Clinical Experience – Ambulatory</p> <p>Clinical Experience – Inpatient</p>	<p>Multisource Assessment</p> <p>Clinical Documentation Review</p> <p>Clinical Performance Checklist</p>
<p>1.3 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient.</p> <p>EPA: 10, 11</p>	<p>1. Describe the bio-physical, clinical and epidemiological scientific principles underlying mechanisms and methods of diagnostic and therapeutic decision-making of care in emergent and non-urgent pediatric cases to include history and physical patient information gathering and</p>	<p>Ward Rounds</p> <p>Clinical Experience – Ambulatory</p> <p>Clinical Experience – Inpatient</p> <p>Patient Presentation – Learner</p>	<p>Multisource Assessment</p> <p>Clinical Documentation Review</p> <p>Clinical Performance</p>

	<p>prioritizing, screening, ordering and interpreting laboratory, pathologic and imaging studies.</p> <p>9. Demonstrate effective written and oral communication skills when interacting with all members of the healthcare team including the ability to prepare and organize appropriate, legible and timely medical records for pediatric patients.</p>		Checklist
<p>1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice.</p> <p>EPA: 2, 3, 5, 10</p>	<p>1. Describe the bio-physical, clinical and epidemiological scientific principles underlying mechanisms and methods of diagnostic and therapeutic decision-making of care in emergent and non-urgent pediatric cases to include history and physical patient information gathering and prioritizing, screening, ordering and interpreting laboratory, pathologic and imaging studies.</p>	<p>Ward Rounds</p> <p>Clinical Experience – Ambulatory</p> <p>Clinical Experience – Inpatient</p> <p>Patient Presentation – Learner</p>	<p>Exam - Nationally Standardized, Pediatrics</p> <p>Multisource Assessment</p> <p>Clinical Documentation Review</p>
<p>1.5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.</p> <p>EPA: 3, 4, 10</p>	<p>1. Describe the bio-physical, clinical and epidemiological scientific principles underlying mechanisms and methods of diagnostic and therapeutic decision-making of care in emergent and non-urgent pediatric cases to include history and physical patient information gathering and prioritizing, screening, ordering and interpreting laboratory, pathologic and imaging studies.</p>	<p>Ward Rounds</p> <p>Clinical Experience – Ambulatory</p> <p>Clinical Experience – Inpatient</p> <p>Patient Presentation – Learner</p>	<p>Multisource Assessment</p> <p>Clinical Documentation Review</p> <p>Exam - Nationally Standardized, Pediatrics</p>
<p>1.6 Develop and carry out patient management plans.</p> <p>EPA: 4, 5, 10, 11</p>	<p>2. Perform routine medical and diagnostic procedures for patients with pediatric conditions.</p>	<p>Ward Rounds</p> <p>Clinical Experience – Ambulatory</p> <p>Clinical Experience – Inpatient</p> <p>Demonstration</p>	<p>Multisource Assessment</p>
<p>1.7 Counsel and educate patients and their families</p>	<p>5. Demonstrate interpersonal and communication skills that result in effective education, with</p>	<p>Ward Rounds</p>	<p>Clinical Documentation</p>

to empower them to participate in their care and enable shared decision making. EPA: 3, 11, 12	patients and family members.	Clinical Experience – Ambulatory Clinical Experience – Inpatient	Review
1.8 Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes. EPA: 8	4. Demonstrate respect, patient autonomy, dignity, compassion, integrity, honesty, trust and compassion when engaging in working interactions and communications with patients, their families, peers, the public, the university community and other healthcare providers in the pediatric rotations.	Ward Rounds Clinical Experience – Ambulatory Clinical Experience – Inpatient Patient Presentation – Learner	Multisource Assessment Clinical Documentation Review Clinical Performance Checklist
1.9 Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health. EPA: 3	3. Identify factors that place individuals at risk for disease or injury including social-behavioral sciences and cost awareness and use strategies to prevent or slow the disease process.	Ward Rounds Clinical Experience – Ambulatory Clinical Experience – Inpatient Patient Presentation – Learner	Multisource Assessment Clinical Performance Checklist
1.10 Provide appropriate role modeling. No Aligned EPA's	N/A	N/A	N/A
1.11 Perform supervisory responsibilities commensurate with one's roles, abilities, and qualifications.	N/A	N/A	N/A

