OVERALL EDUCATIONAL GOAL
In the fall of 2004 the Curriculum Committee’s Task Force on the M3/M4 Curriculum first proposed the creation of a longitudinal, primary care, ambulatory setting experience. Over the last decade this experience became too varied and difficult to provide it in a uniform manner at all sites so that it was not practical to make it a universal requirement. Nevertheless, we have always had a successful experience at the Family Medicine at Monument Square site, with good reviews from the students and the sense that they were achieving not only the goal of providing primary care in a longitudinal fashion, but that they were growing in their abilities to both diagnose and treat a variety of problems.

OBJECTIVES
I. Patient care
Students must be prepared to provide patient care that is compassionate, appropriate, and effective.

A. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preference, up-to-date scientific evidence, and clinical judgment.
Through researching, answering, and discussing clinically relevant questions, students have the opportunity to see patients and follow up on laboratory results, therapeutic interventions, and the like.

B. Gather essential and accurate information about their patients
Consistent with their level of expertise, students will conduct effective interviews with patients and elicit complete and focused medical histories relevant to the chief concern; perform complete and focused physical examinations; identify components of the physical exam that are critical to the clinical presentation; identify abnormal findings; and relate differential diagnosis and examination findings.

C. Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
Students will identify differential diagnoses for cardinal presentations; indicate appropriate evaluation plans; modify diagnostic strategies in response to test results; and develop appropriate management plans for patients using evidence-based medicine.

D. Counsel and educate patients and their families

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One of the main roles of seeing patients in this setting is to counsel them on a variety of issues including diet, exercise, adherence to medication regimens and the like.

E. **Use information technology to support patient care decisions and patient education**
   Students will be expected to use the EHR to the extent that they are allowed in order to gain proficiency with this technology.

F. **Perform required clinical procedures**
   Students will do such procedures for which they are prepared (e.g., obtaining PAP smears) under direct supervision of the attending.

G. **Work with patients in maintaining health**
   Discussing clinically relevant questions during each encounter, particularly with regard to preventive screening and updates on immunizations.

H. **Work as members of a multi-disciplinary health care team to provide patient-focused care.**
   Work with the nursing staff in providing care for the patients. While the students will be expected to get the original vitals on their patients (as is done now), the nurses will support them in obtaining point-of-care testing (e.g., glucose levels), as well as help with the equipment.

II. **Medical knowledge**
   Students must demonstrate knowledge about established and evolving basic and clinical biomedical sciences, including epidemiology and social/behavioral sciences, & their application of this knowledge to patient care.

   A. **Demonstrate knowledge and application of the basic and clinical sciences relevant and appropriate to the clinical practice of medicine.**
      Students will review biochemical, immunologic, and cellular mechanisms.

   B. **Demonstrate an investigatory and analytic thinking approach to clinical situations.**
      Every patient encounter will provide the students with the opportunity to practice their presentation skills as well as demonstrating their thinking process.

III. **Practice-based learning and improvement**
   Students must be able to engage in self-evaluation regarding their academic & clinical performance, develop plans for personal improvement, and recognize how the application of new learning can be used to improve patient care.

   A. **Demonstrate strategies to analyze academic and clinical performance over the course of their professional careers, and develop improvement plans, in a methodical fashion.**
      The students will have more independence in this setting than is usually provided, with the expectation that they will be directly responsible for their patients, while under the supervision of a faculty member. This will provide them with the opportunity to more carefully assess their own level of ability and what areas they need to improve on in an ongoing fashion.

   B. **Locate, appraise, and assimilate evidence from scientific and clinical studies related to patients’ health problems.**
      This is a regular part of caring for patients.

   C. **Obtain and use information about patients they care for and the larger population from which these patients are drawn.**
      Being sensitive to the reality of the population of New Brunswick (e.g., greater than fifty percent Hispanic) is one example of how this can become a reality in this practice.

   D. **Use information technology to manage information and access on-line medical information; and support their own education.**
      Students will be expected to use the EHR to the extent that they are allowed in order to gain proficiency with this technology.

