



AMA Innovations in Medical Education Webinar Series

Deploying Students in alternative roles during COVID-19:
Preserving clinical educational objectives and supporting competency development

Susan Carlson, BSBA
Jed Gonzalo, MD, MSc
Maya M. Hammoud, MD, MBA
Catherine Havemann, BA
Kimberly D. Lomis, MD
April 1, 2020

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Today's Host



Maya M. Hammoud, MD, MBA

Senior Advisor, Medical Education Innovation
American Medical Association

Professor and Associate Chair for Education
Obstetrics and Gynecology
University of Michigan Medical School

@Maya_Michigan



Association of
American Medical Colleges
655 K Street, NW, Suite 100, Washington, DC 20001-2399
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aamc.org

March 17, 2020

Guidance on Medical Students' Clinical Participation: Effective Immediately

essential. Recognizing these extraordinary circumstances, **starting immediately, the AAMC strongly supports our member medical schools in placing, at minimum, a two-week suspension on their medical students' participation in any activities that involve patient contact.**

teaching hospitals work to address the steadily mounting challenges, including balancing the demands of clinical care with those of education, collaboration across all institutions is essential. Recognizing these extraordinary circumstances, **starting immediately, the AAMC**



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March 30, 2020

Interim Guidance on Medical Students' Participation in Direct Patient Contact Activities: Principles and Guidelines

Guidance: Unless there is a critical health care workforce (HCW) need locally, we strongly suggest that medical students not be involved in any direct patient care activities for the next two weeks, through April 13, 2020. The primary goals of this guidance are bending the curve for the public health of North America, conserving limited PPE supply to keep HCW and patients safe, and maintaining public and HCW safety given current testing availability.



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- Current medical students are students, not employees. Although they are on a path to becoming licensed MDs, they are not yet MDs.
- Medical students' participation in direct care of patients should be **voluntary**, not required.
- To ensure patient and student safety, students must always be appropriately supervised by faculty and other health professionals acting within their scope of practice.
- Opportunities to volunteer in direct patient care activities should be offered to students *only* if there is a critical HCW need for them to do so.
- **The medical school should ensure that student volunteers are fully trained (or retrained) for whatever specific clinical roles they are asked to assume in the direct clinical care of patients.**

How hundreds of medical students are staying useful during COVID-19

By WILL CALLAN • 9 HOURS AGO

 Share  Tweet  Email



UM medical students sort through PPE at the hospitals' donation center on Plymouth Rd.

CREDIT ALI HAMMOUD, UNIVERSITY OF MICHIGAN MEDICAL SCHOOL

When hospital rotations were placed on hold due to the [COVID-19 pandemic](#), many of Michigan's third- and fourth-year medical students wondered how they could stay useful.

Within a few days, a handful of student-led volunteer groups popped up around the state, assisting medical workers and community members with tasks like mask-collection, childcare and food delivery.

12:54

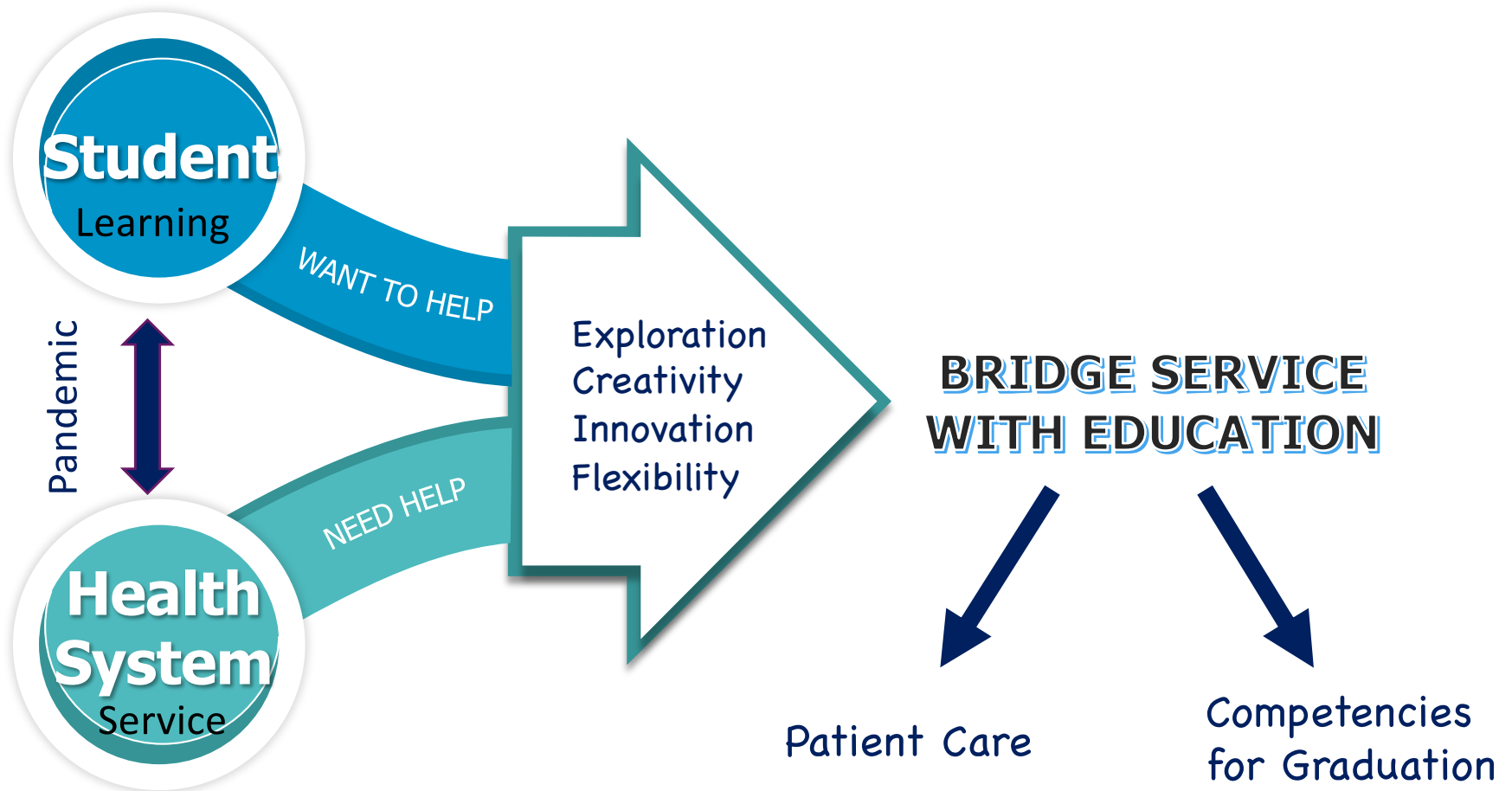
LTE

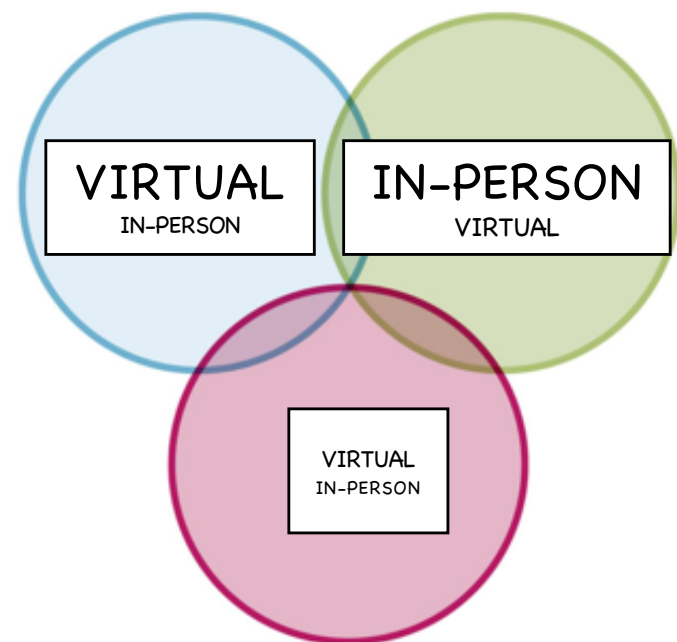
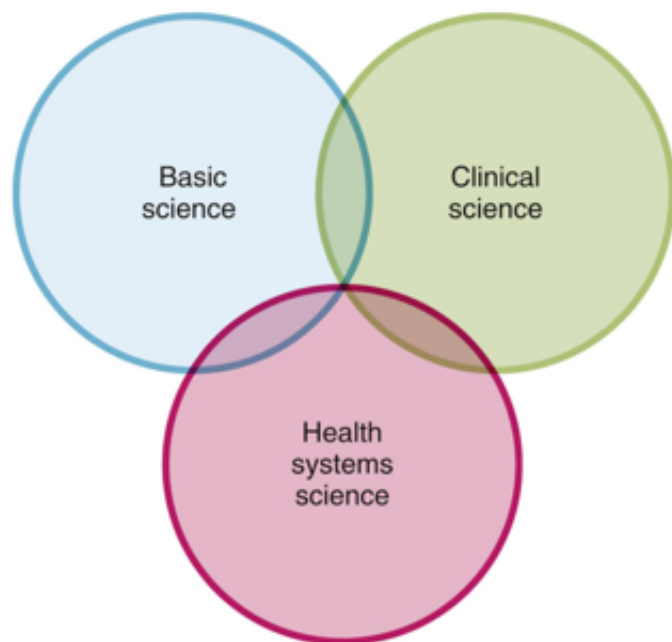


