



Curriculum and Educational Policy Committee

AGENDA

APRIL 04, 2016

5:00 PM

MEB 1140

I.	Approval of Minutes for 3.14.16	Richard Brower, M.D.
II.	SCEC Rep Reports	Student Reps
III.	SCI Syllabus Review Presentation	Curt Pfarr, Ph.D. Tanis Hogg, Ph.D. Dan Blunk, M.D.
IV.	MED SKILLS Syllabus Review Presentation	Osvaldo Padilla, M.D. Laura Cashin, D.O. Thwe Htay, M.D.
V.	PLFSOM Medical Education Program Goals and Objectives for AY2016-17	Richard Brower, M.D.
VI.	Open Forum	
VII.	Adjourn	Richard Brower, M.D.



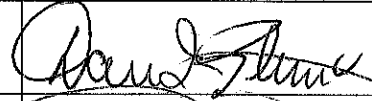

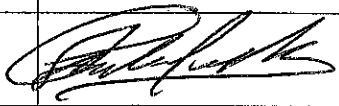
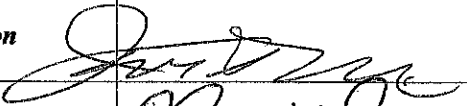
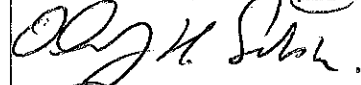
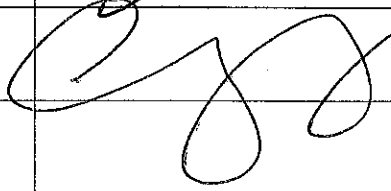

TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
at El Paso

Paul L. Foster School of Medicine

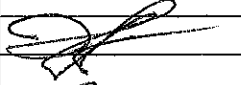
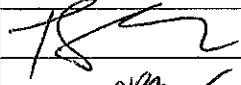
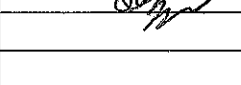
Curriculum and Educational Policy Committee Meeting
Monday, April 04, 2016

Richard Brower, MD – Chair


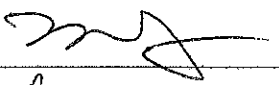
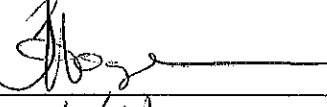
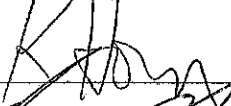
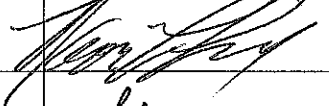


Members – Faculty

Name	Title	Department	Signature
Dan Blunk, M.D.	College Master	Medical Education	
Mark Francis, M.D.	Professor	Medical Education	
Thomas Gest, Ph.D.	Professor	Medical Education	
Osvaldo Padilla, M.D.	Clinical Assistant Professor	Pathology	
Curt Pfarr, Ph.D.	College Master	Medical Education	
Janet Piskurich, Ph.D.	College Master	Medical Education	
Olof Sundin, Ph.D.	Associate Professor	Biomedical Sciences	
Cynthia Perry, Ph.D.	Assistant Professor	Medical Education	
Laura Cashin, D.O.	Assistant Professor	Internal Medicine	
Uga Aghaegbulam, M.D.	Assistant Professor	Internal Medicine	

Members - Students

<i>Name</i>	<i>Year</i>	<i>Signature</i>
Christa Soekamto	MS 4	
Mark Girton	MS 4	
Joshua Speirs	MS 4	
Laura Palmer	MS 3	
Claire Zeorlin	MS 3	
Rima Patel	MS 3	
Daniel Welder	MS 2	
Carolina Blotte	MS 2	
Tyler Trevino	MS 1	
Douglas Weier	MS 1	

