

# **Teaching Medical Students: Information for Clinical Teachers**

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Saint Louis University School of Medicine

February 3, 2016<sup>1</sup>

The Office of Curricular Affairs is providing the attached information that we believe will be helpful to you in your role in teaching medical students. This document includes information about policies, resources, contact information, the University and School of Medicine mission statements, program goals and objectives. Please take a few minutes to review the document.

Teaching medical students is an important responsibility at Saint Louis University and can be a rewarding and satisfying part of your job. Students will evaluate your teaching (see page 1 of the handout) and these evaluations will be used by your department (SLU faculty) in the assessment of your overall performance.

Thank you for your efforts in teaching our medical students. If you have any questions or concerns related to the teaching program, please feel free to contact me.

Sincerely,



Stuart Slavin, M.D., M.Ed.  
Associate Dean for Curriculum  
Professor, Department of Pediatrics

Office of Curricular Affairs  
School of Medicine  
Learning Resource Center 101  
314-977-8077

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<sup>1</sup> Clinical Faculty Information, AY 2016-2017

# Policy and Contact Information

## Saint Louis University School of Medicine

<p><b>Academic Policies</b></p> <p><i>Office of Curricular Affairs</i></p>	<ul style="list-style-type: none"> <li>○ Code of Professional Conduct</li> <li>○ Policies and procedures regarding grading, advancement, graduation, and disciplinary action</li> <li>○ Goals and objectives for electives, subinternships and surgical subspecialties</li> <li>○ Standards for Conduct in the Teacher-Learner Relationship</li> </ul> <p>A complete copy of the policies manual can be found on the OCA website. <a href="http://oca.slu.edu">http://oca.slu.edu</a></p>
<p><b>Professional Development</b></p> <p><i>Opportunities</i></p>	<p>Angela Sharkey, MD, Associate Dean for Faculty Affairs and Development M259 2nd Floor, 977-8634 <a href="mailto:asharkey@slu.edu">asharkey@slu.edu</a></p> <p>Stuart Slavin, M.D., M.Ed. Associate Dean for Curriculum <a href="mailto:slavinsj@slu.edu">slavinsj@slu.edu</a> 977-8077 Office of Curricular Affairs, Learning Resource Center (LRC) 101</p> <p>Paul C. Reinert, S.J. Center for Transformative Teaching and Learning (CTTL), 2nd Floor-Pius Library <a href="http://www.slu.edu/ctl">www.slu.edu/ctl</a> Email: <a href="mailto:ctl@slu.edu">ctl@slu.edu</a> Call: 977-3944</p> <p>Professional development opportunities for</p> <ul style="list-style-type: none"> <li>○ Providing effective feedback</li> <li>○ Lecturing</li> <li>○ One-Minute Preceptor</li> <li>○ Presentation skills and technologies</li> <li>○ Teaching Portfolios</li> </ul> <p>And more...</p>
<p><b>Student Evaluation of Attending Physicians and Preceptors</b></p>	<p><b>Evaluation of Individuals</b></p> <p>As students move from service to service during the course of each clerkship, they are asked to evaluate the individual attendings, preceptors, and residents with whom they work. The evaluations contain 3 rated items and 1 open-ended text item.</p> <ol style="list-style-type: none"> <li>1. Treats students, patients, and other members of the health care team with respect</li> <li>2. Is actively engaged in teaching students</li> <li>3. Overall quality of teaching</li> <li>4. Please provide comments and recommendations for this individual, including comments regarding their participation in the completion of your FACTS form, if appropriate.</li> </ol> <p>The results of these evaluations are provided to the clerkship directors, department chairpersons, and you, at year's end provided five or more students have completed an evaluation.</p> <p><b>Evaluation of Clerkships</b></p> <p>Students are also asked to rate the overall quality of teaching and supervision by attendings/preceptors on each evaluation form that students complete at the end of each clerkship. The results of clerkship evaluations are compiled quarterly and are provided to clerkship directors and their department chairs.</p>
<p><b>Academic Records</b></p> <p><i>Timeliness of Grading</i></p>	<p>Grades for all courses must be submitted within 4-6 weeks of the end of the course.</p> <p>Any questions about grading your students in electives, subinternships, or surgical subspecialties should be directed to Jennifer Greathouse in the Office of Academic Records (977-9812) or Laura Willingham, Years 3 and 4 Coordinator (977-4215).</p>
<p><b>OASIS</b></p>	<p>All student performance evaluations and grades are entered electronically through the OASIS system. If you are a course director, and/or have been assigned to evaluate or grade a student, you will be provided with information about OASIS (Online Access to Student Information and Scheduling). Questions about OASIS should be directed to Therese Heidemann (<a href="mailto:slumeded@slu.edu">slumeded@slu.edu</a>, 977-4215) in Curricular Affairs.</p>

