

UIC-Health Science Simulation Consortium
Graham CPC - Perinatal Skills Lab - Surgical Skills Lab

Program Summary Form - UGME

Date:

Project Title:

Contact name and title:

Campus address:

Email:

Phone:

Learners: M1 M2 M3 M4

Other

Primary purpose (check all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Instruction | <input type="checkbox"/> Self-directed Practice |
| <input type="checkbox"/> Formative Assessment | <input type="checkbox"/> Summative Assessment |

If this project is part of a Course, Clerkship, or other curricular component, please specify:

Provide a short description or summary of educational activities included in this project.

Objectives: List 3-4 learning or assessment objectives: At the end of the program learner will be able to... OR this is to assess learners' ability to....

- 1.
- 2.
- 3.
- 4.

Please indicate the specific COM or ACGME competencies, EPAs and/or milestones addressed by this program at the end of this form.

Needs assessment: How did you establish the need for this program?

Why is simulation needed to meet these objectives?

Simulation modalities utilized:

- Standardized Patients
- Procedural Skills task trainer models (specify)
- Clinical findings simulators (specify)
- High fidelity responsive mannequins [adult, pediatric, baby]
- Other (specify)

Program location:

- GCPC classrooms
- GCPC patient rooms
- GCPC mannequin suite
- GCPC skills labs
- Perinatal Lab
- Surgical Skills Lab
- Other

Number of learners total:

Number of learners/group:

Hours per session:

Frequency or number of times session needs to be repeated (*eg, three 4-hr sessions/month, or one 8-hr session 3/yr*):

Additional scheduling information (*e.g., administered one week prior to the end of every clerkship, administered in the Fall, part of the June orientation week, etc.*):

Instructors or Assessors

- Faculty
- Residents or Fellows
- SPs/PIs/GTA/MUTA
- GCPC Procedural Skills Instructors
- Other

Number of instructors per session:

Instructor/assessor training provided by:

- GCPC
- Perinatal Lab
- SSL
- Course or department

Video-recording required? Yes No

Recordings of assessments are kept for 1 year after graduation. Recordings of instructional programs are kept until the end of the academic year. Recordings of mannequin scenarios are kept until the end of the session.

If you want recordings kept for some other period, please specify here.

Keep recordings until _____ for the following purpose:

Reports required? Yes No

Send reports to:

Email:

Program evaluation:

- Standard UIC-COM course/clerkship evaluation (no GCPC assistance required)
- GCPC program evaluation
- CME program evaluation (attach)
- Other (specify)

If you have learner assessment or program evaluation data from prior years, please summarize strengths and weaknesses here or attach an evaluation summary:

Materials: Please indicate any instructional materials associated with the program. These should be archived by the staff person responsible for the project.

- SP cases
- Mannequin scenarios
- Assessment instruments: checklists and/or rating scales
- Instructional Videorecordings
- Other materials:

Cost

Approximate cost of the program (ask staff): \$ NA

Program is funded by:

COM/UGME GME CON COP COD

UIH Department Other

Notes:

Competencies, EPAs and Milestones Addressed:

UGME programs: A list of the UIC-COM graduation competencies and entrustable professional activities (EPAs) appears as an Appendix below. Please indicate there the competencies and EPA's addressed by this program. Please also list below any specialty-specific GME level 1 milestones addressed or assessed by this program.

Competencies and EPAs have been checked off in the Appendix.

Level 1 Milestones (if any):

UGME Program Summary Appendix: Competencies and EPAs

Please check off the Entrustable Professional Activities and UIC Graduation Competencies that are being taught or assessed through this simulation program:

A. Entrustable Professional Activities for Medical Students (AAMC draft)

- 1. Gather a history and perform a physical examination
- 2. Develop a prioritized differential diagnosis and select a working diagnosis following a patient encounter.
- 3. Recommend and interpret common diagnostic and screening tests.
- 4. Enter and discuss patient orders/prescriptions.
- 5. Provide documentation of a clinical encounter in written or electronic format.
- 6. Provide an oral presentation/summary of a patient encounter.
- 7. Form clinical questions and retrieve evidence to advance patient care.
- 8. Give or receive a patient handover to transition care responsibility to another health care provider or team.
- 9. Participate as a contributing and integrated member of an interprofessional team.
- 10. Recognize a patient requiring urgent or emergent care, initiate evaluation and treatment, and seek help.
- 11. Obtain informed consent for tests and/or procedures that the day 1 intern is expected to perform or order without supervision.
- 12. Perform general procedures of a physician.
- 13. Identify system failures and contribute to a culture of safety and improvement.