No Aligned EPA's			
1.99 Other patient care. No Aligned EPA's	N/A	N/A	N/A

II. Knowledge for Practice: Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care. Specifically, students must:

CMS Objective	Course Objective(s)	Learning Activity/ Content	Assessment Method(s)
<p>2.1 Demonstrate an investigatory and analytic approach to clinical situations.</p> <p>EPA: 1, 3, 13</p>	<p>1. Describe the bio-physical, clinical and epidemiological scientific principles underlying mechanisms and methods of diagnostic and therapeutic decision-making of care in emergent and non-urgent pediatric cases to include history and physical patient information gathering and prioritizing, screening, ordering and interpreting laboratory, pathologic and imaging studies.</p> <p>7. Demonstrate use of information technology to search for, evaluate, and apply evidence-based medicine for solving clinical problems.</p>	<p>Ward Rounds</p> <p>Clinical Experience – Ambulatory</p> <p>Clinical Experience – Inpatient</p> <p>Patient Presentation – Learner</p>	<p>Exam - Nationally Standardized, Pediatrics</p> <p>Multisource Assessment</p> <p>Clinical Performance Checklist</p> <p>Clinical Documentation Review</p> <p>Oral Patient Presentation</p>
<p>2.2 Apply established and emerging bio-physical scientific principles fundamental to health care for patients and populations.</p> <p>EPA: 2</p>	<p>1. Describe the bio-physical, clinical and epidemiological scientific principles underlying mechanisms and methods of diagnostic and therapeutic decision-making of care in emergent and non-urgent pediatric cases to include history and physical patient information gathering and prioritizing, screening, ordering and interpreting laboratory, pathologic and imaging studies.</p>	<p>Ward Rounds</p> <p>Clinical Experience – Ambulatory</p> <p>Clinical Experience – Inpatient</p> <p>Patient Presentation – Learner</p>	<p>Exam - Nationally Standardized, Pediatrics</p> <p>Multisource Assessment</p> <p>Clinical Documentation Review</p> <p>Clinical Performance Checklist</p> <p>Oral Patient Presentation</p>

<p>2.3 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based health care.</p> <p>EPA: 2, 7</p>	<p>1. Describe the bio-physical, clinical and epidemiological scientific principles underlying mechanisms and methods of diagnostic and therapeutic decision-making of care in emergent and non-urgent pediatric cases to include history and physical patient information gathering and prioritizing, screening, ordering and interpreting laboratory, pathologic and imaging studies.</p>	<p>Ward Rounds</p> <p>Clinical Experience – Ambulatory</p> <p>Clinical Experience – Inpatient</p> <p>Patient Presentation – Learner</p>	<p>Exam - Nationally Standardized, Pediatrics</p> <p>Multisource Assessment</p> <p>Clinical Documentation Review</p> <p>Clinical Performance Checklist</p> <p>Oral Patient Presentation</p>
<p>2.4 Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations.</p> <p>EPA: 2, 3, 7</p>	<p>1. Describe the bio-physical, clinical and epidemiological scientific principles underlying mechanisms and methods of diagnostic and therapeutic decision-making of care in emergent and non-urgent pediatric cases to include history and physical patient information gathering and prioritizing, screening, ordering and interpreting laboratory, pathologic and imaging studies.</p> <p>3. Identify factors that place individuals at risk for disease or injury including social-behavioral sciences and cost awareness and use strategies to prevent or slow the disease process.</p>	<p>Ward Rounds</p> <p>Clinical Experience – Ambulatory</p> <p>Clinical Experience – Inpatient</p> <p>Patient Presentation – Learner</p>	<p>Exam - Nationally Standardized, Pediatrics</p> <p>Multisource Assessment</p> <p>Clinical Documentation Review</p> <p>Clinical Performance Checklist</p> <p>Oral Patient Presentation</p>
<p>2.5 Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial and cultural influences on health, disease, care-seeking, care compliance, and barriers to and attitudes toward care.</p> <p>No Aligned EPA's</p>	<p>3. Identify factors that place individuals at risk for disease or injury including social-behavioral sciences and cost awareness and use strategies to prevent or slow the disease process.</p>	<p>Ward Rounds</p> <p>Clinical Experience – Ambulatory</p> <p>Clinical Experience – Inpatient</p> <p>Patient Presentation – Learner</p>	<p>Exam - Nationally Standardized, Pediatrics</p> <p>Multisource Assessment</p> <p>Clinical Documentation Review</p> <p>Clinical Performance Checklist</p> <p>Oral Patient Presentation</p>

