Inpatient Medicine Clerkship Action Plan

1) Objectives
   a. We fully support plans to alter course objectives to better represent conditions stressed in inpatient medicine

2) Essential Diagnoses
   a. We fully support plans to alter essential clinical conditions for the clerkship to better represent clinical conditions stressed in inpatient medicine and are able to ensure alternative learning opportunities for these new diagnoses

3) Essential Skills
   a. We fully support plans to alter essential clinical conditions to better represent clinical skills stressed in inpatient medicine

4) Learning Assessment Methods
   a. We have created a structured assessment of Admission H&Ps that will be used beginning in AY 214-2015. Should this be successful we will consider creating a similar assessment of SOAP notes. This will be available on May 20th. We have also created an optional writing assignment focusing on understanding and processing patient safety errors or adverse events. See attachment “IM Clerkship Patient Safety Writeup.”
   b. We have created a structured mini-CEX focusing on communication skills to facilitate more helpful feedback. This will be used twice each block by faculty to evaluate communication skills on the wards. See attachment “Mini CEX.”
   c. After meeting with Geisel surgery, family medicine and pediatric clerkship directors, we have changed the grading scheme for the clerkship to make the grade more transparent. See attachment “Grading 2014-2015.”

5) Learning Opportunities
   a. We have created an hour-long small group interactive session on High Value Health Care. See attachment “HVC Curriculum Geisel IM.” This will be used every block starting with AY 2014-2015.
   b. At DHMC the attending schedules have been re-structured so that students on average will spend two weeks with each attending on the hospital medicine service.

6) Faculty/Resident Preparation
   a. At CPMC the residents and faculty annually receive an oral presentation describing the 14 course-specific objectives, the RIME paradigm for grading and the components of medical student grades. We have also provided a faculty development session regarding grades. Further information can be provided by Dr. Jacobson, CPMC Associate Clerkship Director, upon request.
b. At CPMC the 14 course-specific objectives and a “guide to working with medical students” are distributed by email to faculty and residents each time they work with a medical student. The “guide to working with medical students” goes through the RIME model and reiterates expectations as directly outlined in Geisel’s educational objectives. Further information can be provided by Dr. Jacobson, CPMC Associate Clerkship Director, upon request.