“First, do no harm. After that, go nuts.”

By Benjamin Schwartz  July 14, 2017
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<table>
<thead>
<tr>
<th>Course Faculty</th>
<th>Office</th>
<th>Telephone &amp; e-Mail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angela Scott, MD, PhD</td>
<td>Freeway Medical Tower, Suite 500</td>
<td>(501) 661-7970</td>
</tr>
<tr>
<td><strong>POM I Course Director</strong></td>
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<tr>
<td>Assistant Professor of Pediatrics and Medical Humanities</td>
<td></td>
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</tr>
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<td>(501) 686-5515</td>
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<td><strong>POM I Co-Course Director</strong></td>
<td></td>
<td>(501) 681-2714 (cell)</td>
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<td>Associate Professor of Emergency Medicine</td>
<td></td>
<td><a href="mailto:freezerachaell@uams.edu">freezerachaell@uams.edu</a></td>
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<td>(501) 661-7973</td>
</tr>
<tr>
<td><strong>POM I &amp; II Course Director</strong></td>
<td></td>
<td>(501) 425-8846 (cell)</td>
</tr>
<tr>
<td>Chair, Department of Medical Humanities &amp; Bioethcs</td>
<td></td>
<td><a href="mailto:DMHester@uams.edu">DMHester@uams.edu</a></td>
</tr>
<tr>
<td>Professor of Medical Humanities (UAMS), Professor of Pediatrics (UAMS), Clinical Ethicist (ACH)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marcie Johnson</td>
<td>Shorey Building 6th floor, room 12</td>
<td>(501) 686-7396</td>
</tr>
<tr>
<td><strong>POM I &amp; II Course Coordinator</strong></td>
<td></td>
<td>(501) 425-8625 (cell)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:mlcarter@uams.edu">mlcarter@uams.edu</a></td>
</tr>
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</table>
Key Concepts and Goals

Practice of Medicine (POM) is a two-year curriculum designed to teach the skills, knowledge, and attitudes fundamental to clinical medicine. This year in Practice of Medicine I (POM I), our goal is to give you the beginning basic skills required to become a physician and the essentials of clinical medicine which will enable you to be a caring, skilled, knowledgeable, and compassionate physician.

POM I is conceptually organized around the key components of the physician-patient encounter. In this course you will learn necessary skills and fundamental concepts that can be applied to any patient encounter, regardless of organ system or specialty. POM I is primarily a clinical skills course, with an emphasis on active learning modalities, hands-on experience, and structured group assignments.

Several key concepts and skill sets run through the course, including:

- **Professionalism & the Doctor-Patient Relationship**
- **Communication and Interpersonal Skills**
- **History and Physical Exam Skills**
- **Clinical and Ethical Reasoning Skills**
- **Social Determinants of Health**
Thematic Units

POM I sessions are grouped in thematic units which correspond to the schedule and content of the module courses. In the fall semester you will explore fundamental concepts of the patient-physician encounter in POM I. In the spring semester, POM I Units will begin to more closely map onto specific organ systems skills and issues. Below is a list of the POM I Units with the corresponding basic science modules and selected unit activities.

1. **Roles, Responsibilities & Encounters (runs with Human Structure)**
   - Communication and History Taking Skills
   - General Physical Exam Skills
   - Professionalism and Professional Identity Formation
   - Doctor-Patient Relationship
   - Patient Narrative and Clinical Presentation Skills
   - Fall OSCE: Full History; HPI Write-Up

2. **Clinical & Ethical Reasoning (runs with Molecules to Cells)**
   - Clinical Reasoning and Introduction to Evidence-Based Medicine
   - Interpretive Reasoning, Medical Uncertainty & Shared Decision-Making
   - Ethical Concepts and Ethical Reasoning Skills
   - Ethics Sim: Professionalism & medical decision-making cases
   - Procedural Skills: Rapid Strep Test/Test interpretation

3. **Changing Roles, Challenging Situations (runs with Heme./Lymph.)**
   - Clinical approach to hematology & oncology including lab interpretation
   - End of life & Palliative Care
   - Cancer Survivorship Patient Panel
   - Ethics of clinical trials
   - Procedural skills: Venipuncture

4. **Physicians & Society (runs with Disease & Defense)**
   - Clinical and ethical issues related to public health
   - Diversity, Unconscious Bias & Health Disparities
   - Healthcare Financing
   - Diverse Patient Clinic Exercise
   - Pandemic/Resource Allocation Simulation Exercise
   - Procedural skills: infection control, aseptic technique

5. **Medicine at the Limits (runs with Brain & Behavior)**
   - Clinical approach to neurology & related fields
   - Neurologic Exam Skills
   - Capacity Determinations, Advanced Care Planning, Surrogacy
   - Ethics Sim: Discussion & deliberation on capacity, end of life cases
   - Spring OSCE: Selected History, Physical Exam skills & HPI Write-ups
COURSE LEARNING OBJECTIVES/COMPETENCIES

Learning Objectives

Medical Knowledge
At the completion of this course the student will:
- Know the standard structure of a clinical history and physical examination.
- Know the format of an oral or written clinical case presentation.
- Generate a differential diagnosis based on patient history and physical examination findings.
- Demonstrate basic pattern recognition and clinical reasoning, along with knowledge of selected clinical presentations, to narrow a differential diagnosis.

Patient Care
At the completion of this course the student will be able to:
- Take a full patient history.
- Present a clinical case orally or in written format.
- Perform a general physical examination of an adult.
- Perform a detailed adult neurological, head and neck and eye exam using appropriate equipment.
- Demonstrate use of specific communication skills within the medical encounter.
- Perform selected procedural skills including bacterial collection for culture, venipuncture, aseptic technique & universal precautions for infection control.

Medical Informatics & Life-Long Learning
At the completion of this course the student will be able to:
- Define and discuss the benefits of evidence-based medicine.
- Understand the limits of applying population-based medical knowledge to individual patient care.
- Use common resources to access medical and scientific literature.
- Identify specific learning objectives for self-study when presented with a novel clinical case.

Population Health and Preventive Medicine
At the completion of this course the student will be able to:
- Understand the ways in which public health and individual patient care differ and might conflict.
- Discuss ethical issues relevant to public and preventive health including resource allocation and social justice.
- Discuss the importance of social and cultural factors in healthcare delivery.