2.6 Contribute to the creation, dissemination, application, or translation of new health care knowledge and practices. No Aligned EPA's	N/A	N/A	N/A
2.99 Other knowledge for practice. No Aligned EPA's	N/A	N/A	N/A

III. Practice-Based Learning and Improvement: Demonstrate the ability to investigate and evaluate one's care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning. Specifically, students must:

CMS Objective	Course Objective(s)	Learning Activity/ Content	Assessment Method(s)
3.1 Identify strengths, deficiencies, and limits in one's knowledge and expertise. EPA: 2, 4, 6, 7	6. Identify strengths, gaps and deficiencies, and limits in one's knowledge and skill through self-awareness, feedback seeking behaviors, setting of improvement goals and learning activities with the goal of improving practice.	Ward Rounds Clinical Experience – Ambulatory Clinical Experience – Inpatient Reflection	Multisource Assessment Clinical Documentation Review Clinical Performance Checklist Self-Assessment
3.2 Set learning and improvement goals. No Aligned EPA's	6. Identify strengths, gaps and deficiencies, and limits in one's knowledge and skill through self-awareness, feedback seeking behaviors, setting of improvement goals and learning activities with the goal of improving practice.	Ward Rounds Clinical Experience – Ambulatory Clinical Experience – Inpatient Patient Presentation – Learner	Multisource Assessment Clinical Documentation Review Clinical Performance Checklist

<p>3.3 Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitudes.</p> <p>EPA: 7</p>	<p>6. Identify strengths, gaps and deficiencies, and limits in one's knowledge and skill through self-awareness, feedback seeking behaviors, setting of improvement goals and learning activities with the goal of improving practice.</p>	<p>Ward Rounds</p> <p>Clinical Experience – Ambulatory</p> <p>Clinical Experience – Inpatient</p> <p>Patient Presentation – Learner</p> <p>Reflection</p>	<p>Multisource Assessment</p> <p>Clinical Documentation Review</p> <p>Self-Assessment</p> <p>Clinical Performance Checklist</p>
<p>3.4 Systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement.</p> <p>EPA: 13</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>3.5 Incorporate feedback into daily practice.</p> <p>EPA: 8</p>	<p>6. Identify strengths, gaps and deficiencies, and limits in one's knowledge and skill through self-awareness, feedback seeking behaviors, setting of improvement goals and learning activities with the goal of improving practice.</p>	<p>Reflection</p>	<p>Self-Assessment</p> <p>Clinical Performance Checklist</p>
<p>3.6 Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems.</p> <p>EPA: 7</p>	<p>7. Demonstrate use of information technology to search for, evaluate, and apply evidence-based medicine for solving clinical problems.</p>	<p>Ward Rounds</p> <p>Clinical Experience – Ambulatory</p> <p>Clinical Experience – Inpatient</p> <p>Patient Presentation – Learner</p>	<p>Multisource Assessment</p> <p>Clinical Documentation Review</p> <p>Clinical Performance Checklist</p>
<p>3.7 Use information technology to optimize learning.</p> <p>EPA: 4, 7, 8</p>	<p>7. Demonstrate use of information technology to search for, evaluate, and apply evidence-based medicine for solving clinical problems.</p>	<p>Ward Rounds</p> <p>Clinical Experience – Ambulatory</p> <p>Clinical Experience – Inpatient</p> <p>Patient Presentation – Learner</p>	<p>Multisource Assessment</p> <p>Clinical Documentation Review</p> <p>Clinical Performance</p>