## Work Hours Policy

For the purposes of this policy, the term duty hours refers to time the student spends on the delivery of patient care, as well as time spent participating in scheduled educational sessions. It does not refer to time the student spends studying.

- Educational activities should have priority over service activities, and ample study time must be provided.
- Duty hours on clinical rotations are to be set taking into account the effects of fatigue and sleep deprivation on learning and patient care.
- Duty periods must not exceed 24 hours in duration. It is essential for patient safety and student education that effective transitions in care occur. Students may be allowed to remain on-site in order to accomplish these tasks; however, this period of time must be no longer than an additional four hours. Students must not be assigned additional clinical responsibilities after 24 hours of continuous in-house duty.
- Duty hours must be limited to 80 hours per week, averaged over a four-week period, inclusive of all in-house call activities.
- Students must be scheduled for a minimum of one day free of duty every week (when averaged over four weeks).
- Students must not be scheduled for more than six consecutive nights of night float.
- Students must not be scheduled for in-house call more frequently than every third night (when averaged over a four-week period).
- In unusual circumstances, students, on their own initiative, may remain beyond their scheduled period of duty to continue to provide care to a single patient. Justifications for such extensions of duty are limited to reasons of academic importance of the events transpiring, or humanistic attention to the needs of a patient or family.

Violations of this policy may be reported to any of the following: the supervising resident physician, the supervising attending physician, the Clerkship Director, or the Dean's Office (Curricular Affairs, Multi-cultural Affairs, or Student Affairs). Clerkship Directors will report on duty hours to the CMC, through the P3CC, at least annually.

## Student Absences during Activities in Years 3 and 4

This policy applies to all Year 3 and Year 4 activities (i.e., all courses, including clerkships, electives, subinternships,, and required courses). Some courses or course types may have additional restrictions on student absences.

**Unexcused Absences.** One or more unexcused absences **are adequate reasons for a course director to consider a grade of Fail for the student.** Failure to comply with the Absences Policy is viewed as a serious breach of professional responsibility and may result in a referral to L. James Willmore, MD, Associate Dean for Students and/or a grade of Fail for the course.

**.Excused Absences.** Excused absences are primarily for serious circumstances such as illness or death in the immediate family or an acute medical problem and must be approved by the course director (not by a resident, staff member, or preceptor).. Excused absences that in total equal more than 10% of a course's activities (more than two days in a three-week rotation , require remediation. Students may be asked to make up time on weekends days if that is possible. In cases where a student is required to complete additional coursework after the end of the course, a grade of Incomplete (I) will be recorded in the official record (Banner) until the course is completed.

Students may also receive two days off for interviewing in a three week-rotation but these must be approved by the course director **prior to the rotation** and the student may be expected to make up this time on weekends if possible.

**Policy for Subinternships.** Students may not attend residency interviews or schedule USMLE Step 2CK or USMLE Step 2CS while on a subinternship: these courses can be identified by their course codes: they are all 500-level courses. If a student receives an interview invitation shortly before the beginning of a subinternship, and believes that he/she must attend the interview, he/she may work with the Office of Curricular Affairs to drop the subinternship and reschedule another one later in the academic year. Any student found to have attended an interview while on a subinternship will be referred to the Associate Dean for Admissions and Student Affairs as an apparent violator of the Code of Professional Conduct for Students.

## Grading in Years 1- 2

Students are graded on a three-tier system: Pass (P), Fail (F), Incomplete (I).