Ex-officio - Members

<i>Name</i>	<i>Title</i>	<i>Department</i>	<i>Signature</i>
Richard Brower, MD	Associate Dean for Medical Education	Medical Education	
Andrea Cancellare	Unit Associate Director	Library	
J. Manuel de la Rosa, MD	Provost and Vice President of Academic Affairs	President's Office	
Maureen Francis, MD	Assistant Dean	Medical Education	
Tanis Hogg, PhD	Assistant Dean	Medical Education	
Kathryn Horn, MD	Associate Dean	Student Affairs	
Naomi Lacy, PhD	Director	Medical Education	
Jose Lopez	Assoc. Dir. Academic Tech.	Information Technology	
Lisa A. Beinhoff	Managing Director	Library	

Guests

<i>Name</i>	<i>Year</i>	<i>Department</i>	<i>Signature</i>
<i>Lu Repetto</i> THWE HTAY	<i>Faculty</i> <i>Faculty</i>	<i>Med Ed/SCT</i> <i>Med Ed/med</i> <i>stels</i>	<i>E Lu Repetto</i> <i>LM</i>

Clerkship Coordinators

<i>Name</i>	<i>Year</i>	<i>Department</i>	<i>Signature</i>

Other participants

<i>Name</i>	<i>Department/Organization</i>	<i>Signature</i>
<i>Robin Dankovich</i>	<i>Medical Education</i>	<i>Robin Dankovich</i>

Notes



Curriculum and Educational Policy Committee Meeting

Date: April 4, 2016

Time: 5:00 PM – 6:30 PM

Location: MEB 1140

Meeting Called By	Richard Brower, M.D., Associate Dean for Medical Education
Type of Meeting	Curriculum and Educational Policy Committee
Chair	Richard Brower, M.D.
Staff Support	Vianey Flores
Attendees	See sign-in sheet

I. Convene and review of minutes from the previous meeting **Richard Brower, M.D.**

Minutes of the March 14, 2016 meeting were reviewed and approved with no additional revisions.

II. SECE Rep Reports **Student Representatives**

No student issues were presented for discussion.

III. SCI Syllabus Review Presentation **Curt Pfarr, Ph.D.**
Tanis Hogg, Ph.D.
Dan Blunk, M.D.

Dr. Francis presented the syllabus for SCI course. He introduced Dr. Rosenthal as part of the SCI team. It has been clarified in the syllabus that the students must pass the conversational Spanish during the emersion as part of passing the first semester of Spanish for SCI; also the badge swiping system was implemented to track attendance. Dr. Brower recommended a medical Spanish program, Canopy.

Focused was on suggestions to include the Spanish Syllabi with the overall syllabus, formative exams not described and grading instructions are missing. It was also mentioned that due to the shortage on the number of preceptors, it was considered to abandon the OB/GYN and reduce the Primary Care experience in SCI. However, it is the CEPC will to preserve these elements and push this as a priority for SCI even though this will represent a challenge.

Some of the highlights regarding SCI Syllabus were the one page summary for both years, course goals well linked to the Institutional Learning Objectives, it is well written overall, and the paper punishment regarding professionalism seems to be appropriate.

Action items:

- The SCI syllabus is basically sound; however, the SCI Course Directors are directed to make revisions based on the input provided by the review team, and to send it to Dr. Hogg for final review. Assuming any revisions are consistent with the review team feedback, the CEPC authorizes Dr. Hogg to issue final approval of the syllabus.

- It is the will of the CEPC that the OB/GYN and primary care experiences be preserved as essential components of the SCI Course.

IV. MED SKILLS Syllabus Review Presentation

Osvaldo Padilla, M.D.

Laura Cashin, D.O.

Thwe Htay, M.D.

