Teaching Medical Students
Information for Residents and Fellows

Saint Louis University School of Medicine

June 15, 2016[1]

The Office of Curricular Affairs is providing the attached information that we believe will be helpful to you in your role in clinical teaching of medical students. This document includes information about policies, resources, contact information, the University and School of Medicine mission statements, program competencies, as well as a description of FACTS -- an essential part of student evaluation. 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 2 of the handout) and these evaluations will be used by your department in the assessment of your overall performance as a resident.

The Feedback and Clinical Tracking system (FACTS) system is one aspect of student evaluation and a critical aspect of your teaching. If you are a resident in a department that does not have a core clerkship, you may not be required to fill out the FACTS forms for students. Because faculty and residents may teach outside of their own discipline however, it was felt that all teaching staff be provided with information about the program.

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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[1] Resident Handout, AY 2016-2017

Policy and Contact Information

Saint Louis University School of Medicine

Academic Policies

Office of Curricular Affairs

- Code of Professional Conduct
- Policies and procedures regarding grading, advancement, graduation, and disciplinary action
- Goals and objectives for electives, subinternships and surgical subspecialties
- Standards for Conduct in the Teacher-Learner Relationship

Academic Records

Timeliness of Grading

A complete copy of the policies manual can be found on the OCA website. http://oca.slu.edu Grades for all courses must be submitted within 4-6 weeks of the end of the course.

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).

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.

MD Degree Program Goals and Objectives

The goals and objectives of the MD Degree Program 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

Professional Development

Opportunities

Angela Sharkey, MD, Associate Dean for Faculty Affairs and Development
M259 2nd Floor, 977-8634 asharkey@slu.edu

Stuart Slavin, M.D., M.Ed. Associate Dean for Curriculum slavinsj@slu.edu   977-8077
Office of Curricular Affairs, Learning Resource Center (LRC) 101

Paul C. Reinert, S.J. Center for Transformative Teaching and Learning (CTTL), 2nd Floor-Pius Library
www.slu.edu/cttl   Email: cttl@slu.edu   Call: 977-3944

Professional development opportunities for
- Providing effective feedback
- Lecturing
- One-Minute Preceptor
- Presentation skills and technologies
- Teaching Portfolios

And more…

Observation and Feedback to Students

Your most important contribution to the education of our medical students is your direct observation of their skills and behaviors as you teach them to care for patients and as you role-model the qualities of a knowledgeable, caring and compassionate physician. Your feedback to each student, not only on how they can improve their care for patients, but also on what they are doing well is essential to their success as students and as future physicians.

OASIS *(Online Access to Student Information and Scheduling)*

OASIS is the School of Medicine's scheduling and student assessment tool. It can be accessed through the mySLU portal. You will use OASIS to complete performance evaluations of the individual students that you teach, and they will complete evaluations of your teaching in OASIS. A username and login will be provided to you when you begin to evaluate medical students.

If you have any questions about OASIS, please contact Dr. Debra Schindler, 977-8079, schinddl@slu.edu.

Student 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, Student and Diversity Affairs, or Student Affairs). Clerkship Directors will report on duty hours to the Curriculum Management Committee, through the Clinical Curriculum Subcommittee, at least annually.

Student Evaluation of Teaching

Evaluation of Residents and Fellows

As students rotate through each course, they are asked to evaluate the individual attendings, preceptors, residents, and fellows with whom they work. When a form is created in OASIS for you to evaluate a student, OASIS automatically creates a form for the student to evaluate you. Students may also select additional residents to evaluate if they so desire. *Students will see your individual evaluation of their performance as soon as you complete it*. Students are asked to assess your performance in several areas:

1. Treats students, patients, and other members of the health care team with respect
2. Is actively engaged in teaching students
3. Overall quality of teaching
4. Please provide comments and recommendations for this individual, including comments regarding their participation in the completion of your FACTS form, if appropriate.