The following grade system is used for the official School of Medicine academic transcript. For students having completed the course:

- Pass (P): Students who earn the grade of Pass (P) have successfully met the course requirements.
- Fail (F): The grade of Fail (F) designates a student performance that does not meet minimum standards for the course (see Determination of Failing and Deferred Performance Levels). A failing performance requires remediation as jointly determined by the course director and the Committee on Student Progress and Program Planning. Remediation is recommended by the course director and may, but does not necessarily require, course repetition. All Fs are permanent and appear on the student's transcript. When an F grade is successfully remediated in the same academic year (i.e., without repetition of the entire course) the grade will appear on the transcript as F/P. Any course that is repeated in its entirety will appear on the student transcript as a separate course with its own grade. Additionally, the Committee on Student Progress and Program Planning may recommend changes in grade remediation requirements for students having academic problems in multiple courses.
- Incomplete (I): Required course work has not been completed (e.g., due to excused absence or an illness), or has not been satisfactorily completed (e.g., due to unexcused absence or marginal performance on examinations and other course requirements). The CSPPP will be notified of circumstances attendant to the assignment of the Incomplete. Once course work has been completed the grade of Incomplete (I) may change to Pass (P) or Fail (F). Any course for which work is not completed will permanently show an Incomplete (I) on the student transcript.
- Withdrawal (W): Withdrew from a course prior to determination of passing or failing.

## Grading in Years 3- 4

Students are graded on a five-tier system: Honors (H), Near Honors (NH), Pass (P), Fail (F), Incomplete (I).

The following grade system is used for the official School of Medicine academic transcript. For students having completed the course:

- Honors (H): Shows noteworthy performance, which differentiates the outstanding student from most other members of the class or rotation. Up to 25% of students may earn the grade of Honors (H) in a course or rotation.
- Near Honors (NH): This grade is used to communicate an excellent, but not Honors quality performance. Up to 25% of students may earn the grade of Near Honors (NH) in a course or rotation.
- Pass (P): Students who earn the grade of Pass (P) have successfully met the course requirements and do not exhibit special strengths or deficiencies.
- Fail (F): The grade of Fail (F) designates a student performance that does not meet minimum standards for the course (see Determination of Failing and Deferred Performance Levels). A failing performance requires remediation as jointly determined by the course director and the Committee on Student Progress and Program Planning. Remediation is recommended by the course director and may, but does not necessarily require, course repetition. All Fs are permanent and appear on the student's transcript. When an F grade is successfully remediated in the same academic year the grade will appear on the transcript as F/P. Additionally, the Committee on Student Progress and Program Planning may recommend changes in grade remediation requirements for students having academic problems in multiple courses.
- Incomplete (I): Required course work has not been completed (e.g., due to excused absence or an illness), or has not been *satisfactorily* completed (e.g., due to unexcused absence or marginal performance on examinations and other course requirements). Failure of the NBME Subject Examination taken in the seven required clerkships will result in the automatic assignment of an Incomplete (I). The CSPPP will be notified of circumstances attendant to the assignment of the Incomplete. Students who receive an Incomplete due to excused absence or illness, for example, may earn a grade of Honors, Near Honors, Pass, or Fail on satisfactory completion of their coursework. Students who receive an Incomplete due to unexcused absence or marginal performance on examinations, for example, may earn a grade of Pass or Fail on satisfactory completion of their coursework. Any course for which work is not completed will permanently show an Incomplete (I) on the student transcript.

There are a few courses in Year 4 that are graded on a three-tier system: Pass (P), Fail (F), Incomplete (I).

For students who withdraw before completing the course:

- Withdrawal (W): Withdrew from a course prior to determination of passing or failing status.

# FACTS: Feedback and Clinical Tracking System

## Saint Louis University School of Medicine

Every student in the core clerkships uses the FACTS system to track their clinical experiences and get feedback from faculty. Each student receives a copy of the FACTS form and instructions at the clerkship orientation. Completion of the FACTS form is required for both students and faculty for each of the seven core clerkships.

The **FACTS** program is designed to ensure that during the core clerkships, each student

1. Demonstrates competency in key clinical skills
2. Encounters essential clinical problems and/or diagnoses
3. Receives regular and timely feedback regarding their performance (on knowledge, skills, and behavior) from faculty.

**Professionalism** Clerkship directors will use the FACTS forms in considering students' level of professionalism and in assessing the success of the teaching program in providing a solid foundation of educational experiences for each student.