Comments:

B. University Of Illinois College Of Medicine Graduation Competencies

1. PATIENT CARE

The competent graduate must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. He/she will be required to construct appropriate management strategies (diagnostic and therapeutic) for patients with common health care problems that may be emergent, acute or chronic, across the spectrum of disciplines, while considering costs for the patient and others. The graduate must be able to combine knowledge of basic biomedical, clinical, and cognate sciences to accomplish the above.

The competent graduate must be able to:

- Obtain a full appropriate medical history ;
- Perform a skillful physical examination;
- Formulate a differential diagnosis and problem list;
- Perform competently all medical and invasive procedures required for graduation;
- Perform, order and interpret diagnostic investigations that result in accurate diagnosis and treatment;
- Utilize data to reason and solve problems;
- Develop management plans;
- Consider cultural and socioeconomic factors in management options;
- Form an effective therapeutic relationship;
- Recognize life threatening health problems and institute appropriate initial therapy;
- Construct a therapeutic plan for relieving pain, ameliorating suffering and directed toward specific resolution of health problems;
- Counsel and educate patients and their families;
- Apply the principles of epidemiology and evidence-based medicine.

2. MEDICAL KNOWLEDGE

The faculty of the University of Illinois College of Medicine believes that any statement of graduation competencies must include mastery of the necessary body of knowledge within the basic, clinical, and cognate sciences to manage patients' health. Moreover, graduates must demonstrate the skills that will enable them to utilize the concepts and knowledge that will be discovered throughout the years following medical school.

The competent graduate must have a thorough understanding of the:

- Scientific principles of basic and clinical sciences that will enable him/her to competently practice evidence-based medicine;
- Determinants of poor health, disease-based risk factors, factors for disease prevention and healthy lifestyles (principles of preventive medicine);
- Principles of patient education;
- Principles of epidemiology and population-based medicine;
- Principles, risks, and possible benefits of complementary and alternative medicine;
- Concepts, principles, and application of evidence-based medicine;
- Investigatory and analytical thinking approach to clinical situations to be able to translate new and emerging concepts to improve patient care;
- Psychological, social, economic, and cultural factors pertaining to health;
- Legal and ethical concepts relating to health care.

3. PRACTICE-BASED LEARNING AND IMPROVEMENT

The competent graduate must be able to study, reflect, and evaluate patient care practices, appraise and assimilate scientific evidence, and understand their learning needs. He/she must be committed to lifelong learning.

The competent graduate:

- Sets clear learning goals, pursues them, and continuously integrates knowledge gained and applies it to improve medical care;
- Assesses his/her strengths and weaknesses in order to improve performance and identify effective ways to address limitations and enhance expertise;
- Recognizes the need to learn is continuous;
- Accesses information effectively, efficiently; critically appraises the information and relates it to the patients' health problems;
- Can deal with uncertainty and respects the opinions of others;
- Understands and admits his/her limits of knowledge; knows what to do when those limits are reached.

4. INTERPERSONAL AND COMMUNICATION SKILLS

The competent graduate provides compassionate, effective, culturally sensitive patient care while respecting patient autonomy.

The competent graduate:

- Listens attentively and effectively;
- Communicates clearly with colleagues and consultants;
- Communicates clearly with patients and patients' families;
- Manages difficult patients and /or difficult relationships such as angry or manipulative patients;
- Works effectively with other members of interdisciplinary health care teams, including translators.

5. PROFESSIONALISM

The competent graduate approaches medicine with integrity and respect for human dignity. He/she must demonstrate awareness of and commitment to the principles and responsibilities of medical professionalism.

The competent graduate:

- Is aware of the unique doctor/ patient relationship;
- Knows and admits to his/her limits of knowledge;
- Recognizes the need to learn is continuous;
- Balances personal and professional commitments to ensure that the patient's medical needs are always addressed;
- Recognizes and avoids conflicts of interest in financial and organizational arrangements for the practice of medicine;
- Demonstrates integrity;
- Demonstrates respect for human dignity;
- Recognizes key ethical dilemmas and applies ethical principles;
- Demonstrates a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, and informed consent;
- Demonstrates a commitment to excellence and on-going professional development.

6. SYSTEMS-BASED PRACTICE

The competent graduate demonstrates an awareness of and responsiveness to the larger context and systems of health care.

The competent graduate:

- Understands the principles of health care delivery and can describe the organization, strengths and limits of various models of health care delivery systems;
- Defines health in terms of the community in which the patient lives (population-based medicine);
- Describes how to appropriately utilize and integrate the services of multidisciplinary health providers;
- Practices cost effective health care that does not compromise quality;
- Evaluates and integrates hospital and community resources well; minimizes overuse of health care resources;
- Works collaboratively with other health professionals to optimize the quality of care rendered, reduce medical error and increase patient safety.

Other comments on how this simulation program helps teach or assess the EPAs or COM Graduation Competencies: