



Child Health Associate/Physician Assistant Program
Colorado Curriculum Competencies & Milestones

Domains and Definitions		Major milestones that lead to graduation competency				Graduation Competency
		EOY 1 Fall	EOY 1 Spring		EOY 2 Fall	
Patient Care Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems (core clinical presentations) and the promotion of health.		Describe universal precautions and key steps in the performance of basic medical procedures			Perform basic medical procedures in a simulated environment	PC – 1 Perform basic medical procedures (see Addendum) required for patient care with assistance or direct supervision
		Perform an organized, appropriately comprehensive history based on the chief complaints for the Colorado Curriculum presented thus far			Perform an organized and appropriately comprehensive history based on the chief complaint	PC – 2 Gather essential and accurate information about patients and their conditions through history taking and review of the medical record
		Perform a comprehensive organ-based physical exam, including all special tests			Perform a problem-focused physical exam, including pertinent special exams, based on the chief complaint	PC – 3 Gather essential and accurate information about patients and their conditions through physical examination
		Generates a broad differential diagnosis for a given clinical presentation			Develops a prioritized differential diagnosis list and articulates medical-decision making by including pertinent positive or negative information as evidence	PC – 4 Develop an appropriate patient assessment including diagnosis, (prioritized) differential diagnosis and medical decision-making
	Describe frequently used clinical tests and diagnostic imaging for core clinical presentations	Recognize normal, abnormal and critical findings in basic laboratory data, imaging studies and other commonly ordered tests		Select clinical tests and diagnostic imaging for core clinical presentations	Justify and interpret clinical tests and diagnostic imaging for core clinical presentations	PC-5 Select, justify and interpret frequently used clinical tests and imaging
		Includes return precautions and follow-up instructions for all patient encounters			Construct basic management strategies for patients with core clinical presentations.	PC – 6 Develop medically sound, patient-management plans
	Identify abnormal vital signs	Identify patients with serious or life threatening conditions for clinical presentations presented thus far			Respond appropriately to patients with serious or life threatening conditions	PC-7 Recognize a patient requiring emergent or urgent care, initiate treatment and seek help, as appropriate
		Identify patient condition(s) that are appropriate for referral and the appropriate referral resource(s)			Identify strategies to ensure continuity of care during transitions to and from different settings, including referrals	PC – 8 Provide appropriate referral of patients, ensuring continuity of care
		Identify resources for preventative health recommendations		Identify patients needing preventative health services based on age, gender or risk factors	Select and provide basic recommendations about the most appropriate preventative service for given patient scenarios	PC – 9 Provide preventative health care services to patients by accessing resources for preventative health recommendations and applying the recommendations to a specific patient context
	OVERARCHING RED FLAG FOR PATIENT CARE: Demonstrates behaviors indicative of dysfunctional organizational and time management skills (e.g. shuffling through multiple documents on rounds, multiple incomplete tasks, keeps patients waiting, frequently running behind and spends patient care or otherwise dedicated time trying to get caught up on prior work).					
Medical Knowledge Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care.	Demonstrate knowledge of basic and clinical science principles when asked to apply them to patient care scenarios					MK-1 Apply principles of basic and clinical science to patient care
	OVERARCHING RED FLAG FOR MEDICAL KNOWLEDGE: Block, CAPE, and/or Packrat exam scores below 70% in the setting of clinical feedback that student lacks knowledge of medical topics encountered.					



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Systems-Based Practice 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.		Identify barriers and list strategies for overcoming barriers to safe, effective and efficient care			Identify system errors	SBP – 1 Participate in identifying system errors amd suggest potential systems solutions
		Recognize common inefficiencies and sources of medical errors			Actively engage in QI of own practice or suggest improvements	SBP - 2 Systematically identify and analyze one's practice for inefficiencies and/or sources of medical errors, using quality improvement methods, with the goal of identifying solutions to improve one's practice
Interprofessional Collaboration Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient and population centered care.		Recognize the roles of various members of the interprofessional healthcare team and the scope of their practice			Collaborate with other health professionals to promote a climate of mutual respect and trust	IPC – 1 Participate effectively in different team roles to provide patient-centered care
	OVERARCHING RED FLAGS FOR INTERPROFESSIONAL COLLABORATION: Unprofessional team interactions, such as blocking/turfing patients, yelling at colleagues, or condescending or inappropriate interactions with nursing or other staff, difficulty functioning within a team, and/or frequent attempts to transfer blame; Does not value interprofessional input.					
Personal & Professional Sustainability Demonstrate the qualities required to sustain lifelong personal and professional balance.		Recognize stressors and challenges to personal well-being with prompting			Identify resources or solutions to manage stressors/conflicts	PPS-1 Demonstrate self-awareness, the ability to maintain personal well-being, and the ability to manage conflict between personal and professional responsibilities
	Demonstrate the ability to respond to unexpected change with resilience, self-control, and respect					PPS – 2 Practice flexibility and maturity in adjusting to change
	OVERARCHING RED FLAGS FOR PERSONAL & PROFESSIONAL SUSTAINABILITY: Inability to adjust behavior and communication styles appropriately; Inability to adapt to changing environments.					