There are three sections in the FACTS form that must be completed. The descriptions below are general, but each section of the form that students show you will be specific to the clerkship.

### I. Faculty/Preceptor Feedback

Faculty or community preceptors (Family Medicine) must provide students with formal, individual feedback at regular intervals during the clerkship. This is an educational standard that is required by the Liaison Committee on Medical Education (LCME) for accreditation: Faculty participation is required. These feedback sessions must include a review of the record of required patient encounters (Section III). Please provide students with suggestions on how to improve their performance and how to identify their own learning needs.

### II. Clinical Skills

Clerkship directors have identified specific skills that observers (attending physicians, residents, etc.) must directly observe and sign off on when the student has demonstrated appropriate (for a third-year medical student) competency in the skill.

### III. Required Patient Encounters

Students are required to see and document at least one encounter for each patient type/problem identified by the clerkship directors and listed on the FACTS form. During your feedback sessions (Section I) with students, please review this list and provide advice and assistance in helping students fulfill this requirement.

### Required Clerkship Contacts and Course Information

Clerkship	Director(s)	Coordinator	Course Materials / Website
FCM-301 Family Medicine	Kim Zoberi, MD (zoberika@slu.edu); Kelly Everard, PhD (keverard@slu.edu)	Laura Grentz-Dolan, <a href="mailto:lgrentzd@slu.edu">lgrentzd@slu.edu</a> , 977-8480	<a href="https://sites.google.com/a/slu.edu/family-medicine-clerkship/">https://sites.google.com/a/slu.edu/family-medicine-clerkship/</a>
IM-301 Internal Medicine	Doug Walden, MD (waldenhd@slu.edu); Nora Porter, MD (porternl@slu.edu)	Madeleine Rowe, <a href="mailto:rowe@slu.edu">rowe@slu.edu</a> , 577-6139	<a href="https://sites.google.com/a/slu.edu/internal-medicine-clerkship/">https://sites.google.com/a/slu.edu/internal-medicine-clerkship/</a>
N-301 Neurology	Sean Goretzke, MD (goretzke@slu.edu)	Cynthia Pugh, <a href="mailto:cpugh3@slu.edu">cpugh3@slu.edu</a> , 977-4864	<a href="https://sites.google.com/a/slu.edu/neurology-clerkship/">https://sites.google.com/a/slu.edu/neurology-clerkship/</a>
OB-301 Obstetrics and Gynecology	Michael Thomure, MD (thomurem@slu.edu)	John Clay, <a href="mailto:jclay5@slu.edu">jclay5@slu.edu</a> , 781-1505, ext.2	
PED-301 Pediatrics	Jamie Sutherland, MD ( <a href="mailto:jsutherland@slu.edu">jsutherland@slu.edu</a> ); Marta King, MD (making@slu.edu)	Regina Leeders, <a href="mailto:leedersr@slu.edu">leedersr@slu.edu</a> , 577-5369	<a href="https://sites.google.com/a/slu.edu/ms-iii-pediatric-clerkship/">https://sites.google.com/a/slu.edu/ms-iii-pediatric-clerkship/</a>
PS-301 Psychiatry	Lauren Schwarz, PhD (lschwa15@slu.edu)	Cynthia Pugh, <a href="mailto:cpugh3@slu.edu">cpugh3@slu.edu</a> , 977-4864	<a href="https://sites.google.com/a/slu.edu/psychiatry-clerkship/">https://sites.google.com/a/slu.edu/psychiatry-clerkship/</a>
S-301 Surgery	Harvey Solomon, MD (solomonh@slu.edu)	Frances Copeland, <a href="mailto:fcopeland@slu.edu">fcopeland@slu.edu</a> , 577-8317 ext 2	<a href="https://sites.google.com/a/slu.edu/surgery-clerkship/">https://sites.google.com/a/slu.edu/surgery-clerkship/</a>

## MD Degree Program Curriculum for AY 15-16

The MD Degree Program combines traditional teacher-centered lectures with student-centered small group and problem-based learning activities. The first year of the curriculum is focused on the fundamentals of biomedical sciences. The second year addresses human organ systems. Years 3 and 4 focus on the acquisition of clinical skills. Seven core clerkships are completed during Year 3. Most required clerkships are completed in Year 3, although students may elect to schedule their clerkship in Family Medicine for the fourth year. The fourth year of the MD Degree Program encompasses a wide variety of subinternship, surgical subspecialty, and elective experiences.

