

## LEARNING OBJECTIVES: Hispanic Clinic Medical Student Elective

Overarching Goals	Learning Objectives: By the end of the rotation, students will be expected to:	Where/how taught <i>(location or learning activity)</i>	Taught by <i>(attending, fellows, etc.)</i>	How student's achievement of objective is assessed <i>(assessment method)</i>	How feedback is given <i>(feedback method)</i>	Quantity target <i>(target number of patients/ events during rotation)</i>
1, 2, 3, 4, 5, 6	<p>1. <b>History skills.</b> Gather the important information that is needed for the psychiatric history and complete a history in the medical record for at least 10 patients per week</p> <ul style="list-style-type: none"> <li>a. The student should name all the routine questions that are involved in taking a history of the signs and symptoms of mental health disorders as well as questions eliciting cultural and structural information to understand the social determinants of mental health in every patient and why they are being asked.</li> <li>b. The student will give clear, concise oral presentations.</li> </ul>	Hispanic Clinic at CMHC	Attendings, fellow or resident according to weekly schedule	Observed interviews in experiential mode and with patients, presentations in individual supervision with attending and presentation in clinical rounds	Feedback on what was effective followed by skills to be changed or modified and then positive feedback on effective styles to reinforce	Average of 10 patients per week
1, 2, 3, 4, 5, 6, 7, 8	<p>2. <b>Knowledge/diagnostic and treatment skills:</b> Know about common critical care conditions, for example</p> <ul style="list-style-type: none"> <li>a. Know the 3 most likely risk factors for post-traumatic stress disorder in Latinos and immigrants, Mood Disorders, Substance Use Disorders and the mechanism for each.</li> <li>b. Describe the first line therapy and engagement skills for each of these conditions and related social determinants of mental health</li> </ul>	Hispanic Clinic at CMHC	Attendings, fellow or resident according to weekly schedule	Observed interviews with patients, and presentations in individual supervision with attending and presentation in clinical rounds of pertinent literature review	Method as above and feedback about literature review presentations	Concentrated on full triage evaluations about one a week
4	<p>3. <b>Procedural skills.</b> Perform mental status examination of all patients seen in the week and a Spanish MMSE when indicated on at least 8 patients a week</p> <ul style="list-style-type: none"> <li>a. The student should know the importance of the mental status exam and key indications for a mini mental. The student should know</li> </ul>	Hispanic Clinic at CMHC	Attendings, fellow or resident according to weekly schedule and at least	Observed interviews with patients, and presentations and individual meetings	Feedback about performance of the exams and recovery oriented treatment plans	Concentrated on full triage evaluations about one a week

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	<p style="text-align: center;">the key elements of a recovery oriented treatment plan</p> <p>b. The student should be observed and get feedback on the performance of the procedure on at least one occasion.</p>		twice from recovery specialized faculty			
4, 5, 6	<p>4. <b>Attitude:</b> Demonstrate professional responsibility in working as a team member with other members of the Hispanic Clinic care team, patients and families.</p> <p>a. The student should exhibit sensitivity to the particular psychosocial issues faced by Latino patients seeking mental health services and their families.</p> <p>b. The student should exhibit honesty, accuracy and integrity in all interactions with patients, families, colleagues and others.</p>	Hispanic Clinic at CMHC	Attendings, fellow or resident according to weekly schedule and recovery specialized faculty	Observed interviews with patients, and presentations and individual meetings	Feedback about connections with patients, ability to work with multidisciplinary team including Peers.	Concentrated on full triage evaluations about one a week
5, 6, 8	<p>5. <b>Career/context:</b> Know the training/career pathway for Psychiatry and Mental Health Services for minorities</p> <p>a. Know 3 aspects of career satisfaction in Public Psychiatry focused on minorities, community mental health, and recovery from mental illness.</p> <p>b. Know key roles that the specialty plays in the health care system.</p>	Hispanic Clinic at CMHC, the CT department of mental health services and Program for Recovery and Community Health	Attendings, and Program for Recovery and Community Health Faculty according to weekly schedule	Dedicated presentations on mental health services for minorities and description of how the student met their learning objectives in the rotation	Feedback about connections with patients, ability to work with multidisciplinary team including Peers.	Concentrated on their experiences of weekly clinical rounds, meetings related to LBHS activities and Program for Recovery and Community Health faculty meetings

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## 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.