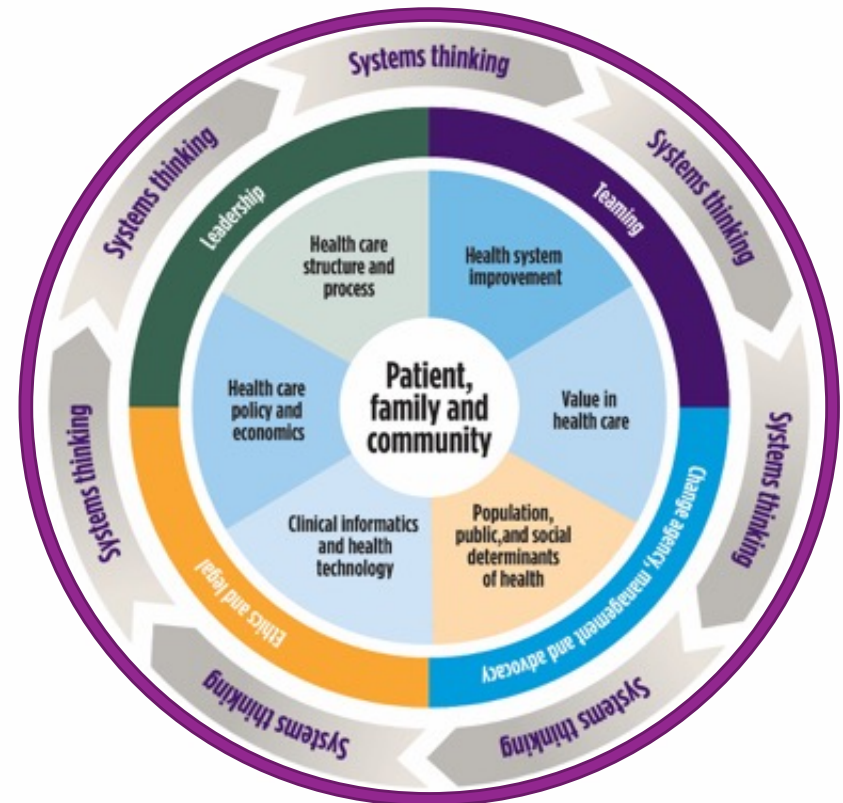
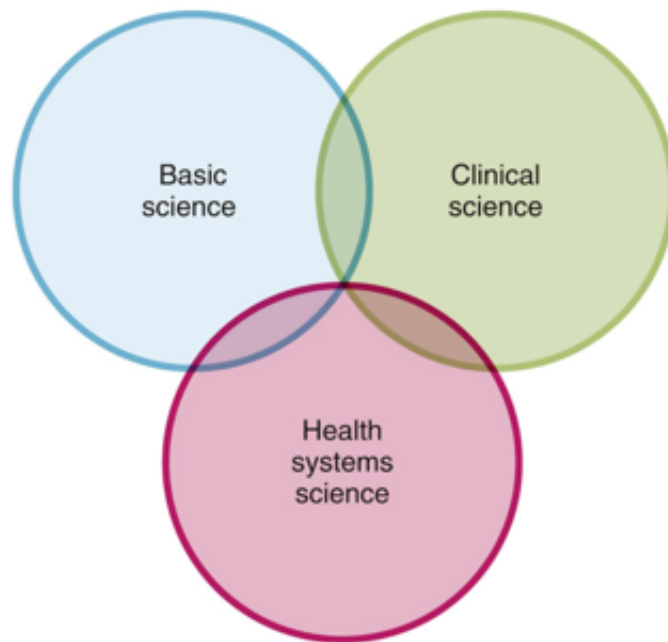
Nadine >

I am signed up to give blood on Monday, I signed up to help run the phone lines for the hospital, and I just signed up to help be a part of the Response Corps set up by my classmates.

I finally feel like I have purpose again!







Objectives



Describe the concept of value-added roles and how this differs from traditional student roles



Consider alternative student activities that develop competency in health systems science



Create alternative student activities that develop competency in discipline-specific clinical skills



Develop a process for co-producing learning opportunities (a) between learners and faculty and (b) between your medical school and the affiliated health system(s)

Presenter



Susan Carlson, BSBA

Medical student, Class of 2021

University of Michigan Medical School

Presenter

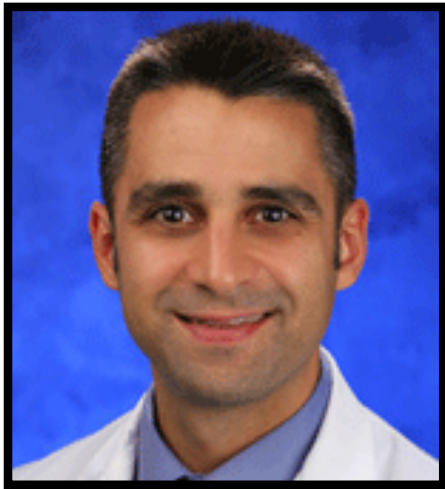


Catherine Havemann, BA

Medical student

Vanderbilt University School of Medicine

Presenter



Jed D. Gonzalo, MD, MSc

Associate professor, medicine and public health sciences

Associate dean, health systems education, Penn State College of Medicine

Presenter



Kimberly D. Lomis, MD

Vice President

Undergraduate Medical Education Innovations

American Medical Association

@KimLomisMD



AMA Innovations in Medical Education Webinar Series

Value Added Roles

Jed Gonzalo MD MSc

Associate Professor of Medicine and Public Health Sciences

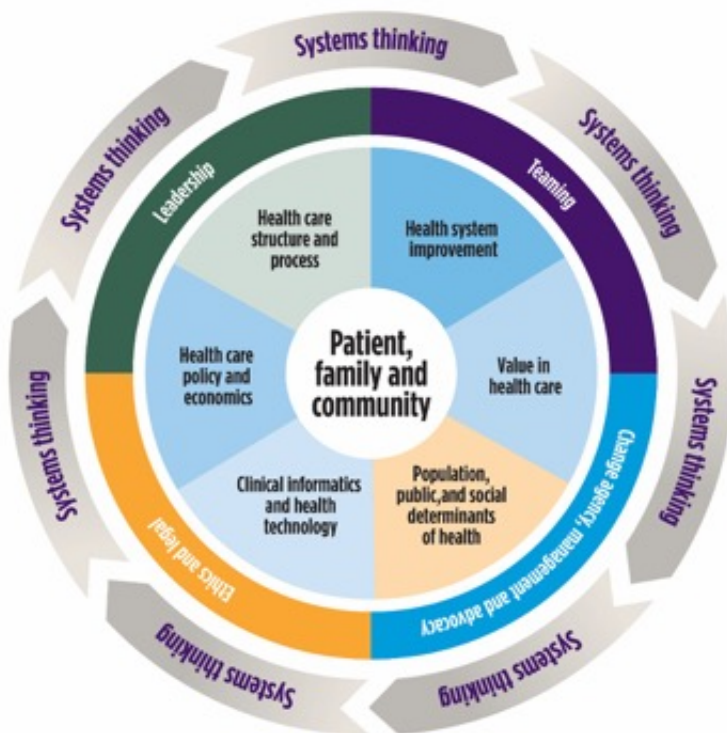
Associate Dean for Health Systems Education

Penn State College of Medicine

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Health Systems Science and Value-Added Medical Education



Value-Added Medical Education

“Experiential roles that can positively impact individuals and population health outcomes, cost of care, or other processes within the healthcare system, while also enhancing student competency in Clinical or Health Systems Sciences.”

| Direct Patient Care |
|----------------------------|
| History-taking |
| Evidence-based medicine |
| Patient education/advocate |
| Value chief |
| Care Extenders |
| Clinical process extenders |
| Patient navigator |
| Safety analysts |
| QI team extenders |
| Population health managers |
| Systems/Research Projects |
| “Systems” Projects |

Gonzalo JD et al. Educating for the 21st-Century Healthcare System: Framework of Basic, Clinical and Systems Sciences. Acad Medicine. 2015.

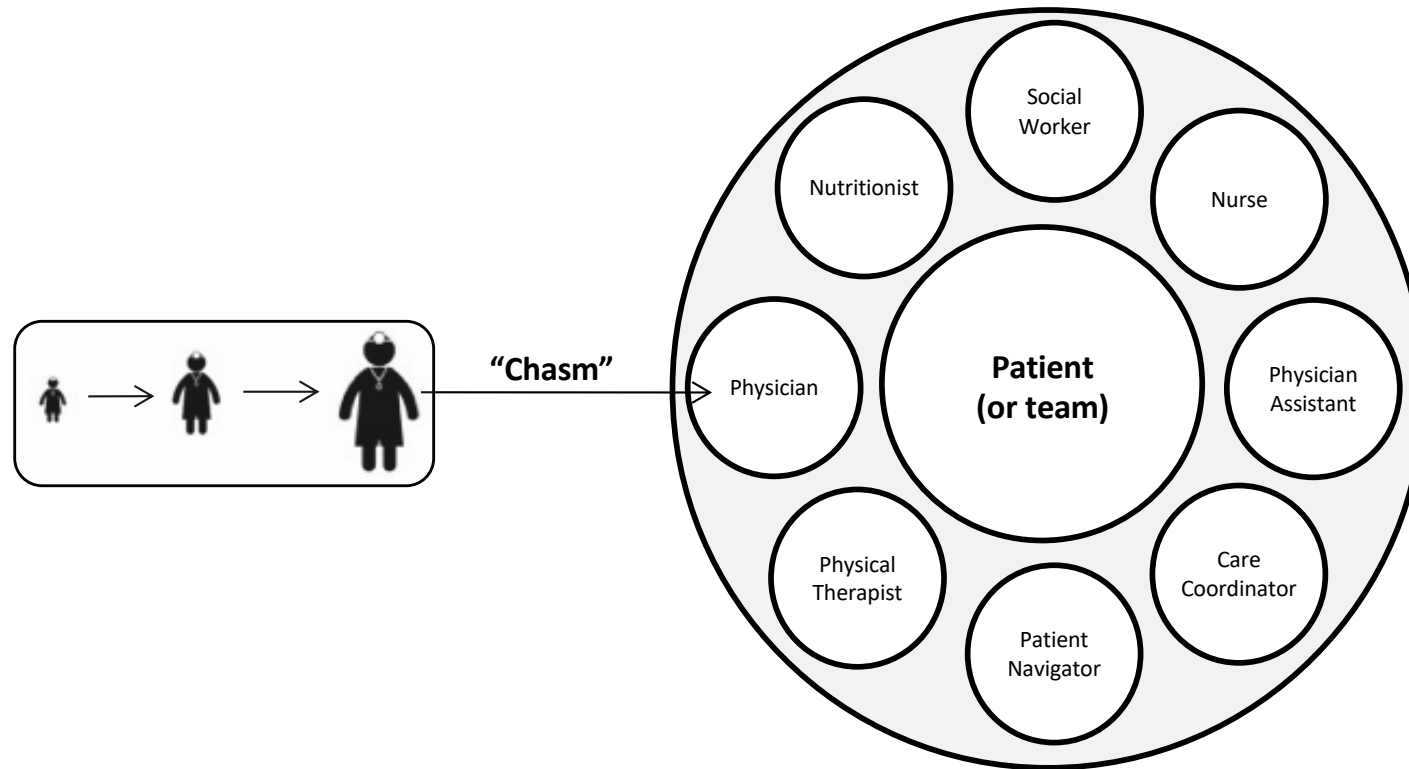
Gonzalo, et al. Identifying and Defining Curricular Content Domains for Health Systems Science. Acad Med 2016