			Checklist
<p>3.8 Participate in the education of patients, families, students, trainees, peers and other health professionals.</p> <p>No Aligned EPA's</p>	<p>5. Demonstrate interpersonal and communication skills that result in effective education, with patients and family members.</p>	<p>Ward Rounds</p> <p>Clinical Experience – Ambulatory</p> <p>Clinical Experience – Inpatient</p>	<p>Multisource Assessment</p> <p>Clinical Documentation Review</p> <p>Clinical Performance Checklist</p>
<p>3.9 Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care.</p> <p>EPA: 3, 7</p>	<p>3. Identify factors that place individuals at risk for disease or injury including social-behavioral sciences and cost awareness and use strategies to prevent or slow the disease process.</p>	<p>Ward Rounds</p> <p>Clinical Experience – Ambulatory</p> <p>Clinical Experience – Inpatient</p>	<p>Exam - Nationally Standardized, Pediatrics</p> <p>Multisource Assessment</p> <p>Clinical Documentation Review</p> <p>Clinical Performance Checklist</p>
<p>3.10 Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes.</p> <p>EPA: 13</p>	<p>7. Demonstrate use of information technology to search for, evaluate, and apply evidence-based medicine for solving clinical problems.</p>	<p>Ward Rounds</p> <p>Clinical Experience – Ambulatory</p> <p>Clinical Experience – Inpatient</p> <p>Patient Presentation – Learner</p>	<p>Multisource Assessment</p> <p>Clinical Documentation Review</p> <p>Clinical Performance Checklist</p> <p>Oral Patient Presentation</p>
<p>3.99 Other practice-based learning and improvement.</p> <p>No Aligned EPA's</p>	N/A	N/A	N/A

IV. Interpersonal and Communication Skills: Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. Specifically, students must:

CMS Objective	Course Objective(s)	Learning Activity/ Content	Assessment Method(s)
<p>4.1 Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds.</p> <p>EPA: 1, 4, 5, 6, 11</p>	<p>4. Demonstrate respect, patient autonomy, dignity, compassion, integrity, honesty, trust and compassion when engaging in working interactions and communications with patients, their families, peers, the public, the university community and other healthcare providers in the pediatric rotations.</p>	<p>Ward Rounds</p> <p>Clinical Experience – Ambulatory</p> <p>Clinical Experience – Inpatient</p>	<p>Multisource Assessment</p> <p>Clinical Performance Checklist</p>
<p>4.2 Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health related agencies.</p> <p>EPA: 2, 5, 6, 7, 8, 9, 10, 13</p>	<p>4. Demonstrate respect, patient autonomy, dignity, compassion, integrity, honesty, trust and compassion when engaging in working interactions and communications with patients, their families, peers, the public, the university community and other healthcare providers in the pediatric rotations.</p>	<p>Ward Rounds</p> <p>Clinical Experience – Ambulatory</p> <p>Clinical Experience – Inpatient</p>	<p>Multisource Assessment</p> <p>Clinical Performance Checklist</p>
<p>4.3 Work effectively with others as a member or leader of a health care team or other professional group.</p> <p>EPA: 8, 9</p>	<p>4. Demonstrate respect, patient autonomy, dignity, compassion, integrity, honesty, trust and compassion when engaging in working interactions and communications with patients, their families, peers, the public, the university community and other healthcare providers in the pediatric rotations.</p>	<p>Ward Rounds</p> <p>Clinical Experience – Ambulatory</p> <p>Clinical Experience – Inpatient</p>	<p>Multisource Assessment</p> <p>Clinical Performance Checklist</p>
<p>4.4 Act in a consultative role to other health professionals.</p> <p>No Aligned EPA's</p>	N/A	N/A	N/A
<p>4.5 Maintain comprehensive, timely, and legible medical records.</p>	<p>9. Demonstrate effective written and oral communication skills when interacting with all members of the healthcare team including the ability to prepare and organize appropriate,</p>	<p>Ward Rounds</p> <p>Clinical Experience – Ambulatory</p>	<p>Multisource Assessment</p> <p>Clinical Documentation Review</p>