Practice-Based and Systems-Based Medical Care
At the completion of this course the student should be able to:
- Recognize the importance of team-based approaches to clinical care.
- Describe the benefits of interprofessional practice and education.
- Describe several different healthcare financing systems.
Professionalism
At the completion of this course the student will be able to:
• Discuss the importance of the physician-patient relationship
• Identify and articulate ethical dilemmas in terms of conflicting ethical concerns and norms.
• Explore and critically evaluate alternative solutions to ethical dilemmas.
• Integrate relevant clinical information into an ethical argument.
• Articulate and defend a position in an ethical discussion.
• Identify commonly held bioethical norms.
• Discuss the concept of medical professionalism.

Interpersonal and Communication skills
At the completion of this course the student will be able to:
• Identify specific communication tools that allow them to establish a rapport with patients, obtain necessary clinical information, and assess patient understanding.
• Identify specific communication tools that facilitate culturally competent care.
• Effectively work with a group of peers to solve a novel clinical or ethical case.
• Effectively share information obtained in self-study with peers during group activities.

UAMS Undergraduate Medical Education (UME) Competencies

<table>
<thead>
<tr>
<th>Competency Trait</th>
<th>Methods of Assessment</th>
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</thead>
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<tr>
<td>Medical Knowledge</td>
<td>Multiple choice questions, written assignments, preceptor evaluation, SIMs, OSCEs</td>
</tr>
<tr>
<td>Patient Care</td>
<td>Multiple choice questions, written assignments, preceptor evaluation, SIMS, OSCEs</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Written assignments, preceptor evaluations, OSCEs, SIMs</td>
</tr>
<tr>
<td>Interpersonal and Communication Skills</td>
<td>Multiple choice questions, written assignments, preceptor evaluations, SIMS, OSCEs</td>
</tr>
<tr>
<td>Population Health and Preventive Medicine</td>
<td>Multiple choice questions, written assignments, and preceptor evaluations</td>
</tr>
<tr>
<td>Practice-Based and Systems-Based Medical Care</td>
<td>Multiple choice questions, written assignments, and preceptor evaluations</td>
</tr>
</tbody>
</table>
Integrated Curriculum & Course Schedule

The entire freshman and sophomore curriculum is integrated into an organ-system-based curriculum. The curriculum has been categorized into 9 general physiological systems; all of the M-1 courses, including POM I, will be teaching related material in concert to give you a comprehensive understanding of the relationship of the basic sciences within the realm of medicine.

The best way to show the entire M1 curriculum is via a master freshman calendar detailing every scheduled event for all M1 courses. This master calendar will be regularly maintained and should be used as the official calendar. The master calendar is in the web based O2 system. You can access it at http://o2.uams.edu. You sign in with your normal email login and password, and then click on calendar.

Remember to check the M1 master calendar when verifying the date/time of your scheduled events. If you notice any discrepancies, please contact Marcie Johnson.

POM I Course Information Page in O2

While many class materials will be posted within the O2 calendar event they correspond to, important or general reference information will also be posted on the Course Information page. To find it, go to O2, the tab labeled “Schedule” next to the “Calendar” tab on your home page. This will list the courses on your schedule for the current year. Click on the name of the course to open a window labeled “Course Information.”

This page will include the following documents plus additional quick-reference materials posted throughout the year.

- Course syllabus
- Shadowing Form
- Excused Absence Form

POM I Course Website: https://medicine.uams.edu/pom/

The POM I course website provides quick links to important course documents and forms, announcements and other course information. The information on the course website will be identical to information housed in other places (this document, the Course Information page in O2) in a centralized, user-friendly format.

Announcements
All POM I announcements will be sent via email to the class listserv. Announcements can include schedule changes, reminders, gradebook updates, etc. It is your responsibility to check for announcements and also verify you are included on your class listserv.

Class Listserv:
If you have not signed up already, send an email message to mailserv@life.uams.edu. In the BODY of the message (not the subject line), type “Subscribe 2023-L Your Name.”
General Course Organization

POM I sessions will generally be held on Tuesday and Thursday afternoons from 1-3 pm. There are a few exceptions and it is important to check the O2 system for the complete course schedule.

Some course sessions require attendance. Some require professional dress (including your white coat.) Please make sure and check the O2 calendar weekly for information regarding each class session. Required attendance will be indicated by “REQ” and professional dress/white coats by WC” following the name of the event in O2.

Activities & Learning Modalities

- Large Group/Didactic sessions
- Hybrid Patient Centered Learning (PCL) sessions
- Clinical Skills Sessions
- Ethics Simulation
- Team Based Learning (TBL) sessions
- Simulation Cases
- Clinical Shifts (Volunteer clinic and clinical shadowing)
- Objective Structured Clinical Examinations (OSCEs)
- Independent Learning Assignments (ILAs)
- Written Assignments
- Reading Assignments

Large Group/Didactic Sessions

Large group/didactic sessions in POM I vary in content and format. Course directors and guest lecturers have worked hard to make all of the sessions worth your time. We ask that you turn off pagers and cell phones and refrain from visiting with your classmates during the lecture. While you are welcome to use your laptop during class, we ask that you show respect to the faculty presenter by attending to the session (rather than surfing the internet or working on another assignment, etc.) Thank you in advance for your professional courtesy.

Hybrid Patient Centered Learning (PCL) Sessions

Patient Centered Learning (PCL) is an active learning, problem-based modality in which you will work through clinical cases involving new (previously unpresented) material. During PCL, you will identify and independently research relevant content, teach the content to your peers and work together to apply it to a clinical case. Traditionally each group meets independently in a separate room. In the M1 year you will be participating in the same basic PCL activities but working in groups at your tables in the ALC (your TBL teams) simultaneously. This allows for a ‘hybrid’ methodology that combines small group work with large group structure and resources.

Each PCL group (table) will be assigned a Senior (M4) preceptor to serve as a facilitator for PCL sessions as well as assist the students at that table with various other POM I assignments. Tables will be grouped into sections of 5-6 tables each, and each section will be assigned a faculty member for additional guidance throughout the year.
**Clinical Skills Sessions**
Demonstration and practice of clinical skills is a core component of the POM I course, and you will be provided the opportunity for hands-on skill acquisition through a variety of activities and formats. Prior to each session there will be either a large group/didactic session or an online video or module demonstrating the technique you will be practicing. You are expected to wear professional attire, including your white coat and UAMS ID Badge, for all sessions with standardized or real patients.