Gonzalo, D Wolpaw, S Skochelak. Chapter 1. Health Systems Science. Elsevier. December 2016

Gonzalo JD, et al. How Can Medical Students Add Value? Academic Medicine 2017



Legitimate Participatory Roles in Clinical Communities of Practice



Gonzalo et al. A Constructive Reframing of Student Roles Using a "Communities of Practice" Lens. Acad Med 2017

Gonzalo JD, et al. A practical guide for implementing and maintaining value-added clinical systems learning roles. Adv Health Sci Educ 2018

Gonzalo JD, et al. Educating Systems-Aware Physicians: Students Education in Patient Navigation. BMC Medical Education 2018



| Category 1 – Contributions to Community Welfare | |
|--|---|
| Contact Tracer Process | Social Isolation/Connection Program [1,3] |
| Educational Campaign | United Way Hotline [1,3] |
| Educational Hotline | System-Wide Educators [2,3] |
| Healthcare Volunteer Check Ins | Elder Community Care [2,3] |
| Community Outreach | Community-Wide Educators [3] |
| | Portable Handwashing Machines [3] |
| Category 2 – Contributions to Healthcare Delivery System | |
| On-Demand Virtual COVID19 Screening | Employee Health Screenings [2,3] |
| On-Demand Telehealth Visits | Consultation Assistance for Specialty Services [2,3] |
| On-Demand Urgent Care Visits | Laboratory Assistants [2,3] |
| Evidence-Based Medicine Curators/Consultants | Phlebotomy Assistants [2,3] |
| Patient Navigator Discharge Follow-Up | Personal Protective Equipment (PPE) Resource Team [2,3] |
| COVID-19 Outpatient Follow-Up | Supply Chain Support [2,3] |
| Complex Patient Check-Ins | |
| Outpatient Clinic Rescheduling | |
| Health Product Engineering | |
| Blood Bank/Drives | |
| Medical Scribes | |
| Medical Translation | |
| Category 3 – Contributions to Workforce | |
| | Errand Teams [2,3] |
| | Childcare Services [2,3] |
| | Safe Food Distributors [2,3] |
| Category 4 – Contributions to Medical School | |
| Medical School Curricular and Logistics Planning | |
| Information Technology Consultants | |

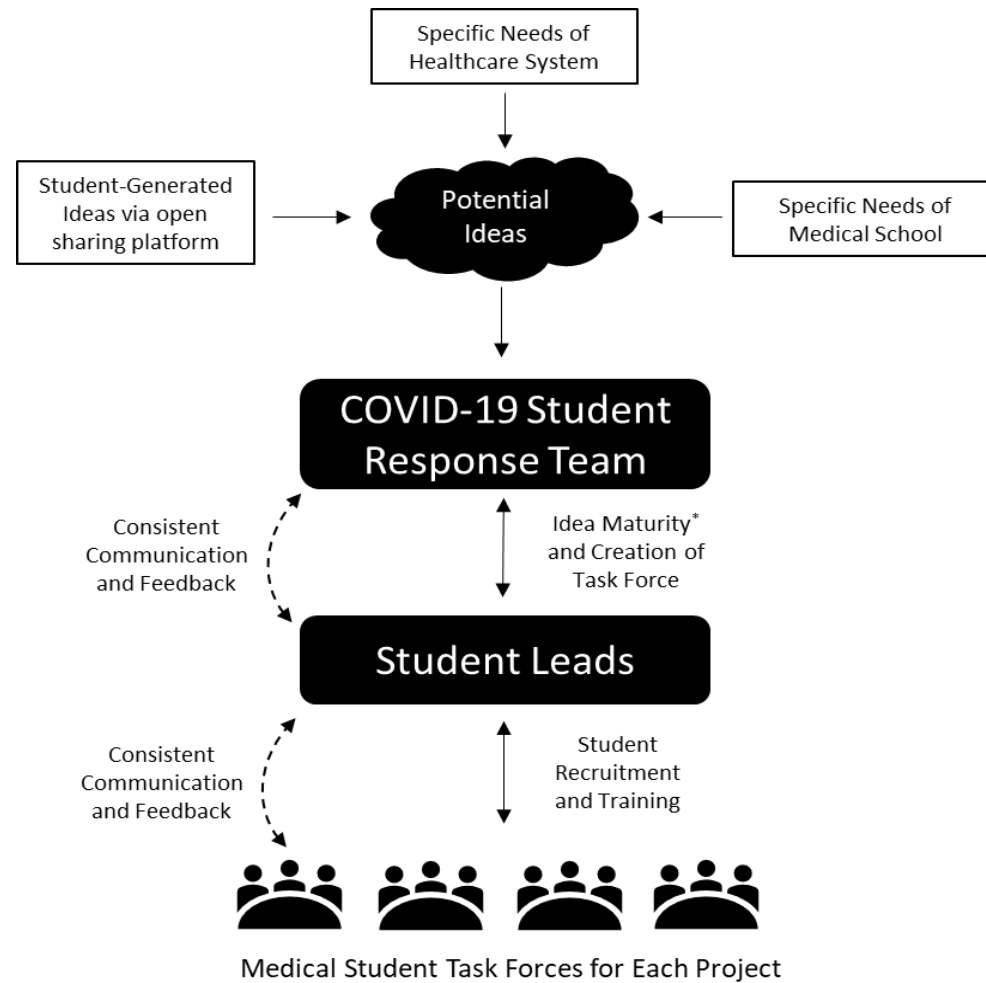
**Categories and Task Areas
(n=34) for Students to
Contribute During the
COVID-19 Pandemic.**

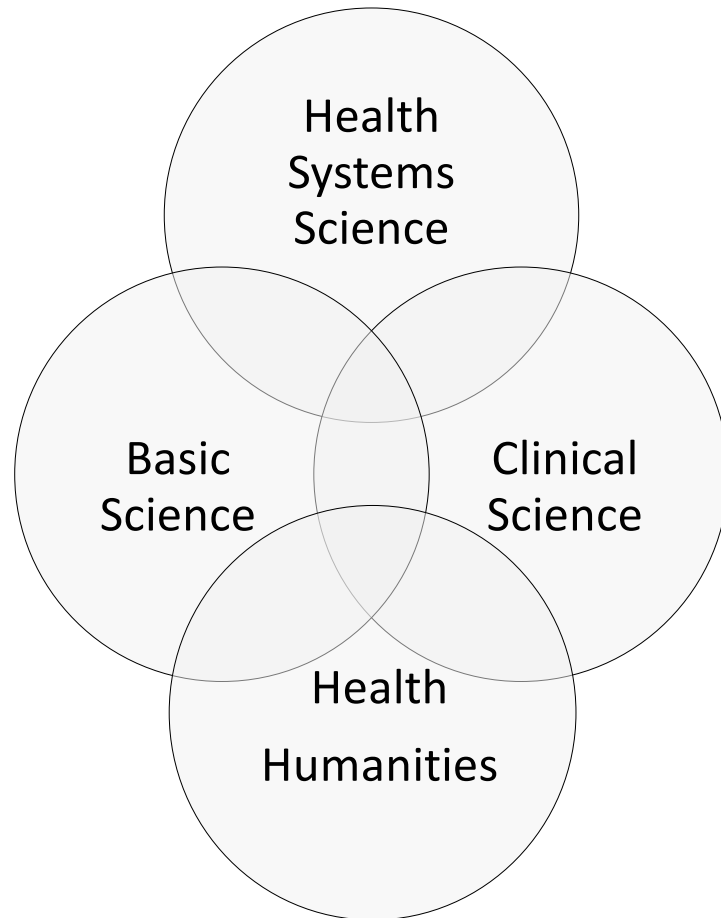
1=Remote capability
2=Aligned with system needs
3=Educational value
* Left column – meets all 3

Key Points:

1. Volunteer vs system aligned
2. Elective (vs. service learning)

Co-Production Process with Students, Education and System Leadership





The COVID-19 pandemic is tragic, and it also further establishes the burning platform for a co-produced four-pillar model of US medical education.

“Systems Citizens”



AMA Innovations in Medical Education Webinar Series

Student-driven opportunities to contribute during the COVID-19 outbreak

Kimberly D. Lomis, MD

Vice President, Undergraduate Medical Education Innovations
American Medical Association

Catie Havemann, BA

Medical student (2021) Vanderbilt University School of Medicine


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@CatieHavemann

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Educational system response to disruption




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March 17, 2020

Guidance on Medical Students' Clinical Participation: Effective Immediately

Alison Whelan, MD, AAMC Chief Medical Education Officer; Academic Officer; Geoffrey Young, PhD, AAMC Senior Academic Officer; Veronica M. Catanese, MD, MBA, AAMC Senior Director of Medical Education

The COVID-19 pandemic is rapidly affecting all aspects of medical education. As teaching hospitals work to address the steadily mounting demands of clinical care with those of education, collaboration is essential. Recognizing these extraordinary circumstances, the AAMC strongly supports our member medical schools in placing a temporary suspension on their medical students' participation in direct patient contact.



LCME
LIAISON COMMITTEE ON
MEDICAL EDUCATION

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[COVID-19](#)

COVID-19 Updates and Resources

This page on the LCME website is for accreditation-related resources and information as they become available related to COVID-19.
Last updated: 3/29/2020

LCME-specific Resources

| Document Title | Date Document was Last Updated / Originally Added |
|---|---|
| LCME Guidance Principles | March 19, 2020 |
| Letter from the LCME to the Council of Deans | March 18, 2020 |
| LCME Approaches to the Clinical Curriculum | March 20, 2020 |
| LCME Guiding Principles for Early Graduation of Final-Year Medical Students | March 25, 2020 |

Joint AAMC/LCME Resources

| Document Title | Date Document was Last Updated / Originally Added |
|--|---|
| Medical Students and Patients with COVID-19: Education and Safety Considerations | March 13, 2020 / March 5, 2020 |
| AAMC response to temporary suspension of USMLE Step 2 Clinical Skills (CS) testing | March 13, 2020 |
| Guidance on Medical Students' Clinical Participation: Effective Immediately | March 17, 2020 |
| Interim Guidance on Medical Students' Voluntary Participation in Direct Patient Contact Activities | March 23, 2020 |



How many students to change a system?

