

## LEARNING OBJECTIVES: EL Pediatrics Gastroenterology and Hepatology Elective (2WK)

Overarching Goals	Learning Objectives: By the end of the rotation, students will be expected to:	Where/how taught (location or learning activity)	Taught by (attending, fellows, etc.)	How student's achievement of objective is assessed (assessment method)	How feedback is given (feedback method)	Quantity target (target number of patients/ events during rotation)
1, 2, 3, 4, 5, 6	<p>1. <b>History skills:</b> Gather the important information that is needed for the pediatric gastroenterology/hepatology/nutrition history and complete a history in the medical record for at least 20 patients</p> <ul style="list-style-type: none"> <li>a. The student should name all the routine questions that are involved in taking a history of the gastrointestinal and hepatic system/nutrition in children</li> <li>b. The student will give clear, concise oral presentations.</li> </ul>	Clinic and inpatient service	Fellows and faculty, NP if applicable	Direct observation by a faculty member, discussion with faculty	Verbal feedback after presentations, Medhub evaluation by faculty	20
1, 2, 3, 4, 5	<p>2. <b>Physical examination skills:</b> Complete a pertinent physical examination for the evaluation of the gastrointestinal system (including head, mouth, chest, abdomen, and rectum when applicable) on at least 20 patients. The student should demonstrate the ability to perform this pertinent physical examination while being observed by at least one attending or resident.</p> <ul style="list-style-type: none"> <li>a. The student should be able to explain each part of the physical examination of the gastrointestinal tract, why it is being performed and what abnormalities are being sought.</li> <li>b. The student should be able to conduct a thorough exam of the abdomen, including</li> </ul>	Clinic and inpatient service	Fellows and faculty, NP if applicable	Direct observation by a faculty member, discussion with faculty, self assessment	Verbal feedback after assessment, Medhub eval	20

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	assessment of masses, hepatosplenomegaly and distention.					
1, 2, 3, 4, 5, 6, 7, 8	<p>3. <b>Knowledge/diagnostic and treatment skills:</b> Know about common pediatric gastrointestinal and liver conditions, for example:</p> <ul style="list-style-type: none"> <li>a. Know common causes of abdominal pain, diarrhea, and vomiting</li> <li>b. Name at least 3 laboratory tests to evaluate each of these conditions or diagnostic imaging tests used to evaluate each of the above conditions and select them appropriately for each case.</li> <li>c. Describe the first line therapy for each of these conditions.</li> </ul>	Clinic and inpatient rounds, self directed learning modules	Fellows and attendings	Informally during rounds and presentations	Verbal	N/A
4	<p>4. <b>Procedural skills: Observe endoscopy and colonoscopy, identify anatomical structures during endoscopy and participate in discussion with families</b></p> <ul style="list-style-type: none"> <li>a. The student should know the key indications for the procedure.</li> <li>b. The student should discuss findings during the endoscopic procedure with the faculty</li> </ul>	Endoscopy unit	Faculty and fellow	Informally on procedure days	Verbal	8 procedures
4, 5, 6	<p>5. <b>Attitude:</b> Demonstrate professional responsibility in working as a team member with other members of the pediatric GI/Hepatology care team, patients and families.</p>	Inpatient unit, clinic	All team members	Direct observation during clinical time	Direct feedback with faculty, medhub	N/A

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	<ul style="list-style-type: none"> <li>a. The student should exhibit sensitivity to the psychosocial issues faced by pediatric GI/Hepatology) patients and their families.</li> <li>b. The student should exhibit honesty, accuracy and integrity in all interactions with patients, families, colleagues and others.</li> </ul>					
5, 6, 8	<ul style="list-style-type: none"> <li>6. <b>Career/context:</b> Know the training/career pathway for pediatric GI/Hepatology               <ul style="list-style-type: none"> <li>a. Know 3 aspects of career satisfaction in this specialty.</li> <li>b. Know key roles that the specialty plays in the health care system.</li> </ul> </li> </ul>	All clinical locations	Faculty and fellows			

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## Overarching Goals and Definitions of Elective/Subinternship

### Overarching Goals

See Webpage: <https://medicine.yale.edu/md-program/curriculum/competencies-requirements/competencies/>

The Overarching Goals of the curriculum serve as the foundation for our curriculum and define its content. Emphasis is placed on goals that meet the growing needs of a changing society and medical practice. A strong foundation in science provides special opportunities for students to participate in creative endeavors that foster the life-long pursuit of scholarship.

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

Each goal has been thoroughly reviewed by a task force comprised of content experts, interested parties, and students. These task forces made recommendations for content and pedagogy across the four years that are being used to guide the curriculum rebuild process.

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### Subinternship and Clinical Elective Definitions

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

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

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

- 1) With appropriate supervision, participate in the care of patients as an adjunct to a primary clinician (usually a fellow or resident) on a service. The student may interface with the patient, medical team, nursing staff, and other services.
- 2) Exposure to and participation in day to day activities, tasks, and responsibilities of patient care on the service.
- 3) A patient case-mix chosen for interesting learning opportunities.

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- 4) An opportunity for exposure to sub-specialty areas of medicine which will enhance student's knowledge base and experience.
- 5) A level of independence appropriate to a 4th year medical student.