**History & Physical Exam Sessions**
Demonstration and practice sessions for history and physical exam skills occur regularly throughout the course and exist in multiple formats. Attendance is required at these sessions as they depend on hands-on participation. Many sessions require professional dress and white coats. Please check the O2 calendar for details of each event. Clinical sessions are held in the Center for Clinical Skills Education (CCSE) on the 8th floor of the Rahn Building, the Sim Lab on the ground floor of the central building, small group rooms in IDW, or the Active Learning Center (ALC) in the library. During these sessions, you will have the opportunity to learn and practice history & physical examination skills with standardized patients, PTAPs or real patients. Clinics in POM I include Real Patient Clinics (designed to offer practice eliciting abnormal findings from real patients), and Diverse Patient Clinic (designed to offer practice using specific communication skills in challenging situations).

**Jones Eye Clinic**
The UAMS Jones Eye Institute hosts an annual clinical experience in which you will travel to the Institute and work with residents and faculty to learn eye-examination techniques. You will be expected to practice examination techniques on one another, and you will have your eyes dilated during this experience. Please plan ahead for the residual effects this may have on your vision (bring sunglasses, etc.)

**Blood Draw Lab**
This educational session is designed to help you learn how to draw blood and about basic blood testing. In order to do this, you will practice drawing blood from other students in the class. You are required to attempt to draw blood, but only from someone who is willing to have it drawn by you. You are asked to have blood drawn by other students but this is entirely voluntary. Additional information will be provided prior to this activity.

**Team Based Learning (TBL) Sessions**
Team Based Learning (TBL) is a group learning modality that involves structured large and small group activities. This modality will be used extensively in the module courses and will be demonstrated during Freshman Orientation.

**Independent Learning Assignments (ILAs)**
ILAs require you to complete a specific assignment or review information. They will be posted on the O2 website during the relevant week of the course but can be opened & reviewed/completed at any time.

**Reading Assignments**
Reading assignments will be listed in the O2 calendar link for each class session. All reading assignments in O2 are listed as either Required (REQ) or Supplemental. You are responsible for the material in the required readings and may encounter written exam questions or small group tasks based on this information. Supplemental readings are included for reference and review and may include important resources for course activities.
Clinical Shifts
To begin practicing your skills in working clinical settings, you will participate in at least 3 clinical shifts. One shift will be at 12th Street Health and Wellness Center and two shifts will be shadowing an assigned UAMS faculty member.

12th Street Health & Wellness Center/UAMS IPE Curriculum
The UAMS 12th St. HWC is a community-based, student-led, interprofessional health & wellness center that provides free health screenings and management services for people in the community. Information, including directions and staff directory, can be found at www.https://healthon12th.uams.edu. The interprofessional education (IPE) curriculum is a UAMS-wide graduation requirement. Detailed information can be found at the back of the syllabus. During your M1 year you will complete the first 2 of 7 components of this curriculum: an introductory workshop and a bridge activity. Additional information regarding this assignment will be reviewed in class and posted on the course website.

1. 12th St. HWC/IPE Reflection - You must complete one volunteer shift at 12th street HWC during the academic year. You will write a reflection, based on that shift, according to the IPE Bridge Activity Rubric. The reflection must be uploaded into Blackboard (for IPE credit) and O2 (in the Student Requirement Checklist for a participation grade in POM I).

Physician Shadowing
You will be required to participate in two clinical exposure / shadowing events with UAMS faculty. One experience will be in the fall and one will be in the spring. At the beginning of each semester a document will be released with student names paired with assigned faculty preceptors. You will be given a specific period of time to contact your assigned preceptor by email and set a mutually acceptable date (1/2 day, approximately 3-4 hour) for your shadowing event. Please print out the Signature Form (available on the POM I Course Information Page in O2 and the POM I course website) and take it with you to your shift. Dress professionally and wear your white coat. At the end of your shift, ask your faculty preceptor to sign the signature form, which you will then upload into O2 in the Student Requirement Checklist to receive credit for completing your shift. Detailed instructions about this activity, including deadlines, will be reviewed in class and posted on the class website.

2. Fall Shadowing: You will shadow a physician. If you have the opportunity to practice history-taking, please take advantage of that. There is no written assignment associated with this shift.

3. Spring Shadowing/ History Write-Up: During your shift you will be expected to take a history from a patient. After the shift you will write up the case history and turn it in to your M4 Preceptor for formative feedback.
Objective Structured Clinical Exams (OSCEs)
You are required to pass several objective structured clinical examinations during medical school and later for professional licensure. All OSCEs will take place in the Clinical Skills Center with standardized patients (SPs) who have been trained to portray and record your performance in history and physical exam as well as interpersonal and communication skills. The POM I course includes two graded OSCEs and one practice OSCE.

Fall OSCE: Held at the end of Unit 1, the Fall OSCE includes a full medical history and write-up but no physical exam skills. It is required and graded.

Practice OSCE: This is a REQUIRED BUT UNGRADED opportunity to practice performing selected history and physical exam skills for 1 case in an OSCE format prior to the cumulative Spring OSCE.

Spring OSCE: Held at the end of the POM I year, the Spring OSCE is a cumulative clinical exam covering selected portions of the history, physical exam and written notes for 3 clinical cases. It is required and graded.

At each OSCE, the standardized patients will record your performance on the history and physical exam based on a rubric provided by course faculty. They will also provide you with formative feedback on interpersonal and communication skills through a standardized Physician-Provider Interaction (PPI) checklist which is ungraded but available for you to view later in O2. You will receive formative comments on your HPI write-ups from both the Fall and Spring OSCE. After the Practice OSCE in the spring, you will be given the opportunity to review the video of your case with a senior medical student to provide additional formative feedback on your performance.

Written Assignments
You will receive credit for timely participation of these assignments. You will receive formative feedback (written comments) on the clinical write-ups. Detailed information, including deadlines, found on the course website.

Personal Narrative: Specific assignment will be emailed to you prior to the personal narrative session. You will upload it into O2 and bring a hard copy to the class session.

Fall History Write Up: Early in the fall semester your M4 will assist you in locating a suitable patient (on the wards or in an outpatient setting) and obtaining permission to take a full history. You will then write up the case and turn in to your preceptor for formative feedback.

IPE Reflection: to meet the Bridge requirement of the UAMS IPE curriculum you must write and submit a written reflection on ONE of your clinical shifts at either 12th Street Health & Wellness Center or Harmony Health Clinic. You will upload it into O2 AND Blackboard. Specific instructions can be found at the back of the syllabus.