A detailed review of the Medical Skills Syllabi ensued. Dr. Woods presented the syllabi for Year 1 and Dr. Maureen Francis presented the one for Year 2. No substantial changes were proposed, it was highlighted that it is very nicely written, organized, and that the student learning objectives are very clear. On the other hand, some goals need to be more specific, it also needs to have a separate heading for the attendance. It was also stated that a paragraph explaining about the schedule should be included to make clear students may not have the same schedule the following semesters, however, Dr. Maureen Francis said that it is already included somewhere. It was also recommended to add a calendar of activities, and probably the introduction of a one-page summary outline similar to the SCI for quick reference.

Action items: As with the SCI Syllabus, the Medical Skills Course Directors are to work on revisions to their syllabus based on the input of the review team, and to then send it to Dr. Maureen Francis for final review. Assuming any revisions are consistent with the review team feedback, the CEPC authorizes Dr. Francis to issue final approval of the syllabus.

V. PLFSOM Medical Education Program Goals and Objectives for AY2016-17

Richard Brower, M.D.

The Institutional Learning Objectives are transitioning to new name which is Medical Education Program Goals and Objectives, this name is more consistent with current LCME terminology. Dr. Brower also mentioned that all CEPC faculty members should have received a copy of the AY 2016-17 PLFSOM Medical Education Program Goals and Objectives via e-mail.

Action items: The CEPC approved the PLFSOM Medical Education Program Goals and Objectives, including the change in the name of this document (previously known as the "Institutional Learning Objectives/ILOs").

VI. Open Forum

Richard Brower, M.D.

There were no items for discussion.

VII. Adjourn

Richard Brower, M.D.

The next CEPC meeting is scheduled for 5:00pm on April 11, 2016. Dr. Brower adjourned the meeting at 6:33p.m.

SOCIETY, COMMUNITY, AND THE INDIVIDUAL (SCI)

Mark Francis, MD

For New Members

- Social Foundations of Medicine
- Introduction to Clinical Research
- Conversational and Medical Spanish
- Community Health Experiences
- Service Based Learning (Voluntary)
- Immersion

Purposes of Immersion

- Accelerated Spanish instruction
- Protection for Social Foundations of Medicine
- Activities that would be problematic elsewhere
 - Community Assessment
 - Cultural Intelligence
- Administrative and other non-SCI activities
- Lower stress to help student acclimation

The Calvary Has Come

- Lee Rosenthal, PhD, MS, MPH
 - Director of Community-Based Education
 - Director of Service Learning
 - MD-PhD Degree Program Coordinator
- Barbara Stives
 - Unit Manager
- Diana Alaniz
 - Unit Coordinator

Structure of Submitted Material

- One page summary for MSI and MSII
- Syllabus proper
- Selected handouts in appendices
- Spanish syllabi

Introduction to Clinical Research

- Stay the course on increasing the rigor
- Adding questions to formative exams
- Students will be able to submit questions
- Added tutoring
- Set times for review/office hours
- Changed percentages in first year

	Last Year	Upcoming Year
Midterm	40	40
Problem Set	20	10
Final	40	50

- Small number of topics in second year
- Continued problem sets into second year

SOCIAL FOUNDATIONS OF MEDICINE

Local
AAMC
LCME

Goals

- Provide students opportunities to learn how social, cultural, economic, political, and environmental forces affect and are affected by the health of individual patients.
- Expose students to a population perspective on health and illness.

Proposed Changes

- Eliminate self-taught sessions (done)
- Move the inter-professional collaborative modules to immersion (done)
- Other homes for some talks (done)
- Trial of pairings with masters colloquium (doing)
- Example of new topics
 - Qualitative Methods
 - Border Health Panel
 - MD Practice and Public Health Matters
 - Designing, Monitoring, and Evaluating Interventions
 - Jurisprudence
 - Bioinformatics
 - Hot Topic
 - Lessons Learned

Assessment: Second Year

- Fall

• Midterm	35%
• Written Proposal for Lessons Learned	10%
• Problem Sets	5%
• Final Exam	50%
- Spring