- At Vanderbilt:
 - 2 co-directors
 - 25+ student leaders
 - 250+ volunteers
- Nationally:
 - 700+ on GroupMe
 - 600+ on Slack
 - Twitter, Google Drive & more



Thao Le, G2
Vanderbilt MSTP

Why innovate in the middle of a global crisis?




Catie Havemann
@CatieHavemann

Empathy is teachable!
Aspiring EM physician
Adventure enthusiast, [#firstgendocs](#), LGBTQ
She/her | RTs not endorsement
[@vumedicine](#) 2021 | [@mtholyoke](#) 2014

Nashville, TN [linkedin.com/in/catherine-h...](#) Joined April 2018

Follow


Pinned Tweet

 **Pooja Chandrashekar** @poojac99 · Mar 25


I started the [#COVID19 Health Literacy Project](#) to make sure no one is left on the sidelines of this pandemic.

Excited to share the first product of this massive cross-institutional collaboration. These are being translated into 37 languages.

See more: [covid19healthliteracyproject.com](#)



Pinned Tweet

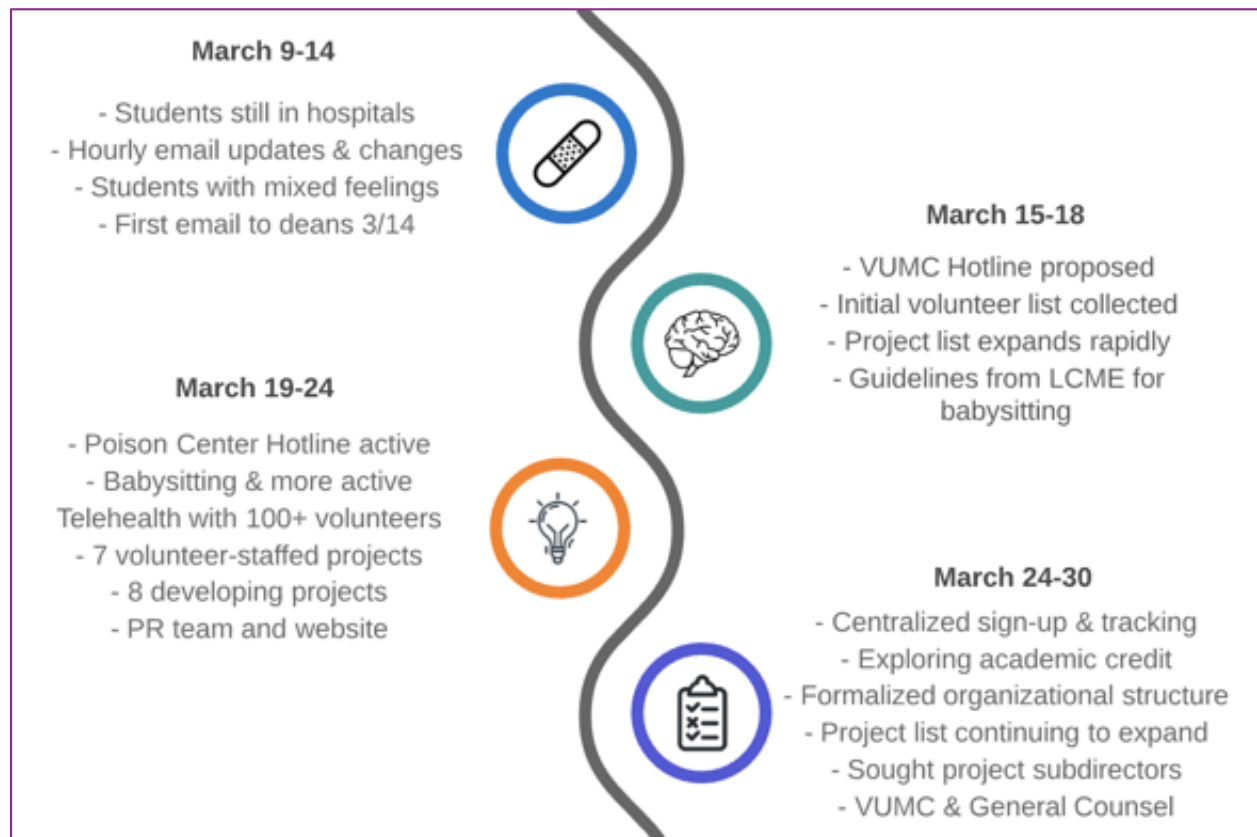
 **India Perez-Urbano** @india_pu · Mar 22

[#UCSFMaskDrive](#) UPDATE: Here is a thread dedicated to all the amazing things that happen when a community comes together in crisis.

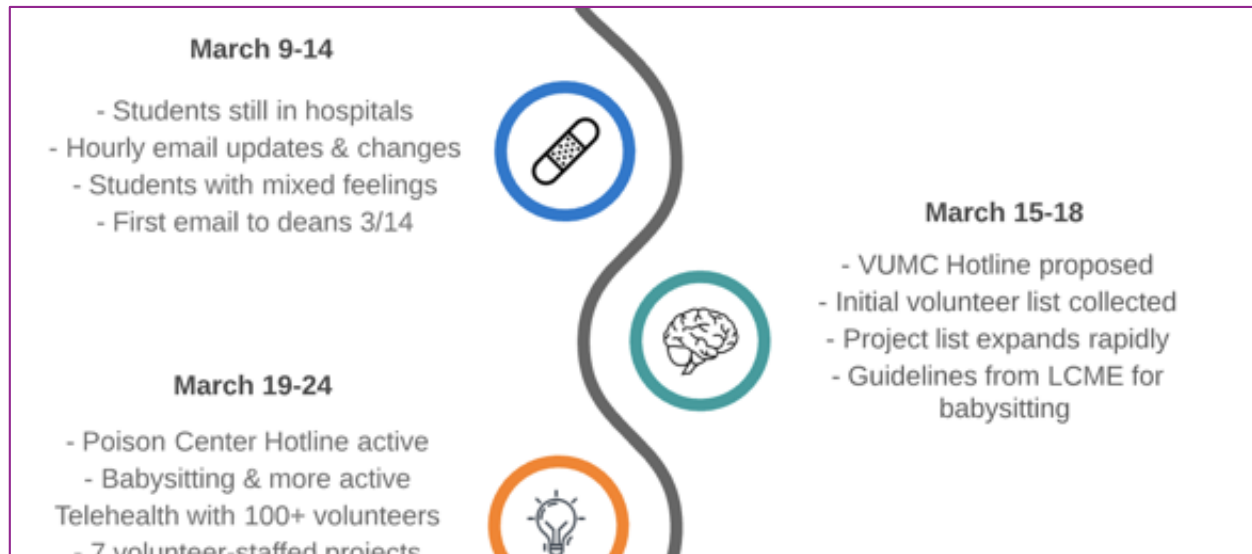
Day 1: 235 masks collected
Day 2: 5,700 masks collected
Day 3 (today): 8,600 masks collected

TOTAL: 14,535 donations from 1 street corner, in 3days

Using the role of learner as a lens



Turning mission into workflow

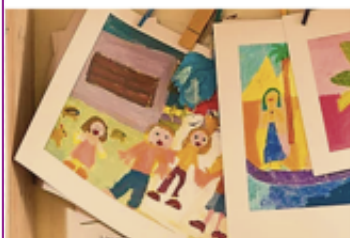


BW Brady, Donald Wayne <dona1d.w.brady@vumc.org>
Thu 3/26/2020 8:18 PM
Havemann, Catherine M; Fleming, Amy E (University); Le, Thao D; Hansen, William G +1 other ∨
Catie
You can't exceed your limit - you bought the unlimited plan!!!!

Where are we now?

| Record ID | Vum Covid19 Volunteer Signup | Babysitting & Other Assistance to VUMC Healthcare Providers | TN Dept of Health | Poison Center Hotline | Food Delivery with Second Harvest | Exposure Survey Processing | Telehealth Set Up | Multilingual Educational Video Creation | VUMC COVID Hotline | PPE Shortage |
|-----------|-------------------------------------|---|-------------------------------------|-------------------------------------|-----------------------------------|----------------------------|--------------------------|---|-------------------------------------|-------------------------------------|
| 1 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