EPA: 5, 11, 12	legible and timely medical records for pediatric patients.	Clinical Experience – Inpatient	Clinical Performance Checklist
4.6 Demonstrate sensitivity, honesty, and compassion in difficult conversations, including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics. EPA: 10, 12	N/A	N/A	N/A
4.7 Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions. EPA: 1, 9, 11	N/A	N/A	N/A
4.99 Other interpersonal and communication skills. No Aligned EPA's	N/A	N/A	N/A

V. Professionalism: Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles. Specifically, students must:

CMS Objective	Course Objective(s)	Learning Activity/ Content	Assessment Method(s)
5.1 Demonstrate compassion, integrity, and	4. Demonstrate respect, patient autonomy, dignity, compassion, integrity, honesty, trust and compassion when engaging in working	Ward Rounds Clinical Experience – Ambulatory	Multisource Assessment Clinical Performance

respect for others. EPA: 1, 6, 9	interactions and communications with patients, their families, peers, the public, the university community and other healthcare providers in the pediatric rotations.	Clinical Experience – Inpatient	Checklist
5.2 Demonstrate responsiveness to patient needs that supersedes self-interest. No Aligned EPA's	N/A	N/A	N/A
5.3 Demonstrate respect for patient privacy and autonomy. EPA: 1, 6, 8	4. Demonstrate respect, patient autonomy, dignity, compassion, integrity, honesty, trust and compassion when engaging in working interactions and communications with patients, their families, peers, the public, the university community and other healthcare providers in the pediatric rotations.	Ward Rounds Clinical Experience – Ambulatory Clinical Experience – Inpatient	Multisource Assessment Clinical Performance Checklist
5.4 Demonstrate accountability to patients, society, and the profession. EPA: 5, 13	N/A	N/A	N/A
5.5 Reflect on one's own values, culture, and beliefs and demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation. EPA: 1	N/A	N/A	N/A

<p>5.6 Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations.</p> <p>EPA: 12</p>	N/A	N/A	N/A
<p>5.99 Other professionalism.</p> <p>No Aligned EPA's</p>	N/A	N/A	N/A

VI. Systems-Based Practice: Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care. Specifically, students must:

CMS Objective	Course Objective(s)	Learning Activity/ Content	Assessment Method(s)
<p>6.1 Work effectively in various health care delivery settings and systems relevant to one's clinical specialty.</p> <p>EPA: 5</p>	N/A	N/A	N/A
<p>6.2 Coordinate patient care within the health care system relevant to one's clinical specialty.</p> <p>EPA: 9</p>	N/A	N/A	N/A

<p>6.3 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care.</p> <p>EPA: 3, 4, 11, 12</p>	<p>3. Identify factors that place individuals at risk for disease or injury including social-behavioral sciences and cost awareness and use strategies to prevent or slow the disease process.</p>	<p>Ward Rounds</p> <p>Clinical Experience – Ambulatory</p> <p>Clinical Experience – Inpatient</p>	<p>Multisource Assessment</p> <p>Clinical Documentation Review</p> <p>Clinical Performance Checklist</p>
<p>6.4 Advocate for quality patient care and optimal patient care systems.</p> <p>EPA: 13</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>6.5 Participate in identifying system errors and implementing potential systems solutions.</p> <p>EPA: 13</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>6.6 Perform administrative and practice management responsibilities commensurate with one’s role, abilities, and qualifications.</p> <p>No Aligned EPA’s</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>6.99 Other systems-based practice.</p> <p>No Aligned EPA’s</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

VII. Interprofessional Collaboration: Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care. Specifically, students must:

