



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

Domains and Definitions	ARC-PA Domain Equivalency	Year 1 milestones that lead to graduation competency	Year 2 milestones that lead to graduation competency	Graduation Competency
		Students should demonstrate achievement by EOY1	Students should demonstrate achievement by EOY 2	
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.	Medical Knowledge	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 or CAPE exam scores below 76%, PACKRAT scores <130, clinical feedback that student lacks knowledge of medical topics encountered in the clinical setting		
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.	Clinical & Technical Skills	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
		RED FLAG: History taking is disorganized 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 by individual exam elements; Extraneous or unorganized information in the H&P			
	Clinical Reasoning & Problem-Solving	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
		RED FLAG: Difficulty prioritizing the DDX and analyzing diagnoses		
		a. Describe frequently used clinical tests and diagnostic imaging for core clinical presentations b. Recognize normal, abnormal and critical findings in basic laboratory data, imaging studies and other commonly ordered tests	a. Select clinical tests and diagnostic imaging for core clinical presentations b. Justify and interpret clinical tests and diagnostic imaging for core clinical presentations	PC-5 Select, justify and interpret frequently used clinical tests and imaging
		RED FLAGS: Orders too many tests; Difficulty assigning pre-and post-test probabilities		
		Includes return precautions and follow-up instructions for all patient encounters a. Identify abnormal vital signs b. Identify patients with serious or life threatening conditions for clinical presentations presented thus far	Construct basic management strategies for patients with core clinical presentations. Respond appropriately to patients with serious or life threatening conditions	PC - 6 Develop medically sound, patient-management plans 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	a. Identify patients needing preventative health services based on age, gender or risk-factors b. 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				
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.	Clinical Reasoning & Problem-Solving	Identify barriers and list strategies for overcoming barriers to safe, effective and efficient care	Identify system errors	SBP - 1 Participate in identifying system errors and 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.	Interpersonal	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



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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.	Interpersonal	a. Identify appropriate communication skills to support open-ended inquiry and relationship building b. Use open-ended inquiry and effective listening skills to build relationships appropriately with patients and families c. Demonstrate empathy through the use of appropriate verbal and nonverbal communication skills d. Identify appropriate verbal and nonverbal communication skills to support managing difficult interactions with patients and families	a. Respect and adapt (verbally or nonverbally) to the circumstances 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 d. 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
		Identify appropriate communication skills to support sharing health information that addresses patient and family concerns, needs and preferences (including the use of interpreters and other resources as necessary)	a. Encourages active participation in decision making and planning b. Presents appropriate range of options for decision making c. 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)
		a. Identify critical components and formats of information in a health record b. Document a clinical note that is organized and accurate	a. Document a clinical note that is organized, accurate, complete and concise in a simulated setting b. 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
		a. Identify critical components and formats of information in an oral presentation. b. Deliver an oral presentation that is organized and accurate	a. Deliver an oral presentation that is organized, accurate, complete and concise in a simulated setting b. 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.				
Professionalism Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.	Professional Behaviors	Demonstrate duty and accountability at all times		PRO-1 Demonstrate duty and accountability to patients, families, professional colleagues and society
		Behave with integrity and honesty at all times		PRO – 2 Behave with integrity and honesty
		Demonstrate compassion, respect and tolerance at all times		PRO – 3 Demonstrate compassion, respect and tolerance for patients and colleagues.
		OVERARCHING MILESTONES FOR PROFESSIONALISM (Students must receive a check for each item, otherwise it is considered a red flag):		
		a. Provide constructive feedback and evaluation in order to provide high quality care and promote educational excellence b. Demonstrate basic professional responsibility including but not limited to, appropriate dress, grooming, and behavior considered appropriate to the setting	c. Respond promptly and appropriately to responsibilities including timely reporting for duty and ensuring efficient completion of all required tasks d. Uphold the primacy of patient needs and welfare e. Maintain adherence to the honor code	f. Maintain appropriate patient confidentiality g. Document and report clinical and administrative information truthfully h. Accept personal errors and honestly acknowledge them
Personal & Professional Sustainability Demonstrate the qualities required to sustain lifelong personal and professional balance.	Professional Behaviors	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 and inability to adapt to changing environments		
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.	Professional Behaviors	a. Give and receive constructive feedback b. Seeks out feedback when a gap is noted c. Apply feedback to identify gaps in knowledge, skills or attitudes with support	a. Develop improvement goals b. 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 identify sources of EBM, and navigate 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