Volunteer Effort for Vanderbilt University Medical Center



Volunteer

Request Services

Wellness Resources



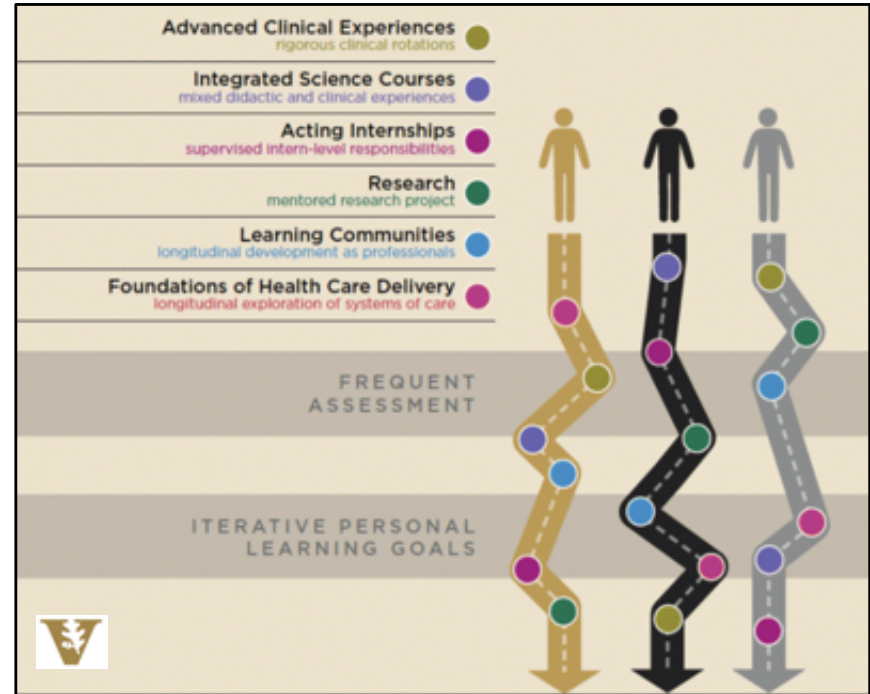
Aaron Azose, M4
Poison Center Hotline

| | | | | | |
|--|--|--|--|----------------------------|----------------------------|
| <p>If a department row is shaded in this color, there may be nurses already contacting patients to confirm telehealth set-up. Please fill out a form to confirm if this is the case after a few patients (so we can eventually remove them), and skip that list and feel free to pick up a different site instead :). Thank you!</p> | <p>If your cell is shaded in this color, then we switched you from a removed department to a new spot. Feel free to switch to another spot if you would prefer! Thank you!</p> | <p>Helpful Links:</p> <p>Click here for Google Drive (Instructional Video and Powerpoint, Finding Patient List, and Patient Perspective):</p> | <p>If you would like a straightforward script with directions for the call, check out the "Summary of Instructions" Tab at the bottom of this spreadsheet.</p> | | |
| <p>If you encounter any problems, have any suggestions or tips, or notice any significant mistakes in patient volume estimation, please fill out this form:</p> | <p>Estimated Daily Patients</p> | <p>Appointment date (call 1-2 days before) 3/31/2020</p> | <p>April 1</p> | <p>April 2</p> | <p>April 3</p> |
| <p>11:01AM+</p> | <p>Student 1</p> | <p>MariaSanta Mangione</p> | | | |
| | | | | | |
| | | | | | |
| <p>HIGHEST PRIORITY CLINICS:</p> | | | | | |
| <p>Internal Medicine / Primary Care</p> | | | | | |
| <p>PRIMARY CARE GREEN HILLS</p> | <p>~20-30</p> | | | | |
| <p>8AM-11AM</p> | <p>Student 1</p> | <p>Veerain Gupta</p> | <p>Jessa Fogel</p> | <p>Ayesha Muhammad</p> | <p>Matt Lan</p> |
| <p>11:01AM+</p> | <p>Student 2</p> | <p>MariaSanta Mangione</p> | | | |
| <p>Internal Medicine Pod A OHO</p> | <p>~30</p> | | | | |
| <p>8-9:59am</p> | <p>Student 1</p> | <p>Chandler Montgomery</p> | <p>Chandler Montgomery</p> | <p>Chandler Montgomery</p> | <p>Chandler Montgomery</p> |
| <p>10:00-11:59 pm</p> | <p>Student 2</p> | <p>Kevin Neuzil</p> | <p>Kevin Neuzil</p> | <p>Kelly Vittetoe</p> | <p>Caroline Maguire</p> |
| <p>12+ pm</p> | <p>Student 3</p> | <p>Katie McKay</p> | <p>Katie McKay</p> | | |
| <p>Internal Medicine Pod B OHO (nurses calling)</p> | <p>~10-20</p> | | | | |
| <p>Before 12pm</p> | <p>Student 1</p> | <p>Sarah Pourali</p> | <p>Sarah Pourali</p> | | <p>Meria Hubler</p> |
| <p>12pm and after</p> | <p>Student 2</p> | <p>Ally Metro</p> | <p>Ally Metro</p> | <p>Beatrice Konrad</p> | <p>Meria Hubler</p> |
| <p>Internal Medicine Pod C OHO</p> | <p>~10-20</p> | | | | |
| <p>Before 12pm</p> | <p>Student 1</p> | <p>Bekka DePew</p> | <p>Kelly von Beck</p> | <p>Matthew Villaume</p> | <p>Kelly von Beck</p> |
| <p>12pm and after</p> | <p>Student 2</p> | <p>none scheduled</p> | <p>Chiamaka Sonubi</p> | <p>Chiamaka Sonubi</p> | <p>Chiamaka Sonubi</p> |

Training in health systems science



Alternative pathways to developing competency



Learning from value-added roles

- National healthcare systems
- Local & regional healthcare systems
- Health equity
- Social determinants of health
- Health literacy education
- Public outreach
- Advocacy
- Teamwork
- Communication
- Interprofessional team building
- Technological skills
- Evidence-based medicine
- Literature analysis



📌 Pinned Tweet

 **Kitae Chang** @tyechang · 18h

First multi-institutional [#Telemedicine](#) Student Collaborative meeting in the books! So impressed by all of these self-driven student leaders who are spear-heading timely initiatives during [#COVID19](#) [#InThisTogether](#) [#medstudenttwitter](#) [#medtwitter](#)

BTW - we all met on [@Twitter](#) ! 🧐



Anoushka Dua and 6 others



AMA Innovations in Medical Education Webinar Series

**Converging Health Systems Needs with Student Learning and Competency
Development: Michigan Medicine Prenatal Care Support Project**

**Susan Carlson, BSBA
Maya M. Hammoud, MD, MBA
University of Michigan Medical School**

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Objectives



General medical student response

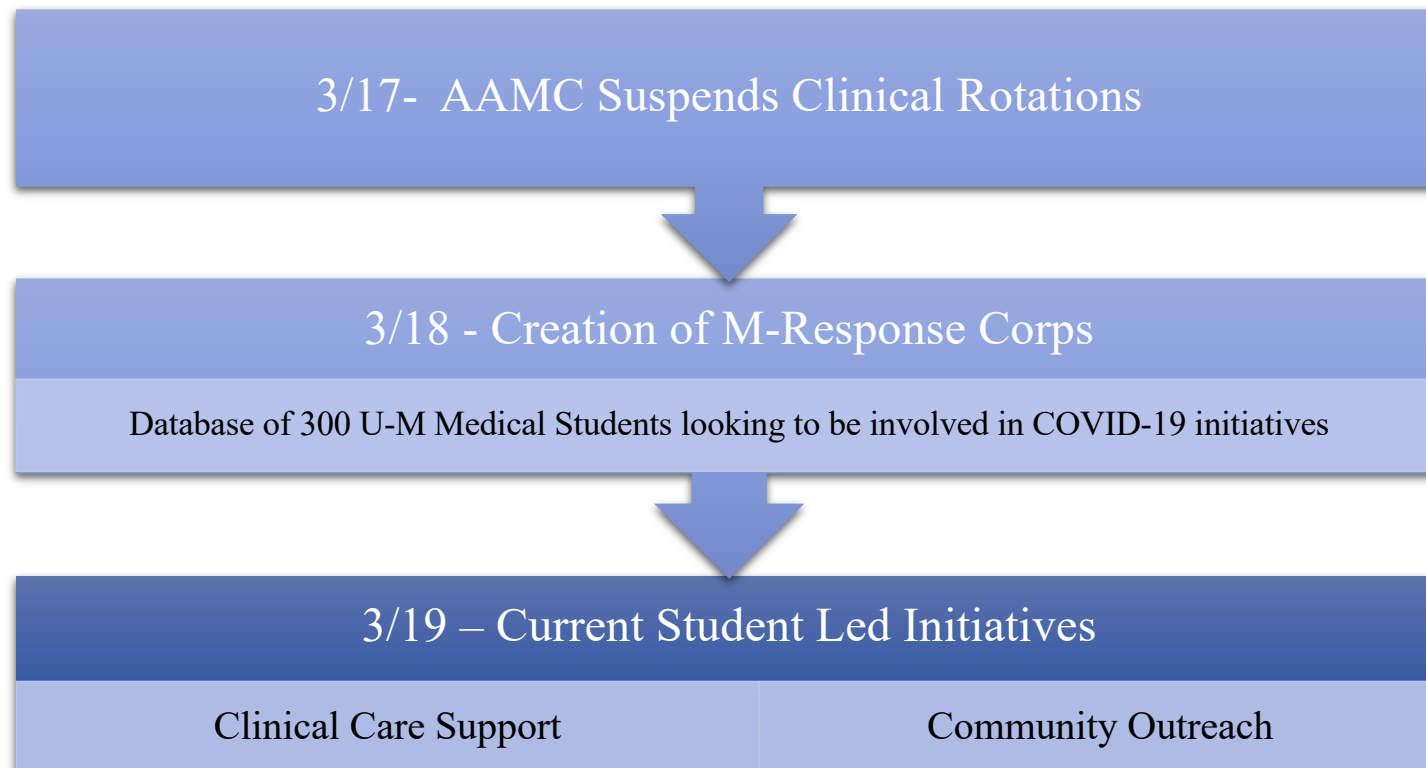


Prenatal care support project



Converging medical students' involvement with educational competencies

Michigan Medical School Student Response to COVID-19



Student Led Initiatives- Community Outreach











| Initiative | # Students | Outcome |
|---------------------------|------------|--|
| PPE Collection Center | 8-12/day | 25,000 masks, 2000+ N95 masks, 1300 face shields, 140,000+ gloves, 500 lab coats |
| PPE Calling for Donations | 13 | 234 businesses contacted 18 confirmed donations |
| COVID Drive-Up Testing | 5-10 | 400-500 tests daily |
| Geriatric Social Calls | 40 | 1 call center : 250 calls social connection + supply needs |

Student Led Initiatives - Clinical Care Support


| Initiative | # Students | Outcome |
|-------------------------------|------------|---|
| PPE Training for UM Employees | 45 | 24/7 training of 3000+ hospital employees |
| COVID-19 Kit Assembly | 10 | 600 Kits |
| Wolverine Street Medicine | 45 | 100 sanitizers made, 25 canisters of sanitary wipes, supplied 2 shelters stock of N95s/gloves/gowns |
| Student-Run Free Clinic | 30 | 70 Patients “seen” |
| Prenatal Care Support Project | 46 | 1500 patients contacted 19 student leadership positions |