CMS Objective	Course Objective(s)	Learning Activity/ Content	Assessment Method(s)
<p>7.1 Work with other health professionals to establish and maintain a climate of mutual respect, shared values, dignity, diversity, ethical integrity, and trust.</p> <p>IPEC Competency 1 (Values/Ethics)</p> <p>EPA: 9</p>	<p>4. Demonstrate respect, patient autonomy, dignity, compassion, integrity, honesty, trust and compassion when engaging in working interactions and communications with patients, their families, peers, the public, the university community and other healthcare providers in the pediatric rotations.</p>	<p>Ward Rounds</p>	<p>Multisource Assessment</p> <p>Clinical Performance Checklist</p>
<p>7.2 Use the knowledge of one’s own role and the roles of other health professionals to appropriately assess and address the health care needs and advance the health of the patients and populations served.</p> <p>IPEC Competency 2 (Roles/Responsibilities)</p> <p>EPA: 9</p>	<p>8. Use the knowledge of one’s own role and the roles of other health professionals to assess appropriately, address, and advance the health care needs, and advance the health of the patients and populations served.</p>	<p>Ward Rounds</p> <p>Clinical Experience – Ambulatory</p> <p>Clinical Experience – Inpatient</p>	<p>Multisource Assessment</p> <p>Clinical Performance Checklist</p>
<p>7.3 Communicate with patients, families, communities and other health professionals in a responsive and responsible manner that supports a team approach to the</p>	<p>4. Demonstrate respect, patient autonomy, dignity, compassion, integrity, honesty, trust and compassion when engaging in working interactions and communications with patients, their families, peers, the public, the university community and other healthcare providers in the</p>	<p>Ward Rounds</p> <p>Clinical Experience – Ambulatory</p> <p>Clinical Experience – Inpatient</p>	<p>Multisource Assessment</p> <p>Clinical Documentation Review</p> <p>Clinical Performance Checklist</p>

<p>maintenance of health and the treatment of disease in individual patients and populations.</p> <p>IPEC Competency 3 (Interprofessional Communication) EPA: 9</p>	<p>pediatric rotations.</p>		
<p>7.4 Participate in different team roles to establish, develop, and continuously enhance principles of team dynamics within interprofessional teams to plan, deliver and evaluate patient- and population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable.</p> <p>IPEC Competency 4 (Teams and Teamwork)</p> <p>No Aligned EPA's</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>7.99 Other interprofessional collaboration.</p> <p>No Aligned EPA's</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

VIII. Personal and Professional Development: Demonstrate the qualities required to sustain lifelong personal and professional growth. Specifically, students must:

CMS Objective	Course Objective(s)	Learning Activity/ Content	Assessment Method(s)
<p>8.1 Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors.</p> <p>EPA: 1-13</p>	<p>6. Identify strengths, gaps and deficiencies, and limits in one's knowledge and skill through self-awareness, feedback seeking behaviors, setting of improvement goals and learning activities with the goal of improving practice.</p>	<p>Ward Rounds</p> <p>Clinical Experience – Ambulatory</p> <p>Clinical Experience – Inpatient</p> <p>Reflection</p>	<p>Multisource Assessment</p> <p>Clinical Performance Checklist</p> <p>Self-Assessment</p>
<p>8.2 Demonstrate healthy coping mechanisms to respond to stress.</p> <p>No Aligned EPA's</p>	N/A	N/A	N/A
<p>8.3 Manage conflict between personal and professional responsibilities.</p> <p>No Aligned EPA's</p>	N/A	N/A	N/A
<p>8.4 Practice flexibility and maturity in adjusting to change with the capacity to alter one's behavior.</p> <p>EPA: 6</p>	N/A	N/A	N/A
<p>8.5 Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients.</p> <p>EPA: 1-13</p>	N/A	N/A	N/A

<p>8.6 Provide leadership skills that enhance team functioning; the learning environment, and/or the health care delivery system.</p> <p>No Aligned EPA's</p>	N/A	N/A	N/A
<p>8.7 Demonstrate self-confidence that puts patients, families, and members of the health care team at ease.</p> <p>EPA: 6, 11, 12</p>	N/A	N/A	N/A
<p>8.8 Recognize that uncertainty is part of clinical health care and respond appropriately.</p> <p>EPA: 2</p>	N/A	N/A	N/A
<p>8.99 Other personal and professional development.</p> <p>No Aligned EPA's</p>	N/A	N/A	N/A