Opportunities to teach, facilitate small groups, and mentor students are numerous. Interested faculty should contact Stuart Slavin, MD ([slavinsj@slu.edu](mailto:slavinsj@slu.edu)) for more information.

In August 2013 we began the implementation of a new curriculum for the incoming freshman class.

### YEAR 1

#### Foundations Phase

- Applied Clinical Skills 1
- Cell and Molecular Biology
- Epidemiology and Biostatistics
- Health Care Ethics
- Introduction to Clinical Anatomy
- Introduction to Pathology
- Microbes and Host Responses
- Principles of Pharmacology
- Introduction to Medical Information Management
- Electives (required)

#### Core Knowledge Phase

- Basic Clinical Neuroscience
- Behavioral Medicine and Health
- Hematology
- Bedside Diagnosis
- Applied Clinical Skills 2

### YEAR 3

#### Core Clinical Phase Required Clerkships

- Neurology (4 weeks)
- Psychiatry (4 weeks)
- Family Medicine (6 weeks)
- Obstetrics, Gynecology, and Women's Health (6 weeks)
- Pediatrics (8 weeks)
- Surgery (8 weeks)
- Internal Medicine (8 weeks)
- Electives
- Inter-Professional Team Seminar
- Applied Clinical Skills 3
- Subinternships
- Surgical Subspecialties

### YEAR 2

#### Core Knowledge Phase

- Applied Clinical Skills 2
- Bedside Diagnosis
- Cardiovascular System
- Death and Dying
- Gastrointestinal System
- Renal Urinary System
- Reproductive and Endocrine Systems
- Respiratory System
- Skin, Bone, and Joint
- Electives (optional)

### YEAR 4

#### Pre-Residency Phase

- Emergency Medicine (2 weeks, Year 3 or 4)
- Internal Medicine- Ambulatory (3 weeks)
- Subinternships
- Surgery (subspecialties)
- Electives
- Required Capstone

## Mission and Values

The Saint Louis University and School of Medicine mission statements articulate what makes our institution a unique and special place for teaching, learning, and working. We hope they inspire and motivate you, as they inspire and motivate our students, staff, and faculty.

## Competencies

Program competencies are provided here to assist you in

- Matching your work and teaching opportunities with objectives that students need to achieve
- Developing your teaching strategies for helping students achieve these objectives
- Articulating your expectations for the students you teach

# Mission and Values

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## Saint Louis University

**The Mission of Saint Louis University** is the pursuit of truth for the greater glory of God and for the service of humanity. The University seeks excellence in the fulfillment of its corporate purposes of teaching, research health care and service to the community. It is dedicated to leadership in the continuing quest for understanding of God's creation, and for the discovery, dissemination and integration of the values, knowledge and skills required to transform society in the spirit of the Gospels. As a Catholic, Jesuit university, this pursuit is motivated by the inspiration and values of the Judaeo-Christian tradition and is guided by the spiritual and intellectual ideals of the Society of Jesus.

### In support of this mission the University:

- ❖ Encourages and supports innovative scholarship and effective teaching in all fields of the arts; the humanities, the natural, health and medical sciences, the social sciences, the law, business, aviation, and technology.
- ❖ Creates an academic environment that values and promotes free, active and original intellectual inquiry among its faculty and students.
- ❖ Fosters programs that link University resources to its local, national, and international communities in collaborative efforts to alleviate ignorance, poverty, injustice, and hunger; extend compassionate care to the ill and needy, and maintain and improve the quality of life for all persons.
- ❖ Strives continuously to seek means to build upon its Catholic, Jesuit identity, and to promote activities that apply its intellectual and ethical heritage to work for the good of society as a whole.
- ❖ Welcomes students, faculty and staff from all racial, ethnic and religious backgrounds and beliefs and creates a sense of community which facilitates their development as men and women for others.
- ❖ Nurtures within its community an understanding of and commitment to the promotion of faith and justice in the spirit of the Gospels.
- ❖ Wisely allocates its resources to maintain efficiency and effectiveness in attaining its mission and goals

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## Saint Louis University School of Medicine

**The Mission of Saint Louis University School of Medicine** is to educate future professionals from diverse backgrounds to practice and advance knowledge in medicine and the sciences relevant to medicine. The educational approach embraces integrated activities in basic and clinical research, in provision of patient-centered, compassionate, culturally competent health care, and involvement with the community through public service. These diverse educational experiences prepare individuals for careers and leadership roles in medicine and the medical sciences through training grounded in an understanding of the scientific method and an appreciation for personal commitment and service to others.