Spring Shadowing Write-Up: During your clinical shadowing shift in the spring semester you will be expected to take a history that you will later write-up and turn into your M4 preceptor for formative feedback.
REQUIRED/RECOMMENDED MATERIALS

Books

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<th>Publisher, ISBN</th>
<th>Authors</th>
<th>Edition</th>
<th>Required/Recommended</th>
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<tbody>
<tr>
<td>Maxwell Quick Medical Reference</td>
<td>Robert W. Maxwell</td>
<td>6th</td>
<td>Required</td>
</tr>
<tr>
<td>Textbook of Physical Diagnosis</td>
<td>Mark Swartz</td>
<td>7th</td>
<td>Recommended / Supplemental</td>
</tr>
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Other Items for the Course

You are required to have the following items for the POM courses. These items will also be used in clinical rotations in medical school and throughout your career.

You will need these materials by October 1st for the General Physical Examination Sessions.

- Stethoscope with separate bell and diaphragm heads (2 acoustic channel model is preferable).
- Sphygmomanometer (recommend anaeroid type)
- Otoscope and ophthalmoscope with rechargeable halogen light, 3.5 V and insufflator bulb
- Flashlight (either a separate penlight or part of the otoscope-ophthalmoscope handle)
- Flexible tape measure or ruler
- Watch (digital or with a sweep second hand)
- Reflex hammer (Buck or Tromner shapes preferred to Taylor/Tomahawk)
- Tuning fork (256 cps is recommended)
### Examinations & Other Graded Activities

#### Grading Scale

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<tr>
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<th>Activity Breakdown</th>
<th>Total Percentage</th>
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<tbody>
<tr>
<td>Written (multiple-choice) Evaluations</td>
<td>Written Exams: 20%</td>
<td>25%</td>
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<tr>
<td></td>
<td>Quiz Scores: 5%</td>
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<tr>
<td>OSCEs</td>
<td>Fall OSCE: 12.5%</td>
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<td></td>
<td>Spring OSCE: 12.5%</td>
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<tr>
<td>Write-Ups (Appropriate Effort &amp; Timely Completion)</td>
<td>Fall History Write-Up: 7.5%</td>
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<td>Spring (Shadowing) History Write-Up: 7.5%</td>
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<td></td>
<td>IPE Reflection: 2.5%</td>
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<td>Personal Narrative: 2.5%</td>
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<tr>
<td>Clinical Shifts (Documented completion)</td>
<td>12th St. HWC 5%</td>
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<td>Fall Shadowing 5%</td>
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<td></td>
<td>Spring Shadowing 5%</td>
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<td>Professionalism &amp; Contribution to Group Activities</td>
<td>HPCL Preceptor Evaluation: 5%</td>
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<td>Sim Peer Evaluation: 2.5%</td>
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<td>General Attendance &amp; Professionalism: 5%</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>100%</strong></td>
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Per College of Medicine Policy, grades will be assigned as either Pass (70-100%) or Fail (<70%).
Student Requirement Checklist

The POM I Student Requirement Checklist in O2 lists every assignment and activity that you are responsible for completing in the course. It is the centralized system for documentation that you have completed an activity. Detailed information on each of these assignments is available under the assignments tab on the website and in the syllabus. This guide is meant to give you instructions on what must be uploaded (and how) into the Requirement Checklist.

To reach the checklist:
- Sign into O2 & go to your home page
- In the top left corner under “Announcements” click the “Requirement Checklist Tab”
- Click on the Practice of Medicine I heading
- You will see assignment sections as they're listed below.
- Click on the one you're completing and click “add entry” to fill in the required information.
  o The date entered should be the date you completed the shift or activity
  o For some activities you will need to upload 1 or more documents (detailed below)
    ▪ Click “here to add file”
    ▪ Then click the “Add Files” tab
    ▪ Once you have searched your files and selected them, click the “upload” tab
    ▪ After it has uploaded, click the “Submit” tab at the bottom of the box.
    ▪ If the document has successfully uploaded, you will be able to see a link created under the Add File header.

1. Personal Narrative Assignment
   a. Create an entry & upload the assignment into O2
   b. Bring a copy to the Personal Narrative class session

2. Fall History Write-up
   a. Create an entry & upload your write up into O2 (date can be date you took the hx)
   b. Email a copy of the write up to your M4 preceptor

3. 12th St. Shift
   a. Create an entry with the date & time of your shift & supervising faculty at 12th St.
   b. You do NOT need to upload a signature form for this shift (just sign in at 12th st.)
   IPE Reflection
      c. Upload into your 12th St. Shift O2 Entry
      d. You ALSO need to upload it into Blackboard (see assignment details in syllabus/website)

4. Fall Shadowing Shift
   a. Create an entry with the date & time of your shift & supervising faculty's name
   b. Upload the signed signature form

5. Spring Shadowing Shift
   a. Create an entry with the date, time, & location of your shift & supervising faculty's name
   b. Upload signed signature form

Spring History Write-Up
   c. Upload into your Spring History Write up into your Spring Shadowing Shift entry
   d. Email copy to your M4 Preceptor
Written Examinations
Multiple choice questions on POM I content will be incorporated into the final module exams. Questions may be drawn from lectures, clinics, TBL sessions, PCL sessions, ILAs or required reading.

Exams and Appeals: You will have the opportunity during written examinations to submit a comment about any question you believe to be flawed. The faculty will consider these submissions and use item analysis to evaluate the question. The faculty may then choose to accept alternative answers or throw out the appealed questions. Appeals are ONLY taken for questions on written exams (not OSCEs).

OSCE Examinations
OSCE grades are based on your performance per the case rubric. Feedback from Standardized Patients (verbal comments and the PPI Checklist) and from course directors on written components of the OSCE is purely formative.

Participation & Professionalism
You will receive course credit for consistently upholding our expectations of professional behavior and active engagement with class activities. Attendance and professionalism points may be deducted, at the discretion of the course directors, for consistent lack of engaged effort (such as failure to complete multiple assignments), repeated tardiness at required activities, lack of attendance at required activities, or other deviations from professional expectations. This is consistent with the daily life of clinicians who must complete various administrative, clinical, and educational activities in a timely manner or face consequences such as professional probation or censure.