• Lessons Learned Presentation	40%
• Problem Sets	10%
• Final Exam	50%

Spanish

- Clarify that students must pass immersion/conversational Spanish as a part of first semester Spanish
- Swipe in for classes
- Canopy

Community Health Experiences

- With condensing of the curriculum:
 - 4 4 4 4
 - 4 4 4 1
- Non-PCP
 - Pharmacy
 - Dental
 - Optometry
 - Promatora
 - Public Health
 - Ob-Gyn

Community Health Experiences

- Preceptor numbers remain a major and worsening problem
 - Burrell coming on board
 - Byzantine and self-destructive TTU approach
 - May need to abandon Ob-Gyn
 - May need to abandon primary care
- Missed Clinics
 - Perhaps use Design-a-Case or similar for those missing for any reason
 - Unexcused student absence: 10 page paper
 - Late submission: 5 page paper
- Enhance communication
- Enhance assessment
- Enhance feedback

Service-Based Learning

- 100-Hour volunteer recognition

Future

- SCI into the clinical years
- SCI Capstone Project

COMMENTS

Dr. Blunk
Dr. Hogg
Dr. Pfarr

Society, Community, and Individual Syllabus Review

Criterion	Component	Strength of Evidence		
		Strong	Moderate	Low
Learning Goals & Objectives	1. Learning goals encompass full range of Fink's dimensions of significant learning			
	2. Course level learning objectives are clearly articulated and use specific action verbs			
	3. Learning objectives are appropriately pitched			
Learning Assessments	4. Objectives and assessments are aligned			
	5. Major summative assessment activities are clearly defined			
	6. Plans for frequent formative assessment with immediate feedback			
	7. Assessments are adequately paced and scaffolded			
	8. Grading information is included but separate from assessment; It is aligned with objectives			
Schedule	9. Course schedule is fully articulated and logically sequenced			
Classroom Environment	10. Tone is positive, respectful, inviting			
	11. Fosters positive motivation, describes value of course, promotes content as a vehicle for learning			
	12. Communicates high expectations, projects confidence of success			
	13. Syllabus is well organized, easy to navigate, requires interaction			

Likes

- One page highlights for the syllabus (MS I and MS II)
- Course goals were linked to Institutional Learning Objectives (PLFSOM Medical Education Program Goals and Objectives)
- Well written if you ignore the tone
 - Not focused on learning and possibilities, but rather policies and punishments
- Contacts clearly marked
- Components seem to be well described

Questions & Suggestions

- Course description on page 4 – Does the Social Foundations of Medicine include the Immersion?
- Could the Spanish Syllabi be included with the overall syllabus?
 - Separate goals in each syllabus
- Should the cut off for passing be 70 instead of 75 to be consistent with what is being discussed for SPM?
- Course goals need to have action verbs instead of understand
- The tone of the syllabus somewhat negative with the focus being on what will happen (fail) if certain expectations are not met

Questions and Suggestions

- Formative assessment opportunities not described
- Summative assessments do not provide insight into assessment strategies /approaches
- Grading rubrics are missing
- In Spanish syllabus the students can receive “honors”- how is this documented?
- Are literature reviews described in the syllabus

Good Comments from MS IIs

- SCI prepares students for relevant Step 1 biostats formulas
- Community Clinic provides a lot of H&P practice and practice with Spanish
- Community Clinic reinforces clinical thinking/decision making skills

Student Suggestions & Questions

(MS IIs - over course & not the syllabus)

- Curve the SCI exam like SPM
- Solve math problems in class
- Subscribe to UWorld Biostats and go over questions in class
- Give more homework with problem solving and less literature review
- Would like e-mail after mid-term on performance like from Dr. Hogg
- Slides are in PDF format and would like power point format to be able to study corresponding notes
 - Slides can be difficult to follow
- Identify material useful for Step 1 and what would be useful in the future

Syllabi Review- Medical Skills

4/4/2016

Feedback from Reviewers (Dr. Htay, Dr. Padilla, Dr. Cashin)