In pursuit of its mission, the Saint Louis University School of Medicine seeks to impart to its students the following values:

- ❖ A concern for the sanctity of human life.
- ❖ A commitment to dignity and respect in the provision of medical care to all patients.
- ❖ A devotion to social justice, particularly as regards inequities in availability of and access to health care.
- ❖ Humility in awareness of medicine's inherent limitations in the cure of illness.
- ❖ An appreciation for all of the factors that affect a person's state of health or illness.
- ❖ A mature and well-balanced professional behavior that derives from comfortable relationships with members of the human family and one's Creator.



SAINT LOUIS  
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# MD Degree Program Competencies

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## Saint Louis University School of Medicine

### 1. Patient Care and Procedural Skills

Students will demonstrate the ability to provide patient care that is compassionate, appropriate and effective for the treatment of health problems and the promotion of health. Students will be able to perform, under supervision, basic medical, diagnostic, and surgical procedures necessary for advancement to residency.

**Upon graduation, Saint Louis University School of Medicine students will be able to:**

- PCPS 1.1** Assess a variety of patients, presenting with undifferentiated urgent, acute, or chronic health problems in a variety of settings (inpatient, ambulatory, emergency).
- PCPS 1.2** Promptly recognize a patient who requires urgent or emergent care, initiate evaluation and treatment, and seek help.
- PCPS 1.3** Provide care that is patient-centered, compassionate, and respectful.
- PCPS 1.4** Perform the basic medical, diagnostic, and surgical procedures considered essential to begin residency.
- PCPS 1.5** Gather pertinent information about patients and their condition(s) through focused or comprehensive (as appropriate), history-taking and physical examination.
- PCPS 1.6** Select and interpret laboratory data, imaging and other tests using evidence-based and cost-effective principles.
- PCPS 1.7** Demonstrate the ability to make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
- PCPS 1.8** Under supervision, develop and carry out patient management plans that include patient preferences and circumstances.
- PCPS 1.9** Initiate counselling and education for patients and their families that will empower them to participate in their care and enable shared decision-making.
- PCPS 1.10** Demonstrate knowledge of appropriate referrals for patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes.

### 2. Knowledge for Practice

Students will demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care.

**Upon graduation, Saint Louis University School of Medicine students will be able to:**

- KP 2.1** Identify key clinical questions in caring for patients, identify information resources, and retrieve information and evidence that will be used to address those questions.
- KP 2.2** Demonstrate knowledge of, and the ability to apply, established and emerging bio-physical scientific principles fundamental to health care for patients and populations.
- KP 2.3** Demonstrate knowledge of, and the ability to apply, established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence based health care.



- KP 2.4** Demonstrate knowledge of, and the ability to apply, principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations.
- KP 2.5** Demonstrate knowledge of, and the ability to apply, principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial, cultural, and spiritual influences on health, disease, health disparities, care-seeking, care-compliance, barriers to and attitudes toward care.
- KP 2.6** Demonstrate literacy in the use of computers (broadly defined), medical informatics, electronic health records, and other technology to support patient care decisions.

### **3. Practice-Based Learning and Improvement**

Students will demonstrate the ability to investigate and evaluate their care of patients, appraise and assimilate scientific evidence, and to continuously improve patient care based on self-evaluation and life-long learning.

**Upon graduation, Saint Louis University School of Medicine students will be able to:**

- PBLI 3.1** Identify strengths, deficiencies, and limits in one's knowledge, skills and/or attitudes; Identify and perform learning activities that address deficits in knowledge, skills and/or attitudes.
- PBLI 3.2** Set learning and improvement goals to continuously advance one's knowledge, skills, and/or attitudes.
- PBLI 3.3** Systematically analyze health care practice using quality improvement methods and be prepared to offer suggestions for change with the goal of improving the practice of medicine.
- PBLI 3.4** Incorporate feedback from patients, peers, supervisors, and others into daily practice.
- PBLI 3.5** Locate, evaluate, and assimilate evidence from scientific studies related to patients' health problems.

