



**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	EOY 2 Spring		
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
		Identify abnormal vital signs	Includes return precautions and follow-up instructions for all patient encounters	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 – 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 patients with serious or life threatening conditions for clinical presentations presented thus far	Identify patients needing preventative health services based on age, gender or risk-factors	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	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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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 feedback 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 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
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 B. Use open-ended inquiry and effective listening skills to build relationships appropriately with patients and families	A. Demonstrate empathy through the use of appropriate verbal and nonverbal communication skills B. 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	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	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.				
Professionalism Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles.	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. e. Uphold the primacy of patient needs and welfare. f. Maintain adherence to the honor code. g. Maintain appropriate patient confidentiality. h. Document and report clinical and administrative information truthfully. i. Accept personal errors and honestly acknowledge them.				



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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 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.		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.
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 and Inability to adapt to changing environments				