1. The learning goals address most of the dimensions of Fink's taxonomy (Foundational Knowledge, Application, Integration, Learning How to Learn, and Caring). We feel that goals are too broad. It would be better to have specific subset of goals/objectives for each unit if possible.
2. Course learning objectives are clearly stated in student-friendly language.
3. Course Learning objectives are well integrated with institutional learning objectives.
4. Assessments are nicely aligned with the objectives.
5. Summative assessments and formative assessments activities are clearly described.
6. Scheduled weekly formative assessment activities with feedback are improvement-focused and learner-centered.
7. Syllabus is very well organized but at times challenging to navigate.
8. Course schedule is not easily visible. It is hidden under Attendance section. Consider to list schedule under separate heading. Consider including day-to-day classroom activities in tabulated format. Consider adding a calendar of each unit with the title and/or activities of each session.
9. Currently listed Bates, Harrison and Uptodate as the reference books. Suggest to add more reference books as optional text books

Feedback from Attendees

1. Suggest for the one page summary of the syllabus (Dr. Brower)
2. Suggest clarification of morning and afternoon split sessions of the medical skills to be included in the syllabus (Dr. Horn)

Syllabi Review- Medical Skills -4/4/2016 Reviewers Dr. Htay, Dr. Padilla, Dr. Cashin

This electronic scoring sheet automatically calculates the score of a syllabus once the user has indicated the strength of evidence for each component described in the associated syllabus rubric. It also indicates where on the content-learning continuum a syllabus falls.

Details about the rubric and scoring system can be found on the project website (<http://trc.virginia.edu/resources/syllabus-rubric/>) and in the published manuscript: Palmer, M. S., Bach, D. J., & Streifer, A. C. (2014). Measuring the promise: A learning-focused syllabus rubric. *To improve the academy: A journal of educational development*, 33 (1), 14-36.

Users may use and adapt this scoring sheet as needed as long as the reference above is cited:

Main Rubric		Strength of Evidence			
Criterion	Component	Strong	Moderate	Low	
Learning Goals & Objectives	1. Learning goals encompass full range of Fink's dimensions of significant learning		3		See comment #1
	2. Course level learning objectives are clearly articulated and use specific action verbs	3			
	3. Learning objectives are appropriately pitched				**This component isn't typically scored, but is included for completeness.**
Learning Assessments	4. Objectives and assessments are aligned	3			
	5. Major summative assessment activities are clearly defined	3			
	6. Plans for frequent formative assessment with immediate feedback	3			
	7. Assessments are adequately paced and scaffolded	3			
	8. Grading information is included but separate from assessment; it is aligned with objectives	3			
	9. Course schedule is fully articulated and logically sequenced		1		See comment #8
	10. Tone is positive, respectful, inviting	3			
Classroom Environment	11. Fosters positive motivation, describes value of course, promotes content as a vehicle for learning		3		
	12. Communicates high expectations, projects confidence of success	2			
	13. Syllabus is well organized, easy to navigate, requires interaction		3		See comment #7 and #8
	subtotals	28	11	0	This syllabus currently falls in the LEARNING-FOCUSED range (31-46).
		TOTAL			37

Supplemental Rubric				
Learning Activities	14. Classroom activities, assessments, and objectives are aligned	3		
	15. Learning activities are derived from evidence-based practices	1		See comment #9
	16. Learning activities likely to actively engage students	3		
	subtotals	12	0	0
		TOTAL 12		
TOTAL (main + supplemental rubric) 49				
This syllabus currently falls in the LEARNING-FOCUSED range (41-58).				

This electronic scoring sheet automatically calculates the score of a syllabus once the user has indicated the strength of evidence for each component described in the associated syllabus rubric. It also indicates where on the content-learning continuum a syllabus falls.