### **4. Interpersonal and Communication Skills**

Students will demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and other health professionals.

**Upon graduation, Saint Louis University School of Medicine students will be able to:**

- ICS 4.1** Provide accurate, focused, and context-specific documentation of a clinical encounter in written and/or electronic formats.
- ICS 4.2** Present a concise oral summary of a patient encounter to achieve a shared understanding of the patient's condition.
- ICS 4.3** Communicate effectively with patients, families, and other health care professionals across a broad range of socioeconomic, cultural, and spiritual backgrounds.
- ICS 4.4** Communicate and work effectively with others as a member of a health care team.
- ICS 4.5** Demonstrate sensitivity, honesty, and compassion in difficult conversations (e.g., about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors, and other sensitive topics).

## 5. Professionalism

Students will demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.

**Upon graduation, Saint Louis University School of Medicine students will be able to:**

- P 5.1** Demonstrate compassion, integrity, and respect for others.
- P 5.2** Demonstrate responsiveness to patient needs that supersedes self-interest.
- P 5.3** Demonstrate respect for patient privacy and autonomy.
- P 5.4** Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.
- P 5.5** Articulate and demonstrate a commitment to ethical principles including, but not limited to, patient autonomy, informed consent, confidentiality, beneficence, provision or withholding treatment, and respect for human life.
- P5.6** Demonstrate one's responsibility to act for the good of others and apply knowledge and skills in helping the vulnerable. This includes understanding and working to eliminate health disparities, and developing skills for advocacy, policy change, and community development.
- P5.7** Identify, practice, and promote actions and behaviors that enhance the common good of society.

## 6. System-Based Practice

Students will demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

**Upon graduation, Saint Louis University School of Medicine students will be able to:**

- SBP 6.1** Explain current health care systems, describe their failures, and be prepared to intervene in systems to improve quality and safety in health care.
- SBP 6.2** Work effectively in a variety of health care delivery settings and systems.
- SBP 6.3** Facilitate and/or support the coordination of patient care within the health care system.
- SBP 6.4** Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care.
- SBP 6.5** Advocate for quality patient care and optimal patient care systems.
- SBP 6.6** Demonstrate personal and systems quality improvement processes and communication skills across professions that lead to a reduced risk and improved quality of care.
- SBP 6.7** Identify and incorporate community assets and needs into patient care and practice planning, particularly among populations that are marginalized or underserved or contain significant health disparities.

## **7. Interprofessional Collaboration**

Students will demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care.

**Upon graduation, Saint Louis University School of Medicine students will be able to:**

- IC 7.1** Communicate one's roles and responsibilities clearly to patients, families, and other professionals.
- IC 7.2** Use the knowledge of one's own role and those of other professions to appropriately assess and address the healthcare needs of patients and populations.
- IC 7.3** Demonstrate knowledge of effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team functions.
- IC 7.4** Organize and communicate information with patients, families, and health care team members in a form and format that is understandable, avoiding discipline-specific terminology when possible.
- IC 7.5** Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations.
- IC 7.6** Use respectful language appropriate to a given situation, crucial conversations, or interprofessional conflict.

## **8. Personal and Professional Development**

Students will demonstrate the qualities required to sustain lifelong personal and professional growth.