We expect you to:
Attend required events
Check your email daily for announcements or important information
Check the course schedule in O2 on a regular basis
Actively participate in course activities
Adhere to instructions regarding professional dress for selected events
Complete and submit assignments on time
Maintain a courteous and professional tone and demeanor with peers, faculty, staff, and patients
Provide courteous, professional, constructive feedback to faculty and peers when asked to do so
Notify us as soon as possible with problems or anticipated difficulties completing course activities
EXAMINATIONS & OTHER GRADED ACTIVITIES

Course Evaluations

You will receive weekly automated notifications through the O2 system asking you to complete evaluations on presentations by guest lecturers. This feedback is very valuable to them and makes up a significant part of their Promotion & Tenure applications. We ask that you make every effort to complete evaluations for the faculty who have given their time to contribute to your education. In an effort to decrease the total number of evaluations assigned to you, the POM I & II Course Directors have agreed to forgo formal evaluations on their own lectures. You will evaluate Course Directors based on their performance over the year at the completion of the course. Specific feedback on individual sessions is welcome.

Required Evaluations

Some evaluations (of your PCL preceptors & peers, Ethics Bowl peers, etc.) are required and must be completed within the time period that they are available in O2. Automated notifications from the O2 system will be the only reminders you receive. It is your responsibility to check for notifications in O2 and ensure that you have completed required evaluations. They will not be “re-opened” after the deadline has passed. For every required evaluation (other than peer evaluations, below) you do not complete within the allotted time period, one point (1% of 5%) will be deducted from your Attendance & Professionalism grade.

Peer Evaluations

You will evaluate your peers based on productive and professional contributions to group activities such as PCL sessions and Ethics Bowls. We expect you to maintain professional standards in this activity, offering fair and constructive feedback. If you do not complete the peer evaluation for each of your group members within the allotted time, you will receive a zero for your own peer evaluation in that group.
### Attendance Policy

Consistent with the UAMS College of Medicine’s philosophy, we value independent learning. However, many of the clinical skills taught in POM I cannot be mastered without hands-on practice and active participation in course activities. Therefore, attendance is required at several, though not all, course sessions. It is your responsibility to check the O2 calendar for the time/date of these required events.

Small group activities rely on the consistent presence of all group members to ensure a consistent and productive learning experience. **All small group activities** (including PCL, Simulation, TBL, PE CLINICs, Small Group Discussions, etc.) and **selected large group sessions** (particularly those held in the ALC with structured small group components) are required events.

**ALL SESSIONS HELD IN THE CLINICAL SKILLS CENTER AND SIMULATION CENTER ARE CONSIDERED REQUIRED EVENTS AND CALL FOR PROFESSIONAL DRESS.**

**Attendance at physical exam clinics is required and will be recorded.** The College of Medicine has made a substantial investment in money and time to provide these sessions. If absolutely necessary, you may trade schedules with a classmate. You must bring a written agreement of the trade, signed by both of you, to the POM office 1 week **PRIOR** to the clinic. You are expected to arrive 15 minutes prior to your scheduled session.

If you must miss a required event, you must notify the Course administrators **before the session begins if possible.** Failure to provide prior notice will result in an unexcused absence. You can reach Dr. Scott, Dr. Freeze-Ramsey, Dr. Hester, and/or Marcie Johnson via email or phone with the information provided in the beginning of this syllabus.

If you must miss a required event in which other faculty or preceptors are involved, you must **notify the appropriate instructors in addition to the course directors & coordinator.** For PCL, Small Group & Mini-Group sessions, please notify your preceptors. For any event in the Center for Clinical Skills Education (CCSE), including OSCEs, physical exam clinics, etc., please notify CCSE staff at 501-603-1920.

### Obtaining an Excused Absence

**Excused absences for required sessions can be granted only in certain situations according to COM policy.** These include: illness, accident, or injury to the extent you are unable to be present, death, sudden serious illness, or catastrophic event involving an immediate family member. Please note routine physician’s appointments are not a basis for an excused absence from required course activities unless you are pregnant and have routine OB visits.

In order to obtain an excused absence, Marcie Johnson must be notified of the absence **in advance** of the required activity. If the absence is for illness or injury to the student, the “Physician’s Statement for Excused Absence from POM I or Required Activity” form (found at the back of the syllabus) must be completed and **turned into the POM office within 2 weeks of the absence.** An absence for illness or injury will be considered as unexcused until the physician’s statement is received. If the physician’s statement is not turned in **within 2 weeks after the absence,** the absence will be unexcused even if other criteria for an excused absence are met.
Unexcused Absences

Any UNEXCUSED absence from a required event will result in the following:

- For each Unexcused Absence – **Loss of up to 2 professionalism points**
- 3 Unexcused Absences – **Loss of up to 5 professionalism points** and **negative non-cognitive Scholastic Evaluation** submitted to the Dean’s office.

Any additional unexcused absences will result in another negative non-cognitive scholastic evaluations and loss of all professionalism points. (Note that College of Medicine policy requires any student who has 2 or more negative non-cognitive scholastic evaluations appear before the COM Promotions Committee).

Make-Up Work After an Absence

Once your absence has been excused, there are some situations in which you will be able to make-up an assignment or teaching event. It is your responsibility to check with the course directors about the possibility of make-up. Make-up opportunities for clinical skills sessions will depend on the availability of the CCSE and standardized patients.

Written Exams & OSCEs

Any UNEXCUSED absence from a written examination or an OSCE will result in a grade of “zero” for that examination. Please note clinical examinations (OSCE) cannot be made up, even for excused absences. If you miss a clinical exam because of an excused absence, you will still not be able to make-up the OSCE. However, you will not be penalized for this excused absence (your grade will be adjusted accordingly).

Late Policy

Late arrival may be considered excused according to the same criteria as an excused absence and you should follow the same procedure to obtain excused status for a late arrival. Late arrivals to graded events will be treated according to the absence policy above. If unexcused, late students will only receive points for the portions of the exam they are able to complete in the time remaining. For example, if a student arrives late for the Spring OSCE and misses the first case, the most they can score will be a 66% as they can only complete 2 of the 3 cases.
College of Medicine Policies
This course conforms to applicable College of Medicine Policies contained in the COM Student Handbook. You are responsible for being aware of and adhering to these policies. Policy statements can be found at:
http://www.uams.edu/com/students/STDMAN%20generic%20for%20web.pdf

Medical Knowledge
  Patient Care
  Professionalism
  Interpersonal and Communication Skills
  Lifelong Learning (Medical Informatics)
  Population Health and Preventive Medicine
  Practice-Based and Systems-Based Medical Care

Honor System
  Constitution of the Honor System
  Honor Pledge

Code of Professional Conduct for Medical Students
  Medical Student Oath

Academic Policies
  Guidelines for Examinations
  Policy for Missed Examinations for Freshmen and Sophomores
  Absence from Classes
  Policy on Recorded M1 and M2 Lectures or Labs
  Warning Students of Marginal Performance

Administrative Policies
  Inclement Weather Policy
  Americans with Disabilities Act

Attendance Policy
Physician’s Statement for an Excused Absence

Dear Doctor:

If a student misses a quiz, examination, or required activity in the Introduction to Clinical Medicine Course due to illness or injury, the student is required to submit an excuse from their physician verifying the student had an illness or injury of sufficient severity as to prevent participation in the required activity. We appreciate your completing the bottom part of this form for a student who, in your opinion, had an illness or injury of sufficient severity to prevent that student from participating in this required medical school activity.