New 4-1-4 Prenatal Care Model

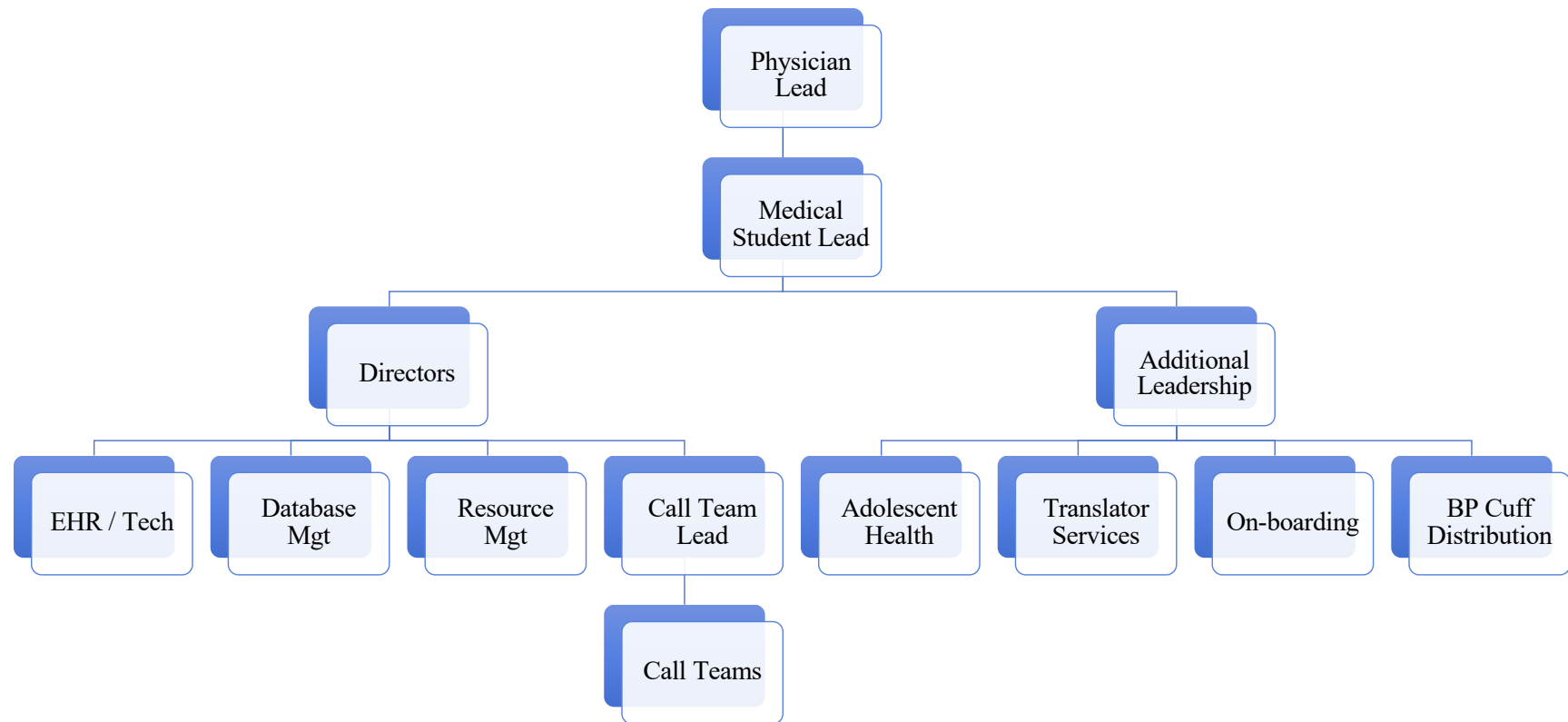
We have developed strategies to deliver safe prenatal care for pregnant patients during the COVID-19 pandemic

| | | |
|---|---|--|
| <p>Reduce in-person visits to 5:</p> <p>Initial OB 28 weeks Anatomy Scan 36 weeks 39 weeks</p> <p>By clustering care around:</p> <div>Exams</div> <div>Labs & Injections</div> <div>Imaging</div> | <p>Maximize support using telemedicine:</p> <div>Video visits where possible</div> <div>Phone visits as an alternative</div> <div></div> <p>Supported by remote monitoring:</p> <div><ul style="list-style-type: none">1. Blood Pressure2. Fetal Heart Tones3. Weight</div> | <p>Use strict precautions when in-person contact is necessary</p> <div>Wait in the car</div> <div></div> <div>Reduce contact with symptomatic patients</div> <div></div> <div>See CDC guidelines!</div> <div></div> |
|---|---|--|

Alex Friedman Peahl, MD

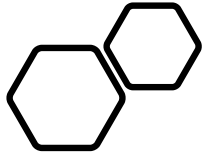
 **MICHIGAN MEDICINE**
UNIVERSITY OF MICHIGAN

Leadership Design



Prenatal Care Support Project Planning

| Day | Outcome | Support Persons |
|-----|--|--|
| 1-3 | Developed patient resources (script, prenatal care guidelines, remote monitoring support, COVID prenatal information) | Maternity care departments Patient education specialists Social work Medical students |
| 3 | Increased team size from 10 -> 50 | Medical Students |
| 4 | Developed student support resources (workflow, EHR directions, FAQ) | EHR on-boarders Faculty lead Maternity care department Medical students |
| 5 | Began calling patients | Faculty lead Medical students |



Student Tasks

1

Provide reassurance
during COVID 19

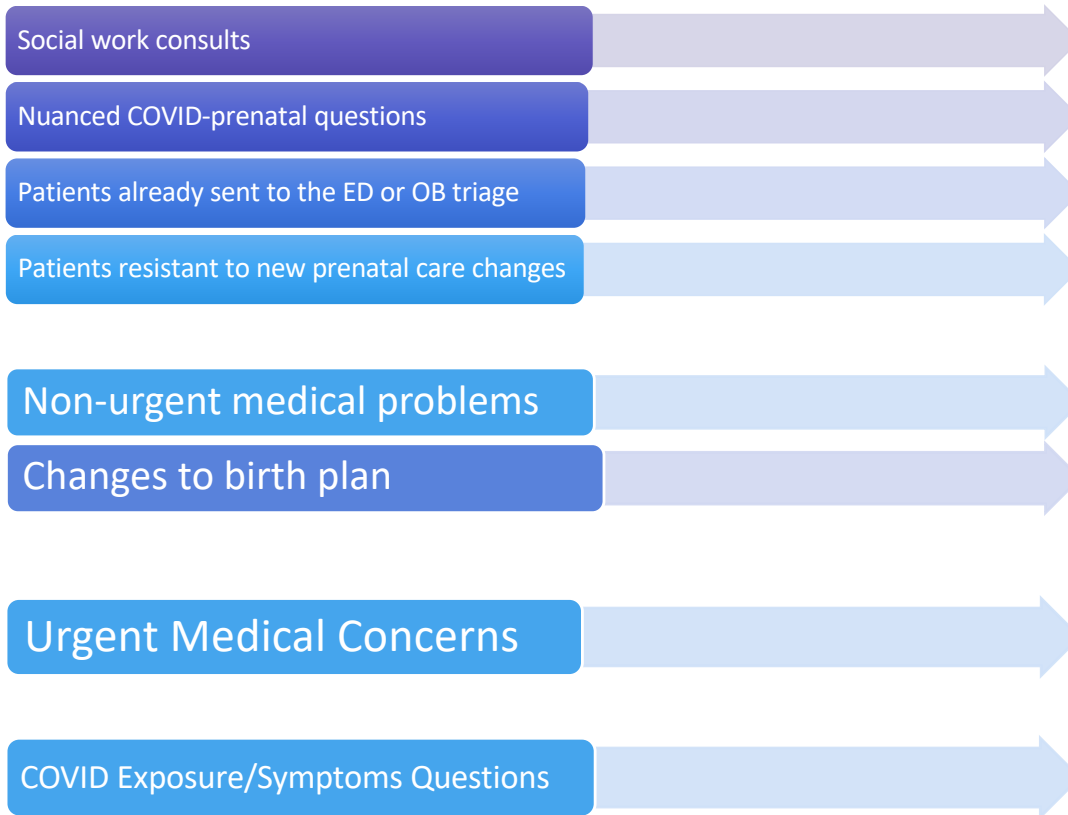
2

Provide information
about virtual
prenatal care

3

Provide support
during a stressful
time and new care
transition

Issues Referred to Providers



Physician Lead



Obstetric Provider

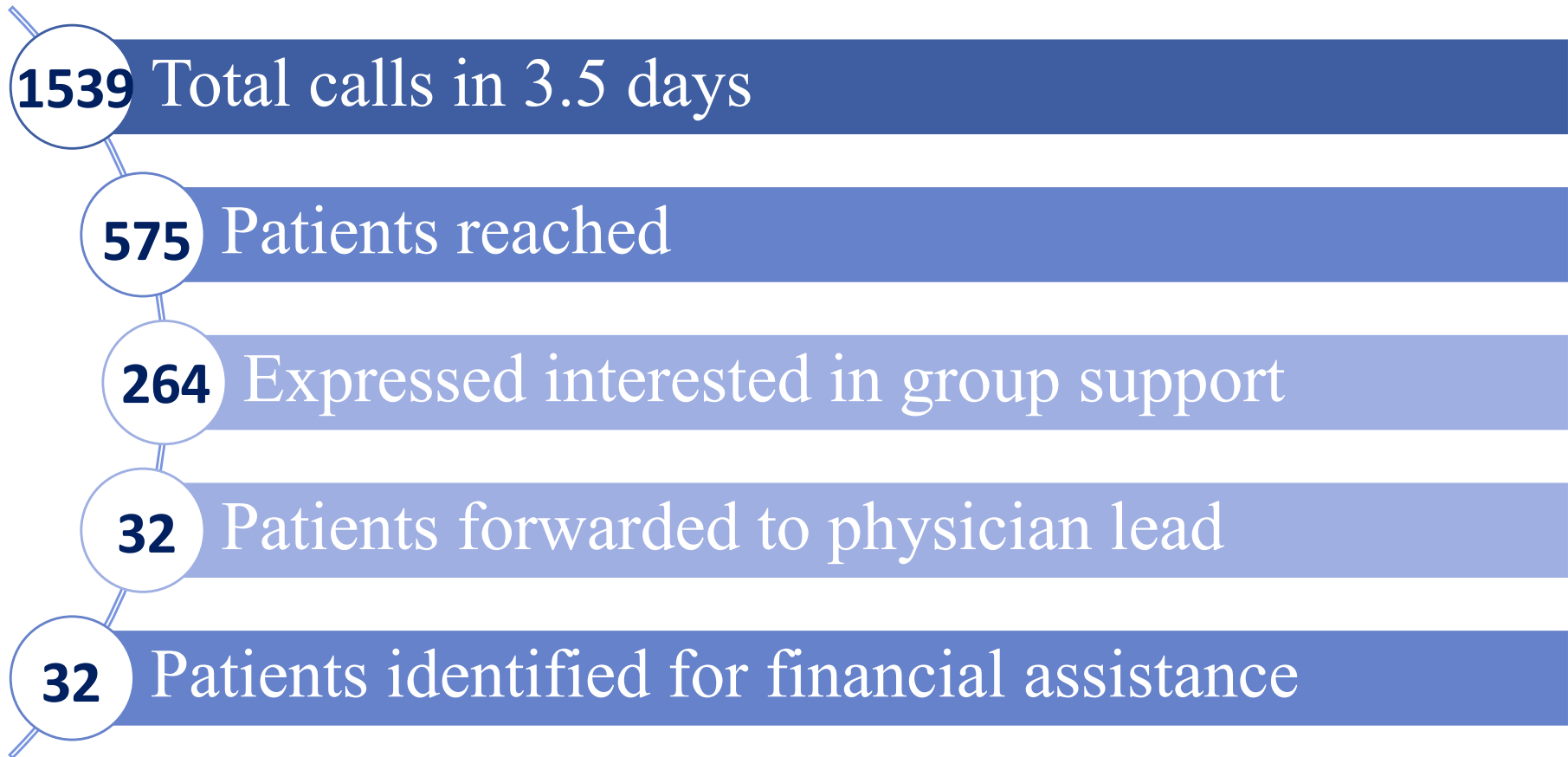


OB TRIAGE



COVID Hotline

Accomplishments as of 3/27



Troubleshooting

Translator services

Students onboarded who spoke Bengali, Mandarin, Arabic & Spanish

Topic of homebirth

Larger than expected volume -> encouraged patients to talk to their providers at their next visit and documented in chart

Language used

Patient privacy : not “prenatal care”

Gender non-conforming language : “pregnant patients” not “women”

Quotes from Students

I got involved in this project because I thought it would be helpful to update pregnant patients about logistical changes to their care during the COVID-19 pandemic. I had no idea how receptive these patients would be to this seemingly small act- their expressions of gratitude made me realize how impactful human interaction can be, no matter how small of an act. I believe this lesson translates not only during this time of enforced social distancing, but also in the current age of a healthcare field dominated by technological communications. I hope to carry this value of human connection forward with me in my practice as an OB/GYN.

