

LEARNING OBJECTIVES: WELLNESS CENTER LONGTIDUTINAL ELECTIVE

Overarching Goals	Learning Objectives: By the end of the rotation, students will be expected to:	Where/how taught (location or learning activity)	Taught by (attending, fellows, etc.)	How student's achievement of objective is assessed (assessment method)	How feedback is given (feedback method)	Quantity target (target number of patients/ events during rotation)
1, 2, 3, 4, 5, 6	1. History skills. Gather the important information that is needed for thorough initial and follow-up primary cares visits and complete a history in the medical record for each patient seen (3-4/wk). a. The student should name all the routine questions asked of a new patient establishing primary care and why they are being asked. b. When indicated, the student should perform an appropriate assessment of safety (e.g. SI/HI). c. Students should perform an appropriate assessment of substance use. d. The student will give clear, concise oral presentations.	Wellness Center, CMHC	Attending	Direct observation and review of notes	In person. Immediate and summative feedback.	3-4/wk
1, 2, 3, 4, 5	2. Physical examination skills. Complete a pertinent physical examination for the evaluation of primary concerns and the sequelae of chronic disease with 3-4 pts/wk. The student should demonstrate the ability to perform pertinent physical examination maneuvers while being observed by the attending several times during the elective.	Wellness Center, CMHC	Attending	Direct observation and confirmation of PE findings	In person. Immediate and summative feedback.	3-4/wk
1, 2, 3, 4, 5, 6, 7, 8	3. Knowledge/diagnostic and treatment skills: a. Develop competency in the understanding and treatment of metabolic syndromes which are more prevalent in patients with SMI (e.g. HTN, HLD, DM). b. Learn about common medical side effects of psychotropic medications, and their work-up (e.g. labs, EKG).	Wellness Center, CMHC	Attending	Direct observation, discussion, student teaching	In person	N/A

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	c. Know medications used for smoking cessation. d. Develop competency in patient-centered approaches to facilitate behavioral change and medication adherence.					
4, 5, 6	4. Attitude: Demonstrate professional responsibility in working as a team member with other members of the Wellness Center care team, patients and families. a. The student should exhibit sensitivity to the particular psychosocial issues faced by patients with serious mental illness and their families. b. The student should exhibit honesty, accuracy and integrity in all interactions with patients, families, colleagues and others.	Wellness Center, CMHC	Attending	Direct observation by attending, nurses, and staff	In person	N/A
5, 6, 8	5. Career/context: Know the training/career pathway for integrated mental health and primary care. a. Know 3 aspects of career satisfaction in this specialty as well as working within a community health setting. b. Know key roles that the specialty plays in the health care system.	Wellness Center, CMHC	Attending	Individual discussion and review of provided literature.	In person.	3

Overarching Goals and Definitions of Elective/Subinternship

Overarching Goals

Website: <http://medicine.yale.edu/education/curriculum/curriculum/overarching/index.aspx>

The purpose of the Yale School of Medicine curriculum is to educate and inspire students to become physicians who achieve excellence in patient care, understand and advance the science of medicine, and become leaders in their chosen field. Emphasis is placed on goals that meet the growing needs of a changing society and medical practice. A strong foundation in science provides special opportunities for students to participate in creative endeavors that foster the life-long pursuit of scholarship.

1. **Health Promotion and Disease Prevention:** Students apply scientific knowledge and use clinical skills to promote health and prevent disease in individuals and communities.
2. **Mechanisms and Treatment of Disease:** Students acquire knowledge at the molecular, cellular, organ-system, whole body, and societal levels, and integrate this knowledge with clinical science and skills to diagnose and treat disease.
3. **Clinical Reasoning:** Students exercise clinical judgment based on a thorough understanding of the patient, application of sound scientific principles, and knowledge of the health care systems. Clinical reasoning is learned through practice, self-reflection, and feedback.
4. **Patient Care:** Students achieve competency in the care of patients at a level required to excel in residency.
5. **Professionalism and Communication:** Students demonstrate respectful and ethical behavior in all of their professional interactions and provide compassionate, empathic care to patients and families. Professionalism and communication skills are acquired through practice, self-reflection, and feedback.
6. **Responsibility to Society:** Students learn to practice medicine with cultural competence and fiscal responsibility in preparation for work in a society characterized by diverse populations and economic constraints.
7. **Creation and Dissemination of Knowledge:** Students manifest independent and creative thinking fostered by a collaborative graduate school environment. They perform mentored scholarly research culminating in a formal written thesis to promote critical thinking, understand the scientific method, and contribute to medical knowledge.
8. **Physician as Scientist:** Students learn to approach medicine from a scientifically minded perspective and are educated and mentored by leading scientists. This prepares them for careers in biomedical science and as medical practitioners, and to become the next generation of medical scientists and leaders in academic medicine.

Subinternship and Clinical Elective Definitions (Pending Approval)

A **Subinternship** is an opportunity for a medical student to engage in a clinical rotation meeting the following criteria:

- 1) With appropriate supervision, assume patient care responsibility at the highest appropriate level possible within the specialty area, interfacing with the patient, the medical team, the nursing staff, and any other services.
- 2) Total immersion in day to day activities, tasks, and responsibilities of patient care.
- 3) A broadened patient case-mix and patient load with case assignment and schedule similar to 1st year resident.
- 4) An opportunity to solidify advanced clinical knowledge, skills and professionalism.
- 5) A level of independence appropriate to a 4th year medical student.

A **Clinical Elective** is an opportunity for a medical student to engage in a clinical rotation with the following characteristics:

- 1) With appropriate supervision, participate in the care of patients as an adjunct to a primary clinician (usually a fellow or resident) on a service. The student may interface with the patient, medical team, nursing staff, and other services.
- 2) Exposure to and participation in day to day activities, tasks, and responsibilities of patient care on the service.
- 3) A patient case-mix chosen for interesting learning opportunities.
- 4) An opportunity for exposure to sub-specialty areas of medicine which will enhance student's knowledge base and experience.
- 5) A level of independence appropriate to a 4th year medical student.