******************************************************************************

RELEASE: I authorize the physician named below to release medical information related to my illness/accident associated with my absence noted herein.

STUDENT NAME (PRINT): __________________________________________

STUDENT SIGNATURE: __________________________________________

DATE: ___________ DATE OF MISSED ACTIVITY: ______________

******************************************************************************

PHYSICIAN NAME (PLEASE PRINT): _________________________________

ADDRESS: _______________________________________________________

TELEPHONE: _____________________________________________________

I certify I treated this student for illness or injury which caused an absence of a required course activity. In my opinion, the severity of illness or injury was such that an excused absence should be allowed.

PHYSICIAN SIGNATURE: ________________________ DATE: ___________

******************************************************************************

(The student must turn this into the POM office no later than 2 weeks for the missed activity)
Hybrid Patient-Centered Learning (PCL) Guidelines

Patient Centered Learning
- UAMS/POM version of Problem-Based Learning: an evidence-based, active learning modality
- Used in many fields (not just medicine) to cultivate life-long learning & critical thinking skills
- Requires you to:
  - Work in groups to solve a novel problem PRIOR to having covered the relevant background material in class
  - Identify learning objectives needed to understand & solve the problem
  - Independently research learning objectives (evaluate the reliability of sources, etc.)
  - Teach your colleagues what you've learned
  - Learn what your colleagues have discovered
  - Work together to apply your new knowledge to the case/problem
- Mimics clinical practice and “real world” clinical thinking styles
- Active, independent learning within the context of a specific problem

Hybrid PCL Structure
- Small groups of 6 students with 1 senior (M4) preceptor work at “team” tables in the ALC
- Sections (5-6 tables each) of the ALC are staffed by one of 5 PCL faculty and a 1-2 student educators for additional support
- Each case has two sessions, usually Thursday afternoons from 1-3, usually 1-2 weeks apart

Day 1:
- Receive blank Case Template and Case Worksheet for group
- Assign student roles
- Discuss the case as it unfolds, filling information into standard medical case structure
- Immediately generate & continually revise a differential diagnosis
- Generate & assign learning issues (at least one to each student)

Day 2:
- Each student shares/teaches content in assigned learning issue and turns in a written summary of their assigned learning issue to their M4 preceptor
- Discuss application of new information to case & revise differential
- Continue to work through the case until completion

Large group discussions and demonstration activities will be interspersed through both days of the case, and day 2 will conclude with a large group “wrap-up” in which course directors will review the case objectives.

Learning issues should be summarized in ½ - 1 page (bullet points are fine) and include the source of your information. These will be turned in for formative feedback.

Case Templates and Worksheets will be completed by each small group and collected at the completion of each session.

These cases may be used in future years and are thus treated as exam material. We ask that you refrain from discussing them with future first year students.
Sample PCL Evaluation

Practice of Medicine I & II
Student Evaluation for Patient Centered Learning (PCL) Sessions
(based on the evaluation form used at University of New Mexico School of Medicine)

Please evaluate the student’s performance on each of the following using this scale:
1 - Unacceptable (must explain)  2 – Minimally acceptable  3 – As expected  4 – Beyond expected  5 - Outstanding

1. **Prepared for Sessions**: e.g., consistently completes learning objectives as assigned; makes concise summaries; supports statements with appropriate and varied references

2. **Responsible for Own Learning**: e.g., accepts responsibility for professional development and knowledge; actively works to improve; demonstrates initiative; takes on additional work willingly

3. **Participation in Group Learning**: e.g., participates productively & professionally in group discussions; makes substantive contributions to the group discussion; considers and builds upon contributions made by others

4. **Communication with Peers**: e.g., listens to and responds respectfully; demonstrates sensitivity to non-verbal and emotional messages; contributes to positive learning environment; takes the lead when appropriate; does not dominate the conversation

5. **Professional Behavior**: e.g., arrives on time; accepts constructive feedback; completes assignments and professional responsibilities on time; maintains professional demeanor

6. **Self-Awareness**: e.g., acknowledges limits of own knowledge or ability; demonstrates humility;

7. **Critical Thinking**: e.g., demonstrates skill in performing key tasks such as generating hypothesis (differential diagnoses), applying knowledge to the case, deductive reasoning, etc.; demonstrates ability to explain thinking process as well as conclusions

8. **Teaching Skills**: e.g., demonstrates skill in presenting learning objectives in concise, organized, accessible format; actively seeks feedback or demonstrates sensitivity to success of teaching style based on peer response

9. **Global Summary**: Please provide your opinion of the student’s overall performance in the PCL sessions along with comments and suggestions for improvement
OSCE Tips & Tricks

1. **Wear your white coat, dress professionally, bring your equipment, please be on time**

2. **Most** cases/stations will be structured in the following way (there will be some variation among different OSCEs & we’ll tell you in advance)
   a. **15 minutes:** Patient Encounter in the Room
   b. **5 minutes:** Post-Encounter Write up (of HPI, or whatever you’re asked to do)
   c. **4 minutes:** Verbal Feedback from the SP (formative)
   d. **1 minute:** Switch stations
   e. **At the end you will gather for a short debrief with M4 Preceptors (most of the time)**

3. Each “case” will be a timed station where you will be given specific instructions such as:
   “Obtain a history pertinent to this patient’s problem” OR
   “Obtain a full medical history and perform a pertinent physical exam” OR
   “Perform a focused physical exam and then write up your findings”
   “Take a focused history and discuss your impressions & plan with the patient” etc.

4. **Know what to do AND what NOT to do**
   a. Read the instructions carefully: pay attention to “full” or “comprehensive” vs. “focused” or “pertinent.” Don’t waste time doing more than we ask you to
   b. Some physical exam techniques are only necessary if the initial exam is abnormal (if you hear abnormal lung sounds you might then evaluate for tactile vocal fremitus, etc.)