Third Year Medical Student

Quotes from Students

One of the most rewarding parts of working with pregnant patients is confronting uncertainty — they are truly amazing and brave. This is not the pregnancy they could have ever imagined, but I think we have a responsibility to maintain the humanity that underlies our care. I'm so proud that we did not just send a form letter about one of the most consequential experiences of their lives, but that we are taking the time to be with them even when we don't have good answers. These calls can be incredibly hard, and it can feel terrible to have to say that we can't accommodate someone's very human and reasonable needs, but it is the right thing to say it individually, to listen, and to support as much as we can.

Third Year Medical Student

Takeaways From Student Response to COVID-19

- ❖ Department buy-in and dedicated faculty leads
- ❖ Several leadership opportunities for students
- ❖ Opportunity for students to feel utilized and fulfilled by patient interactions
- ❖ Opportunity for medical students to have patient contact while learning and staying safe





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Deploying Students in alternative roles during COVID-19:
Preserving clinical educational objectives and supporting competency development

Questions

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Future Events

Continue the discussion

Please join us to ask questions of our panelists at:

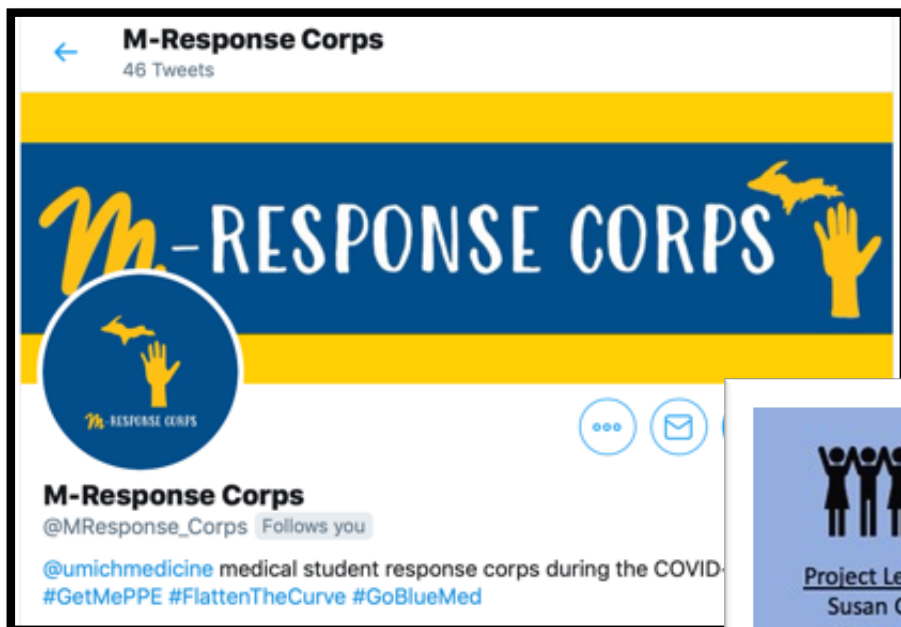
<https://ama-assn.org/communities/accelerating-change-in-medical-education>

- What alternative student activities help develop competency in health systems science?
- What alternative student activities help develop competency in discipline-specific clinical skills?

Future webinars

June 2020

Celebrating Diversity:
Mission-aligned admissions and
residency selection processes



Umich Student Council
 Ali Hammoud
 Nadine Ibrahim
 Nicole Dayton
 Michael Broderick

AMA Innovations in Medical Education Webinar

Prenatal Patient Support Project

| | | | |
|--|--|---|--|
|  Project Leadership Susan Carlson Allison Powell Chloe Ramirez Biermann Yoni Siden Seth Klapman Nadine Makki |  Katarina Alajbegovic Bryana Bayly Kate Brown Kelsey Carman Chelsea Chase Brian Cleary Ayana DeGaia Duyhoang Dinh Braden Engstrom Carmen Fernandez Taania Girgla Stephen Goldberg |  Patient Callers Keerthi Gondy Julia Hammoud Armani Hawes Tiffany Hu Taylor Jamerson Sangri Kim Vivian Ling Stevan Lukich Anna Munaco Erica Odukoya Luke Pumiglia |  Anjan Saha Claire Shea Devin Shen Taylor Standiford Nishma Valikodath Nithya Vijayakumar Gavisha Waidyaratne Taylor Wood Aisling Zhao |
|  Translator Services Nabeel Salka Monica Choo Taania Girgla Tiffany Hu Anjan Saha Devin Shen |  BP Team Armani Hawes Anna Munaco |  Onboarding Leader Monica Choo |  Adolescent Prenatal Care Kelsey Carman Chelsea Chase |
|  Call Team Leads Hanna Berlin Nicki Byl Monica Choo Lauren Gaston-Hawkins Annie Minns Aliya Moreira Nabeel Salka Yoni Siden | |  Literature Review Team Duyhoang Dinh Keerthi Gondy Erica Odukoya Allison Powell Gavisha Waidyaratne | |
|  Database Mgt Team Allison Powell Chloe Ramirez Biermann Chrissy Franco Miles McGovney Erica Odukoya | | | |

Clerkship Objectives & Learning Outcomes

The overall goals for the second year OBGYN Clerkship are listed below. Our purpose is to outline the “core” of OBGYN knowledge, skills and professional attitudes that are fundamental for all medical students. We have also mapped those specific objectives to the institutional objectives.

Clerkship Objectives

› **Knowledge**

VIRTUAL

› **Skills**

IN-PERSON/VIRTUAL

› **Professionalism**

VIRTUAL/In-person

Learning Outcomes

› **Instructions**

› **Gynecology (Outpatient Clinic)**

VIRTUAL/In-person

› **Gynecologic Surgery**

IN-PERSON/VIRTUAL

› **Obstetrics**

VIRTUAL/In-person

University of Michigan Medical School Medical Student Competencies

| Domain | Competency |
|---|--|
| <u>Communication</u> Students will demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. | C-pf. Communicate effectively with <u>patients</u> , <u>families</u> , and the public across a broad range of socioeconomic and cultural backgrounds |
| | C-ch. Communicate effectively with <u>colleagues</u> , other <u>health professionals</u> and health-related agencies, including the transitions of care |
| | C-mr. <u>Maintain</u> complete, timely and accurate medical <u>record</u> to contribute to effective patient care |
| | C-dc. Demonstrate sensitivity, honesty, and compassion in <u>difficult conversations</u> including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics |
| | C-ic. Demonstrate insight and understanding about their own and others' perspectives to facilitate interpersonal interactions to effectively manage <u>interpersonal conflict</u> |

University of Michigan Medical School Medical Student Competencies

| Domain | Competency |
|---|---|
| <u>Professionalism</u> Students will demonstrate and maintain the professional attributes of compassion, altruism, respect, integrity, and commitment to addressing the needs of a diverse and changing society. Students and graduates will seek excellence in professional endeavors. | PR-ra. Demonstrate <u>responsibility</u> and <u>accountability</u> to patients, society, and the profession |
| | PR-cd. Demonstrate <u>compassion</u> , integrity, respect, sensitivity, and responsiveness to <u>diverse populations</u> |
| | PR-pv. Demonstrate awareness of the <u>patient vulnerability</u> and the inherent power differentials in organizational and interpersonal relationships and respect the boundaries that define therapeutic relationships |
| | PR-ci. Navigate ethical dilemmas in medical care, including <u>conflict of interest</u> and competing priorities, in ways that maintain the primacy of patient interests |
| | PR-sr. Participate as an important part of the healthcare team and <u>share responsibility</u> for patient care |

University of Michigan Medical School Medical Student Competencies

| Domain | Competency |
|---|--|
| <u>Patient Care</u> Students will provide patient-centered care that is compassionate, culturally competent, appropriate, and effective for the treatment of health problems and the promotion of health. | PC-hp. Gather, organize, interpret patient information about patients and their conditions through <u>history</u> taking, <u>physical</u> examination, and other methods of information gathering |
| | PC-cr. Use <u>clinical reasoning</u> , formulate appropriate differential diagnoses, make informed decision about diagnostic and therapeutic interventions based on patient information and preferences, data from the history, physical, laboratory findings, imaging, other diagnostic tests, and current scientific evidence |
| | PC-ed. Counsel and <u>educate</u> patients and their families to empower them to participate in their care and enable shared decision-making to promote health |
| | PC-px. Develop and carry out <u>management plans</u> in collaboration with patients, families, and healthcare team |
| | PC-dx. Perform comprehensive medical and <u>diagnostic skills</u> considered essential for patient care |

University of Michigan Medical School Medical Student Competencies

| Domain | Competency |
|---|---|
| <u>Leadership, Teamwork and Inter-professionalism</u> Students will demonstrate the ability to engage in an inter-professional team in a manner that optimizes safe, effective patient- and population-centered care. | LTI-cc. Demonstrate the ability to manage one's own and others' roles to <u>coordinate care</u> by engaging the team |
| | LTI-it. Demonstrate psychosocial and culturally sensitive skills to work on <u>inter-professional teams</u> |
| | LTI-lm. Demonstrate the ability to build, <u>lead, manage,</u> and work in productive teams |

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Prenatal Patient Support Project

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University of Michigan Medical School Medical Student Competencies