Details about the rubric and scoring system can be found on the project website (<http://trc.virginia.edu/resources/syllabus-rubric/>) and in the published manuscript: Palmer, M. S., Bach, D. J., & Streifer, A. C. (2014). Measuring the promise: A learning-focused syllabus rubric. *To improve the academy: A journal of educational development*, 33 (1), 14-36.

Users may use and adapt this scoring sheet as needed as long as the reference above is cited:

Main Rubric					
Criterion	Component	Strength of Evidence			Notes
		Strong	Moderate	Low	
Learning Goals & Objectives	1. Learning goals encompass full range of Fink's dimensions of significant learning				The learning goals address most of the dimensions of Fink's taxonomy (Foundational Knowledge, Application, Integration, Learning How to Learn, Caring). Learning how to learn and application are not easily visible
	2. Course level learning objectives are clearly articulated and use specific action verbs				
	3. Learning objectives are appropriately pitched				
	4. Objectives and assessments are aligned				
Learning Assessment	5. Major summative assessment activities are clearly defined				Course learning objectives are clearly stated in student-friendly language. **This component isn't typically scored, but is included for completeness.** Assessments are nicely aligned with the objectives.
	6. Plans for frequent formative assessment with immediate feedback	3			
	7. Assessments are adequately paced and scaffolded	3			
	8. Grading information is included but separate from assessment; it is aligned with objectives	3			
Classroom Environment	9. Course schedule is fully articulated and logically sequenced				Course schedule is not easily visible. It is hidden under Attendance. Recommended to list schedule under separate heading. Consider including day-to-day class room activities in tabulated format. Syllabus is focused more on the course learning objectives and policies rather than day-to-day activities of students and instructors. Consider adding a calendar of activities.
	10. Tone is positive, respectful, inviting				
	11. Fosters positive motivation, describes value of course, promotes content as a vehicle for learning				
	12. Communicates high expectations, projects confidence of success	2			
	13. Syllabus is well organized, easy to navigate, requires interaction		3		Well organized but at times challenging to navigate
	subtotals	24	11	0	
	TOTAL			35	
Supplemental Rubric					
Learning Activities	14. Classroom activities, assessments, and objectives are aligned				Would suggest to add more reference books as optional textbooks
	15. Learning activities are derived from evidence-based practices				
	16. Learning activities likely to actively engage students	2			
	subtotals	12	0	0	
	TOTAL			12	
					TOTAL (main + supplemental rubric) 47
					This syllabus currently falls in the LEARNING-FOCUSED range (41-58).

AY 2016-2017 PLFSOM Medical Education Program Goals and Objectives

Competency Domain:	<u>Patient Care</u>
Overall Goal:	"Provide patient-centered care that is compassionate, appropriate and effective for the treatment of health problems and the promotion of health."
1.1	Gather essential information about patients and their conditions through history taking, physical examination, and the use of laboratory data, imaging studies, and other tests.
1.2	Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.
1.3	For a given clinical presentation, use data derived from the history, physical examination, imaging and/or laboratory investigation to categorize the disease process and generate and prioritize a focused list of diagnostic considerations.
1.4	Organize and prioritize responsibilities in order to provide care that is safe, efficient, and effective.
1.5	Recognize a patient requiring urgent or emergent care, and initiate evaluation and management.
1.6	Describe and propose treatments appropriate to the patient's condition and preferences.
1.7	Accurately document history, physical examination, assessment, investigatory steps and treatment plans in the medical record.
1.8	Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making.
1.9	Provide preventative health care services and promote health in patients, families and communities.
Competency Domain:	<u>Knowledge for Practice</u>
Overall Goal:	"Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care."
2.1	Compare and contrast normal variation and pathological states in the structure and function of the human body across the life span.
2.2	Apply established and emerging foundational/basic science principles to health care.
2.3	Apply evidenced-based principles of clinical sciences to diagnostic and therapeutic decision-making and clinical problem solving.
2.4	Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations.
2.5	Apply principles of social-behavioral sciences to patient care including assessment of the impact of psychosocial, cultural, and societal influences on health, disease, care seeking, adherence and barriers to care.
2.6	Demonstrate an understanding of and potential for engagement in the creation, dissemination and application of new health care knowledge.
Competency Domain:	<u>Practice-Based Learning and Improvement</u>
Overall Goal:	"Demonstrate the ability to investigate and evaluate the care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning."
3.1	Identify and perform learning activities to address gaps in one's knowledge, skills and/or attitudes.
3.2	Demonstrate a basic understanding of quality improvement principles and their application to analyzing and solving problems in patient and/or population-based care.
3.3	Accept and incorporate feedback into practice.