**Upon graduation, Saint Louis University School of Medicine students will be able to:**

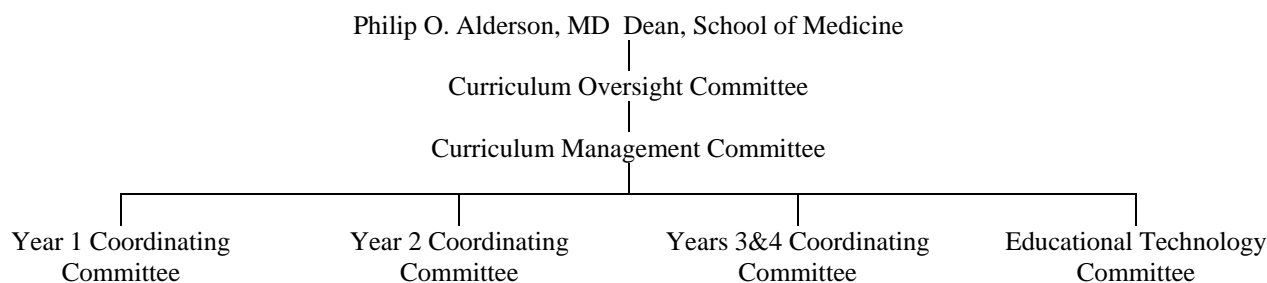
- PPD 8.1** Use self-awareness of knowledge, skills, emotional and spiritual assets and limitations, as well as critical reflections, to self-regulate personal and professional behavior and seek to seek assistance when needed
- PPD 8.2** Demonstrate healthy coping mechanisms to respond to stress.
- PPD 8.3** Identify and use strategies to manage conflict between personal and professional responsibilities.
- PPD 8.4** Demonstrate self-confidence and trustworthiness that makes patients, families, and members of the health care team feel secure in your responsibilities for patient care.
- PPD 8.5** Recognize that ambiguity is part of clinical health care and respond by utilizing appropriate resources in dealing with uncertainty.
- PPD 8.6** Identify and utilize resources (personal, professional and institutional) that provide support and direction for a positive, rewarding, and sustained career in medicine.

Curriculum Management Committee Approved 18JUNE2014

Curriculum Oversight Committee Approved 24JUNE2014

# Curriculum Governance Structure

## Saint Louis University School of Medicine



### Curriculum Oversight Committee, Membership for AY 2015-2016

<b>Chairperson</b>	Philip O. Alderson, MD, Dean, School of Medicine: Vice-President, Health Sciences Center.
<b>Member</b>	<b>Department</b>
David Ford, PhD	Biochemistry and Molecular Biology
Lynda Morrison, PhD	Molecular Microbiology & Immunology
M. Brigid Holloran-Schwartz, MD	Obstetrics, Gynecology, and Women's Health
Heather Macarthur, PhD	Pharmacological and Physiological Science
Sameer Siddiqui, MD	Surgery
Carole Vogler, MD	Pathology
<b>Ex Officio</b>	
Stuart Slavin, MD	Assoc. Dean, Curricular Affairs, Chairperson, Curriculum Management Committee

### Curriculum Management Committee, Membership for AY 2015-2016

<b>Faculty Members</b>	<b>Department</b>
Stuart Slavin, MD, MEd	Committee Chairperson, Assoc. Dean, Office of Curricular Affairs; Pediatrics
William G. Clark, PhD	Health Sciences Library
Marta King, MD	Pediatrics
Milta Little, MD	Internal Medicine
Fred Rottnek, MD	Family and Community Medicine
Salomao Segal, MD	Surgery; Center for Anatomical Science and Education
Theresa Schwartz, MD	Surgery
Claudia Vidal, MD, PhD	Dermatology
Katrina Wade, MD	Surgery
<b>Student Members</b>	
Konstatin German	Representative, Class of 2016
Brant Jaouen	Representative, Class of 2016
Anokhi Shah	Representative, Class of 2017
Neil Shaw	Representative, Class of 2017
Katherine Hu	Representative, Class of 2018
Dan Kornfeld	Representative, Class of 2018
	Representative, Class of 2019
	Representative, Class of 2019
<b>Ex Officio</b>	
Kim Zoberi, MD	Chairperson, Years 3&4 Coordinating Committee
William Mootz, MD	Assistant Dean, Curricular Affairs
Michael Railey, MD	Associate Dean, Multicultural Affairs
Paul Schmitz, MD	Internal Medicine; Chairperson, Year 2 Coordinating Committee
Gregory Smith, PhD	Surgery; Assistant Dean for Student Development; Chairperson, Year 1 Coordinating Committee
<b>Staff Advisor</b>	
Debra L. Schindler, PhD	Director, Program Evaluation, Office of Curricular Affairs
<b>Committee Secretary</b>	
Denise Parker	Manager, Office of Curricular Affairs