5. **Before the OSCE**
   a. Review pertinent history & physical exam skills in that unit/organ system
   b. Review common clinical complaints, differential diagnoses in that unit/organ system
   c. Think about what would be relevant PMH, ROS, Social History, etc. to each diagnosis and include pertinent positives/negatives in your HPI
   d. Practice together with a timer – coming up with possible cases is a great way to study
   e. Double/Triple check your OSCE time and set 2 alarms

6. **During the OSCE**
   a. Try to stay calm – you’ll do your best if you’re relaxed & thinking clearly
   b. Take verbal feedback in stride even if it’s not all positive. That feedback is ONLY to help you. Don’t let it stress you out. Don’t over-correct in the next encounter (no eye contact to “creepy constant” eye contact, etc.)
   c. “Reset” yourself before each encounter: take a breath, start fresh even if the last case didn’t go well
   d. **REMEMBER THAT COMMUNICATION SKILLS COUNT!** Wash your hands, introduce yourself, remember what we’ve talked about in class.
OSCE Evaluation

1. Case Checklist (Graded)
   a. You will not receive a copy of this checklist. It will be different for each case.
   b. It is written in clear, standardized (‘yes/no’) language to minimize variation in scoring. It will be completed by the SP.
   c. Checklists may contain items such as:
      i. Student washes hands before the exam
      ii. Student asked about the location of the pain
      iii. Student examines inside both ears with an otoscope
      iv. Student counseled about dietary changes
   d. Some items (“student asked about the location of the pain”) are graded as Y/N. Some (“student examined inside both ears with an otoscope”) are graded as “Correct technique/incorrect technique/not done”

2. Write-Up
   a. Course directors will review & provide written feedback on any written portion of an OSCE but this will not be graded (other than to receive credit for completing it)

3. Communication Checklist (Physician-Patient Interaction or PPI)
   a. Completed by the SP, available for your review later in O2
   b. Pass/fail grading (remediation per discretion of course directors if F)
   c. Content expands to include additional competencies as you advance in medical school (initial expectations listed below)
   d. Rates your performance on specific communication skills covered in class
   e. This instrument is being updated currently; a final version will be made available to you prior to the Fall OSCE
Fall History Write-Up

On Thursday August 29th we will complete the sessions that introduce you to the medical history. At the end of that session we will review this assignment with you. From that time (3 pm on Thu. 8/29/19) you will have approximately 10 days (until 5 pm on Sun. 9/8/19) to take a comprehensive medical history from a real patient and write a medical case history.

Your M4 Preceptor will work with you to find an acceptable patient in either the inpatient or outpatient setting and obtain permission for you to take a history. Your M4 Preceptor will be your primary contact for this activity. Please don’t hesitate to reach out to them if you have any questions before, during or after this activity.

After you have taken the history, you will write a comprehensive case history based on the information reviewed in class and the examples provided to you (see “Example History Cases” on the course website and attached to the O2 sessions relating to history).

Write ups are due Sunday September 8th at 5 pm.
NO EXCEPTIONS WILL BE GRANTED.

At or by 5 pm on Sunday, September 8th you must:

1. Upload your history into the Student Requirement Checklist in O2 AND
2. Email your history to your M4 Student Preceptor.

If you are able to complete your case history prior to that, please send it to your M4 as soon as possible to assist them in reviewing all the histories from their table group in a timely manner.

Your M4 Preceptor will review your written case history and provide you with written formative feedback based on a rubric provided by course directors. They will return your case histories to you on Thursday Sept. 12th.

This activity is required. Your grade depends on timely completion and appropriate effort. No exceptions to the deadline will be granted. Please do not ask your M4s for extensions – they are not authorized to grant them.
Fall Shadowing Shift

You will spend one half-day (at least 3 hours) shadowing a physician during normal clinical activities during the fall semester (in either September, October or November.) Faculty from a wide variety of clinical departments volunteer for this activity. Although you are not assigned any specific clinical activities (other than active, professional engagement at the level you feel comfortable) please take advantage of opportunities to practice history-taking, communication or even physical exam skills WITH the permission of your faculty supervisor.

On the first day of the course, an excel spreadsheet pairing each POM I student to a faculty Supervisor will be posted in O2 (in the Introduction to POM I event on 8/13/19 at 1 pm.) Because this document contains student and faculty names it will not be posted outside of the (protected) O2 system.

You are required to contact your assigned faculty by email by August 30th. Please contact course directors if you have difficulty doing so. Students who have not contacted their assigned faculty by the 30th are at risk of losing professionalism points (see grading scale).

You and your assigned faculty should find a mutually agreeable time and date for your shift.

The deadline for completing your fall shift is November 27th (the Wednesday before Thanksgiving.)

If for any reason you are unable to attend a previously arranged shift, you are responsible for contacting your faculty member and rescheduling it. This should be reserved for emergency situations; abuse of this option may be grounds for loss of professionalism points. Please cc the course directors and course coordinators on any correspondence between you and your assigned faculty regarding rescheduled shifts.

You are expected to dress professionally and wear your white coat.

Print a blank Signature Form to take to your shift. At the completion of your shift (at least 3 hours) please ask your faculty supervisor to fill it out.

After completing your shift, go to the Student Requirement Checklist in O2. Create an entry with the date, time, and faculty. Upload the signed signature form. This process ensures that you receive credit for completing your shift.
Spring Shadowing Shift & History Write-Up

You will spend one half-day (at least 3 hours) shadowing a physician during normal clinical activities during the spring semester. During this activity you will be expected to take a history from a patient under the supervision of your assigned faculty. After the shift, you will write the history up in standard case format and turn it into your M4 Preceptor for formative feedback.

Early in the spring semester, excel spreadsheet pairing each POM I student to a faculty Supervisor will be posted in O2 Because this document contains student and faculty names it will not be posted outside of the (protected) O2 system.

You are required to contact your assigned faculty by email by January 15, 2020. Please contact course directors if you have difficulty doing so. Students who have not contacted their assigned faculty by the 30th are at risk of losing professionalism points (see grading scale).

You and your assigned faculty should find a mutually agreeable time and date for your shift.

The deadline for completing your fall shift is April 30, 2020.

If for any reason you are unable to attend a previously arranged shift, you are responsible for contacting your faculty member and rescheduling it. This should be reserved for emergency situations; abuse of this option may be grounds for loss of professionalism points. Please cc the course directors and course coordinators on any correspondence between you and your assigned faculty regarding rescheduled shifts.

You are expected to dress professionally and wear your white coat.

Remind your faculty supervisor that you are supposed to take a history during your shift so they can help find an appropriate patient.