   E. **Facilitate the learning of other students and health care professionals.**
      Presentation and discussion with the attending and with each other will strengthen student communication skills and will be focused on communicating information in an educational manner.

IV. **Interpersonal and communication skills**
   Students must be able to demonstrate interpersonal & communication skills, both verbal and written, that results in effective information exchange with patients, patients' families, peers, and other health professions colleagues.

   A. **Create and sustain a therapeutic and ethically sound relationship with patients in order to**
effectively communicate their health care needs, including situations involving sensitive, technically complex, or distressing information
This is the rationale for having a longitudinal experience so that the students can have an opportunity to develop relationships with patients over time.

B. Utilize appropriate and effective communication strategies, including nonverbal, explanatory, questioning and writing skills, to both elicit and provide health care information to patients and their families
This is an essential skill in interviewing patients and families and will be used and evaluated extensively during this elective.

C. Work effectively with others as members of a health care team, including peers, residents, faculty and other health care professionals.
Presentation and discussion with the attending and with each other will strengthen student communication skills and will be focused on communicating information in an educational manner.

V. Professionalism
Students must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principals & sensitivity to a diverse patient population.
A. Demonstrate respect, compassion, and integrity in interactions with peers, patients, and other health professionals
Students will demonstrate standards of professionalism, including respect, honesty, reliability and responsibility, in interactions with faculty, staff, peers, and patients.
B. Demonstrate accountability to patients, society and the profession, and a commitment to excellence and on-going professional development.
Through working with a diversity of patients, students will explore what is means to care for people of distinct backgrounds. Being professional, on time, following HIPAA guidelines and the like will all show commitment to self-development in the profession.
C. Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, and informed consent
This is an essential component of not only providing care in this setting but using the electronic health care record that allows access to other information which needs to be guarded.
A. Demonstrate sensitivity and responsiveness to patient individuality including the role of culture, ethnicity, gender, age, disabilities, and other aspects of health practices and decisions.
Students will demonstrate sensitivity and respect in patient interactions regardless of the diversity of their patients and recognize the need for patient involvement in decision making and the incorporation of patients’ values and beliefs into management plans.

VI. Systems-based Practice
Students will be able to function effectively in teams and within a larger organizational structure. They must demonstrate an awareness of the larger context & system of health care and of the resources available within the system to provide optimal care to individual patients and groups. Finally, students must demonstrate awareness of current barriers to health care and of the various strategies designed to assist patients in gaining access to care.
A. Demonstrate effective involvement in a health care team and be able to recognize how their involvement in patient care may affect other members of the health care profession.
Working with the nurses and other students will help solidify each discipline’s niche and how everyone can interact as a team.

Brief Description of Activities
Students will be in the office in time to start seeing patients by 5:15 pm. A maximum of eight patients will be scheduled over this time, so that each student usually will only see one to two patients (rarely three later in the year when they become more efficient). They will bring the patient back from the
waiting room, take their vitals and then discuss with the attending what they think should be next steps. If able, they will then do a focused physical and make a formal presentation to the attending, who will then return to the room with the student so that the two of them will see and examine the patient together. Final recommendations, prescriptions and the like will be the responsibility of the attending. However, he student may be asked to follow up on important test results. Students will attend in blocks (the same students each week as much as possible, i.e., a first week block, a second week block). Starting in September students will therefore have approximately three such visits in the fall semester and five such visits in the spring. To get credit for the elective it will be expected that eight (8) sessions will therefore be completed. However, students may be allowed to miss one session under extraordinary circumstances.

**Method of Evaluation**

Students will be evaluated on presentation skills, analytical thinking, attendance and professionalism. Given the experience to date, students should have no problem achieving the required attendance (the months with five Tuesday evenings and December and June dates allow for make-up sessions if need be). Students will be given narrative feedback/evaluation describing their achievements over the year, which will also be submitted to the registrar for future use by the Student Affairs office.