All evaluations of students, faculty, residents, and courses are conducted using an online system called OASIS. Evaluations are considered confidential (not anonymous) due to the small number of students rotating through each service at a given time. **The results of these evaluations are compiled and provided to the course director, your department chairperson, your residency director, and you, twice a year.**
If you have any questions, please contact Dr. Debra L. Schindler (schinddl@slu.edu) in the Office of Curricular Affairs.

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.

Required Clerkship Contacts and Course Information

If you have questions about the students on your rotations, please contact the coordinator for the department. Below is the contact information for the required clerkships.

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, lgrentzd@slu.edu, 977-8480	https://sites.google.com/a/slu.edu/family-medicine-clerkship/
IM-301Internal Medicine	Doug Walden, MD (waldenhd@slu.edu); Nora Porter, MD (porternl@slu.edu)	Madeleine Rowe, rowe@slu.edu, 577-6139	https://sites.google.com/a/slu.edu/internal-medicine-clerkship/
N-301 Neurology	Sean Goretzke, MD (goretzke@slu.edu)	Cynthia Pugh, cpugh3@slu.edu, 977-4864	https://sites.google.com/a/slu.edu/neurology-clerkship/
OB-301 Obstetrics and Gynecology	Michael Thomure, MD (thomurem@slu.edu); Amy Ravin, MD, (ravin@slu.edu)	Morgan Brutcher, 314-768-8873 (mbrutch2@slu.edu)	https://sites.google.com/a/slu.edu/ob-gyn-clerkship-606/
PED-301 Pediatrics	Jamie Sutherell, MD (jsuthere@slu.edu); Marta King, MD (making@slu.edu)	Regina Leeders, leedersr@slu.edu, 577-5369	https://sites.google.com/a/slu.edu/ms-iii-pediatric-clerkship/
PS-301 Psychiatry	Lauren Schwarz, PhD (lschwa15@slu.edu)	Cynthia Pugh, cpugh3@slu.edu, 977-4864	https://sites.google.com/a/slu.edu/psychiatry-clerkship/
S-301 Surgery	Harvey Solomon, MD (solomonh@slu.edu	Frances Copeland, fcopeland@slu.edu, 577-8317 ext 2	https://sites.google.com/a/slu.edu/surgery-clerkship/

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.
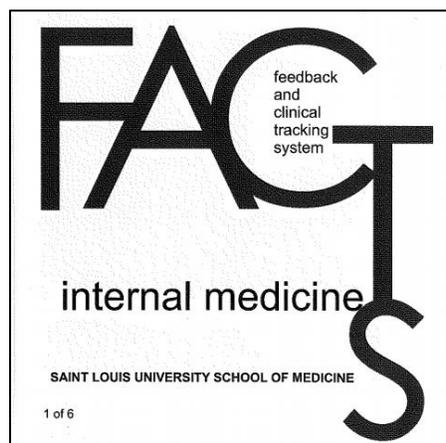
I. Faculty/Preceptor Feedback
Faculty or community preceptors (Family Medicine) must provide students with formal, individual feedback at regular intervals during the clerkship. This is an educational standard that is required by the Liaison Committee on Medical Education (LCME) for accreditation: Faculty 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.

feedback
and
clinical
tracking
system

internal medicine

SAINT LOUIS UNIVERSITY SCHOOL OF MEDICINE

1 of 6

MD Degree Program Curriculum for AY 16-17

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 individuals should contact Stuart Slavin, MD (slavinsj@slu.edu) for more information.

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
- Foundations of Patient Safety
- Electives (required)

Core Knowledge Phase

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

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
- Fundamentals of Quality Improvement
- Electives (optional)

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)

- Caring with Compassion
- EBM Information Skills for Clerkships
- Inter-Professional Team Seminar
- Applied Clinical Skills 3

Pre-Residency Phase

- ElectivesSubinternships
- Surgical Subspecialties

YEAR 4
Pre-Residency Phase

- Emergency Medicine (2 weeks, Year 3 or4)
- Internal Medicine- Ambulatory (3 weeks)
- Subinternships
- Surgery (subspecialties)
- Electives
- Required Capstone

Mission and Values

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.

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.

MD Degree Program Competencies

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   Indentify, 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 wells 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