Print a blank Signature Form to take to your shift. At the completion of your shift (at least 3 hours) please ask your faculty supervisor to fill it out.

After completing your shift, write up the history you took in standard case format.

To turn in your write up and receive credit for the shift:

1. Create an entry in the Student Requirement Checklist in O2 (date, time, faculty member).
   a. Upload your signed signature form to verify you completed your shift
   b. Upload your history write-up
2. Email your write-up to your M4 Preceptor for formative comments.
UAMS Interprofessional Education (IPE) Curriculum Summary

The office of Interprofessional Education (IPE), housed within the Division of Academic Affairs, coordinates an interprofessional curriculum that is graduation requirement for all UAMS students, including those within the College of Medicine, beginning with those students incoming in the fall of 2015. The focus on interprofessional education aligns with the Triple AIM approach to healthcare performance, that is: improving patient experience, improving the health of the population and decreasing the cost of care.

The following is an overview of the IPE Curriculum at UAMS:

EXPOSURE PHASE (Completed during POM I)
1. Exposure Workshop (4 hours)
   (Attendance at this workshop during the second week of class)

2. Bridge/Transition (Exposure to Immersion) Activity (3-4 hours)
   (Attending a session at 12th St. Health & Wellness Center during one of your Real World Patient Experiences AND submitting a written reflection per the IPE rubric below)

Remaining Phases to be completed in years 2-4, details to come later:

IMMERSION PHASE
3. Triple AIM Project (10-12 hours)
4. Simulation Activity (1-2 hours)

COMPETENCE PHASE
5. Competence Workshop (4 hours)
6. Practice Activity (2-4 hours)
7. Student Educator Activity (2-4 hours)

See below for a graphic depiction of the IPE framework with additional details of each activity.

The three phases (exposure, immersion and competence) must be completed in order but activities within any one phase may be completed in any order.
IPE Bridge Reflection Rubric

Triple Aim Interprofessional Education Exposure Phase - Bridge Activity Reflection Assignment

To complete your bridge activity, please submit your written reflection within 7 days following participation in the event. Triple Aim activities are designed to support students’ development of Interprofessional Education Collaborative (IPEC) Competency Domains and Triple Aim goals.

Interprofessional Education Collaborative (IPEC) Domains: Values and Ethics, Roles and Responsibilities, Interprofessional Communication, Teams and Teamwork

Triple Aim goals: To improve patient care/patient experience, to improve population health, to decrease costs of care.

REFLECTION RUBRIC:
Please complete a 1-2 pg. written reflection which addresses the questions below. As you prepare your responses, please consider your individual thoughts as well as items addressed within the group discussions.

1. What was the date/name of the activity you completed?

2. Please list the members of your team during this activity and the college/profession they represent.

3. Describe the “team” that you saw at work during this activity. Are there any other team members that you feel were involved behind the scenes, or could have been involved in this team?

4. What did you learn about your profession? What did you learn about another profession?

5. What aspect(s) of the Triple Aim was (were) addressed in this activity?

6. How did the interprofessional team improve the Triple Aim goal(s) addressed in this activity? How is this different than what might have been achieved by a single provider?

7. What can you do in the future to impact the Triple Aim in this area?

8. How did this experience enhance your learning/understanding of clinical information? Team skills?

9. What would you suggest to improve this activity?
Uploading IPE Reflection into Blackboard

1. Go to www.uams.blackboard.com
2. Sign in with your normal UAMS username and password.

You should see the Blackboard Home Page:

3. Click on the “My Communities” Tab

4. Click on the link to “IPE Exposure Bridge Transition”

5. This is the IPE Bridge Course Homepage. Go to Assignments on the index on the left.

6. On the Assignments page you will find all the information related to the Bridge/Transition Activity. The information in blackboard is intended for all UAMS students. We have chosen from among the available activities in order to streamline and simplify your IPE curriculum within the COM. Don’t worry about the stuff that doesn’t apply to you for right now.

Here is the link to upload your completed reflections
Claibourne Watkins Award

Claibourne Watkins, M.D. was one of the 8 physicians who were originally involved in founding the University Of Arkansas College Of Medicine. Dr. Watkins was a native Arkansan, born in 1844. He attended medical school at Jefferson Medical College in Philadelphia. After the Civil War, Dr. Watkins established his practice in Little Rock. The practice of medicine at that time was an unregulated, unlicensed, and often a haphazard affair. Allopathic physicians, such as Dr. Watkins, who had graduated from eastern medical schools with an M.D. degree, were viewed with some suspicion. In the mid-1800’s, Arkansas’ public was often seduced by quackery and unimpressed with the “scientific” insights of M.D. diploma bearing physicians. Yet, Dr. Watkins practiced medicine and ran a successful pharmacy (simultaneous medical practice and pharmacy was common in those days).

When the UA medical school first opened, Dr. Watkins was the first “Professor of Physical Diagnosis and Clinical Medicine”. In addition, Dr. Watkins served as a professor of chemistry and toxicology, bringing foundations of science to the bedside. Dr. Watkins was said to be loved by his students and “fascinated them with his monocle”. Through work focused on scientifically based, compassionate patient care, Dr. Watkins and the other founders of the UA College of Medicine helped to overcome the quackery and suspicion that marked that age. Dr. Watkins served on the faculty until his death in 1908.

In honor of the school’s first professor of clinical medicine, the Claibourne Watkins, M.D. Award has been established to recognize the outstanding student and teacher each year in the POM I and POM II courses. The students who have the highest academic score in POM I and POM II courses will receive the student Watkins Awards. The faculty Watkins Award winner will recognize the best teacher in POM II.

Towards the end of the Spring Semester we will ask you to nominate a teacher for the faculty Watkins Award. **You may nominate any faculty member who has participated in teaching POM I this year as a lecturer, preceptor, or in teaching in a clinical setting OTHER than POM I & II Course Directors (Drs. Scott, Freeze-Ramsey, Hester, Patil, and Edgar-Zarate).**

To nominate a teacher, please write a description of why you think that teacher should receive the Award. The faculty Watkins Award winner will be selected by an outside committee of faculty and students. The criteria for selection will be: excellence in teaching, in serving as a mentor or role model, in attributes of good doctor-patient communication, and in motivating their students to strive for excellence. **The written nominations will be the only information the selection committee will receive, so please be complete when writing nominations.** Also, please don’t assume another student will nominate a good teacher, please take a few minutes to submit a nomination. Multiple nominations can only strengthen your nomination for the award.