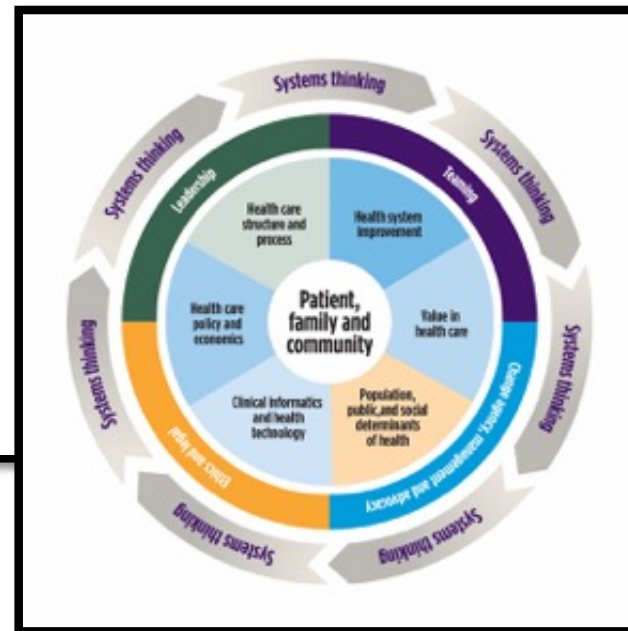
| Domain | Competency |
|--|---|
| <u>Practice Based Learning and Improvement</u> Students will demonstrate the ability to investigate and evaluate one's performance including the ability to appraise and assimilate scientific evidence and to continuously improve in areas including patient care based on constant self-evaluation and lifelong learning. | PBLI-ce. <u>Critically evaluates</u> self and peers and provide constructive feedback |
| | PBLI-sl. Engage in <u>self-directed learning</u> , reflective practice, guided self-assessment, and demonstrate receptivity to feedback |
| | PBLI-ca. Locate, <u>critically appraise</u> , apply evidence, and weigh the uncertainty to guide decision making to achieve optimal patient outcomes |
| | PBLI-et. Demonstrate the ability to utilize current and <u>emerging technology</u> |
| | PBLI-dp. Demonstrate how <u>data</u> illustrating current <u>performance</u> at the individual, team, and systems levels is used to achieve the highest quality of care |

University of Michigan Medical School Medical Student Competencies

| Domain | Competency |
|--|---|
| <u>Systems-Based Practice</u> 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. | SBP-os. Demonstrate the ability to recognize the basic <u>organization of healthcare systems</u> , including the various relationships between patients, providers, and institutions |
| | SBP-ws. <u>Work</u> effectively in various health care delivery settings and <u>systems</u> |

University of Michigan Medical School Medical Student Competencies

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AMA Health Systems Science Learning Series

Preparing future physicians and health care professionals to successfully work within health systems.

MEDICAL EDUCATION AND TRAINING

Establishing Essential Leadership Behaviors

AMA Health Systems Science



HEALTH CARE REFORM

What Are the Components of Value-Based Care?

AMA Health Systems Science



MEDICAL EDUCATION AND TRAINING

What Makes Team-Based Care Effective?

AMA Health Systems Science



HEALTH DISPARITIES

Social Determinants of Health

AMA Health Systems Science



HEALTH CARE DELIVERY MODELS

Systems Thinking

AMA Health Systems Science



PATIENT SAFETY

Patient Safety

AMA Health Systems Science



HEALTH CARE QUALITY

Quality Improvement

AMA Health Systems Science



HEALTH CARE DELIVERY MODELS

Health Care Delivery Systems

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DIGITAL

Why innovation is needed to better manage chronic disease

DEC 23, 2019



Staff News Writer

American Medical Association

Chronic disease is an epidemic. The vast majority of annual health care spending goes toward treating conditions like heart disease, cancer, diabetes and obesity. Yet, despite trillions of dollars spent on management, chronic diseases still cause up to 75% of all deaths in the U.S.

Resolution ready in 2020

Give your patients the advice they need to achieve their health goals for the new year. Explore the AMA's resources on creating sustainable habits in 2020.

In an episode of the "[AMA Moving Medicine](#)" podcast, Richard Milani, MD, chief clinical transformation officer at Ochsner Health System, in southeast Louisiana, addresses the challenges of treating chronic disease in the outpatient setting and makes a case for leveraging behavior change as part of the solution.

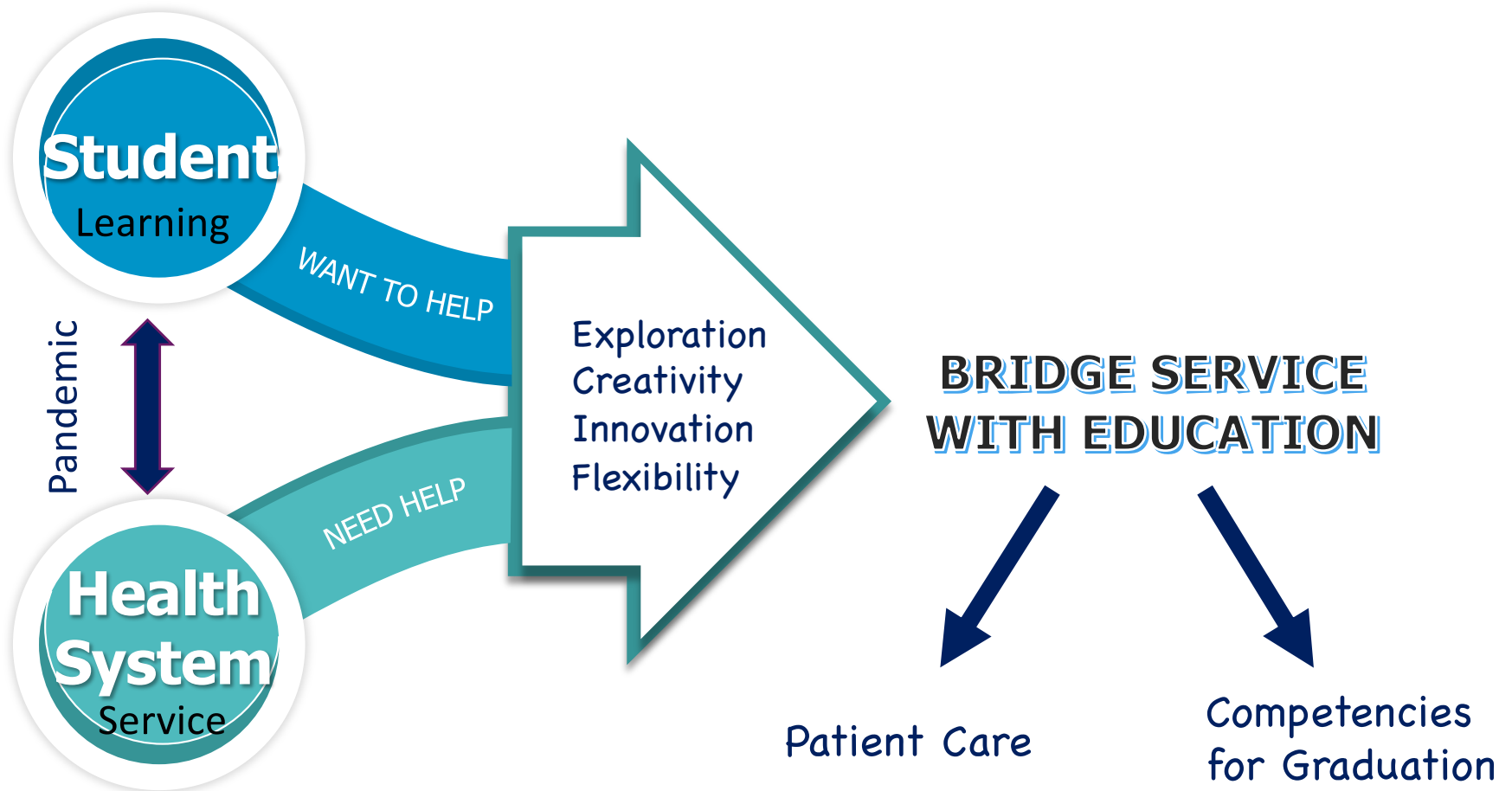
Below is a lightly edited full transcript of the presentation. You can tune in on [Apple Podcasts](#), [Google Play](#) or [Spotify](#).

Dr. Milani: Let's start off with the outpatient side. No better place to start than what's really encompassing the biggest problem that we face from

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CONTINUING RESOURCES

Accelerating Change in Medical Education
This community is a place for thought leaders and stakeholders to meet, collaborate, discuss important topics, share ideas and share resources to improve medical education.

Newsfeed Discussions Members **Resources** ChallengedEd™ 2019 National Conference Consortium at AAMC

Resources

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Webinar Archives & Resources

IPE Resources

Student Leadership Meeting materials

Student-Led Meeting on Health Systems

COVID-19 Ed Resources

AMA Health Systems Science Modules
This series of modules provides medical students with a clear understanding of how health care is delivered, how health care professionals work together to deliver that care, and how the health system can improve patient care and health care delivery.

Online Resources
Clinical Teaching and Learning Experiences without Physical Patient Contact

YOUR GROUPS

- AMA Physician Innovation Network
- AMA PHYSICIAN INNOVATION NETWORK Accelerating Change in Medical Education
- AMA PHYSICIAN INNOVATION NETWORK AMA Physician Innovation Network - Discussions
- AMA Network Pilot
- AMA NETWORK PILOT Q&A Board
- AMA PHYSICIAN INNOVATION

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Resident & medical student COVID-19 resource guide

Find out about the status of MCAT exam administrations, clinical rotations, USMLE STEP 2 testing and other critical information.

Resident & fellow resources

- COVID-19 impact on residents & fellows**
Follow the ACGME newsroom coverage of COVID-19 as it relates to issues affecting the graduate medical education community.
- ABMS statement to Designated Institutional Officials (DIOs) on COVID-19**
The American Board of Medical Specialties (ABMS) states that in situations in which quarantine impedes completion of on-time

Essential Tools & Resources

- COVID-19 FAQ: Your pressing questions answered
- Featured updates: COVID-19 resource center
- Your guide to COVID-19 preparedness
- AMA president speaks on preparing physicians for COVID-19

COVID-19 action plan

Please join us to ask questions of our panelists at:
<https://ama-assn.org/communities/accelerating-change-in-medical-education>



AMA Innovations in Medical Education Webinar Series

Deploying Students in alternative roles during COVID-19:
Preserving clinical educational objectives and supporting competency development

Questions

Your MISSION is *Our* MISSION

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