

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

Domains and Definitions		Craduation Compatoner			
	EOY 1 Fall	EOY 1 Spring	EOY 2 Fall	EOY 2 Spring	Graduation Competency
		Describe universal precautions and key steps in the performance of basic medical procedures		•	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
		RED FLAG: History taking is disc	organized and/or lacks key information.		
		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
	RED FLAGS: Lacks	understanding of what type of information is obtained			
effective for the treatment of health problems (core clinical presentations)		Generates a broad differential diagnosis for a given clinical presentation			PC – 4 Develop an appropriate patient assessment including diagnosis, (prioritized) differential diagnosis and medical decision-making
		RED FLAG: Difficulty prioritiz	ing the DDx and analyzing diagnoses.	'	
	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
and the promotion of health.					
		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)			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	•	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 CAR	ncomplete tasks, keeps patients waiting, frequently running behind and			
					MV 1 Apply principles of best and 31 to 1 to 1 to 1
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.		MK-1 Apply principles of basic and clinical science to patient care			
	OVERA.	ge of medical topics encountered.			



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Practice-Based Learning & Improvement Demonstrate the ability to investigate and evaluate one's care of patients, to appraise and assimilate scientific evidence, and to improve patient care based on continuous self-evaluation and life-long learning.	A. Give and receive constructive feedback     B. Seeks out feedfack when a gap is noted	Apply feedback to identify gaps in knowledge, skills or attitudes with support	Develop improvement goals	Actively engage in learning activities to fill in gaps	PBL-1 Identify strengths and limitations in one's knowledge, skills and attitudes using feedback, develop improvement goals and actively engage in learning activities that incorporate feedback into daily practice to meet the goals		
		Identify the basic tenets of critical appraisal, including identifing sources of EBM, and navigating the EBM information as it relates to a specific health problem		Analyze a resource for its validity, reliability and applicability in supporting a patient management plan	PBL-2 Form clinical questions, then retrieve and appraise evidence to advance one's patient care		
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Interpersonal & Communication Skills Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.	A. Identify appropriate communication skills to support open-ended inquiry and relationship building	a. Demonstrate empathy through the use of appropriate verbal and nonverbal communication skills	A. Respect and adapt (verbally or nonverbally) to the circumstances	Anticipate, interpret, and respond to own and other's emotions appropriately in clinical interaction	ICS – 1 Demonstrate effective verbal and nonverbal communication with patients, families, and health professionals of diverse cultures		
	B. Use open-ended inquiry and effective listening skills to build relationships appropriately with patients and families	B. Identify appropriate verbal and nonverbal communication skills to support managing difficult interactions with patients and families	B. Elicit relevant and sensitive historical information, as well as concerns, needs and preference     C. Discuss sensitive and difficult topics with patients and families with sensitivity, compassion and honesty				
		B. Identify appropriate verbal and nonverbal communication skills to support managing difficult interactions with patients and families	A. Encourages active participation in decision making and planning     B. Presents appropriate range of options for decision making	Collaborate with patients and family to negotiate management plans that address concerns, needs and preferences of all affected parties, engaging additional resources when necessary	ICS-2 Share appropriate diagnosis and treatment information in a way that addresses patient and family concerns, needs and preferences (including the use of interpreters and other resources as necessary)		
	Identify critical components and formats of information in a health record	Document a clinical note that is organized and accurate	Document a clinical note that is organized, accurate, complete and concise in a simulated setting	Document a clinical note that is organized, accurate, complete and concise in a clinical setting	ICS – 3 Practice effective communication with peers and interprofessional team members through accurate, complete and concise health records		
	Identify critical components and formats of information in an oral presentation	Deliver an oral presentation that is organized and accurate	Deliver an oral presentation that is organized, accurate, complete and concise in a simulated setting	Deliver an oral presentation that is organized, accurate, complete and concise in a clinical setting	ICS -4 Practice effective communication with peers and interprofessional team members through accurate, complete and concise oral presentations		
	OVERARCHING RED FLAG FOR INTERPERSONAL & COMMUNICATION SKILLS: Notes or oral presentations are disorganized, contain several dysfluencies, errors, typos, etc.						
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		PRO-1 Demonstrate duty and accountability to patients, families, professional colleagues and society					
		PRO – 2 Behave with integrity and honesty					
Professionalism		PRO – 3 Demonstrate compassion, respect and tolerance for patients and colleagues					
Demonstrate a commitment to carrying	OVERARCHING MILESTONES FOR PROFESSIONALISM (Students should receive a check for each item, otherwise it is considered a red flag):						
out professional responsibilities and an adherence to ethical principles.	Provide constructive feedback and evaluati Demonstrate basic professional responsibil appropriate to setting Respond promptly and appropriately to res	nformation truthfully					
	completion of all required tasks  Accept personal errors and honestly acknowledge ti  Demonstrate humility, sensitivity and openness, par						



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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	
		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.					