AY 2016-2017 PLFSOM Medical Education Program Goals and Objectives

3.4	Locate, appraise and assimilate evidence from scientific studies related to patients' health problems.
3.5	Obtain and utilize information about individual patients, populations or communities to improve care.
Competency Domain:	<u>Interpersonal and Communication Skills</u>
Overall Goal:	"Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families and health professionals."
4.1	Communicate effectively with patients and families across a broad range of socio-economic and cultural backgrounds.
4.2	Communicate effectively with colleagues and other health care professionals.
4.3	Communicate with sensitivity, honesty, compassion and empathy.
4.4	Maintain comprehensive and timely medical records.
Competency Domain:	<u>Professionalism</u>
Overall Goal:	"Demonstrate understanding of and behavior consistent with professional responsibilities and adherence to ethical principles."
5.1	Demonstrate sensitivity, compassion, integrity and respect for all people.
5.2	Demonstrate knowledge of and appropriately apply ethical principles pertaining to patient privacy, autonomy and informed consent.
5.3	Demonstrate accountability to patients and fellow members of the health care team.
5.4	Demonstrate and apply knowledge of ethical principles pertaining to the provision or withholding of care.
5.5	Demonstrate and apply knowledge of ethical principles pertaining to health care related business practices and health care administration, including compliance with relevant laws, policies, regulations and the avoidance of conflicts of interest.
5.6	Demonstrate honesty in all professional and academic interactions.
5.7	Meet professional and academic commitments and obligations.
Competency Domain:	<u>Systems-Based Practice</u>
Overall Goal:	"Demonstrate an awareness of, and responsiveness to, the larger context and system of health care, as well as the ability to call on other resources in the system to provide optimal care."
6.1	Describe the health system and its components, how the system is funded and how it affects individual and community health.
6.2	Demonstrate the ability to identify patient access to public, private, commercial and/or community-based resources relevant to patient health and care.
6.3	Incorporate considerations of benefits, risks and costs in patient and/or population care.
6.4	Describe appropriate processes for referral of patients and for maintaining continuity of care throughout transitions between providers and settings.

AY 2016-2017 PLFSOM Medical Education Program Goals and Objectives

Competency Domain:	<u>Interprofessional Collaboration</u>
Overall Goal:	“Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient and population-centered care”
7.1	Describe the roles of health care professionals.
7.2	Use knowledge of one’s own role and the roles of other health care professionals to work together in providing safe and effective care.
7.3	Function effectively both as a team leader and team member.
7.4	Recognize and respond appropriately to circumstances involving conflict with other health care professionals and team members.
Competency Domain:	<u>Personal and Professional Development</u>
Overall Goal:	“Demonstrate the qualities required to sustain lifelong personal and professional growth.”
8.1	Recognize when to take responsibility and when to seek assistance.
8.2	Demonstrate healthy coping mechanisms in response to stress and professional responsibilities.
8.3	Demonstrate flexibility in adjusting to change and difficult situations.
8.4	Utilize appropriate resources and coping mechanisms when confronted with uncertainty and ambiguous situations.
8.5	Demonstrate the ability to employ self-initiated learning strategies (problem definition, identification of learning resources and critical appraisal of information) when approaching new challenges, problems or unfamiliar situations.