

Health Care Systems

Students must demonstrate knowledge of and responsiveness to the larger context of health care (social, behavioral, economic factors) and the ability to effectively call on system resources to provide care that is of optimal value to the health of the individual and of the community.

Learning Categories	End of Phase A	End of Phase B	End of Phase C
<p>Healthcare Delivery Systems</p> <p>(HCS1)</p>	<ul style="list-style-type: none"> • Can identify key members and their roles in a patient care team (PCT) • Can identify the major components of a healthcare system such as: patients, professional healthcare providers, hospitals/outpatient clinics, insurance payers, regulators, legal, pharmacy, nursing, etc. • Capable of designing a model for a student-run free clinic • Recognize potential system barriers to providing healthcare 	<ul style="list-style-type: none"> • Can identify all members and their roles in a patient care team (PCT) and explain which are specific to certain specialty areas of medical practice • Can identify the major components of a healthcare system such as: patients, professional healthcare providers, hospitals/outpatient clinics, insurance payers, regulators, legal, pharmacy, nursing, etc. • Recognize and explain how differences in insurance systems can affect patient compliance • Can navigate different hospital/clinic infrastructures in providing patient care • Can identify, design and outline the monetary investment needs required to support a student-run free clinic • Can interpret and use multiple forms of health information technologies including electronic medical records, patient registries, computerized order entry and prescribing systems 	<ul style="list-style-type: none"> • Can identify all members and their roles in a patient care team (PCT) and explain which are specific to certain specialty areas of medical practice • Can identify the major components of a healthcare system and understands how this can impact access, cost and compliance • Can navigate different hospital/clinic infrastructures in providing patient care • Can identify, design and outline the monetary investment and legal needs to have a student-run free clinic • Can interpret and use multiple forms of health information technologies including electronic medical records, patient registries, computerized order entry and prescribing systems (3.7)
<p>Delivery Systems</p>	<ul style="list-style-type: none"> • Recognizes the importance of current models of medical 	<ul style="list-style-type: none"> • Recognizes the importance of current models of medical practice 	<ul style="list-style-type: none"> • Recognizes the importance of current models of medical practice

<p>Improvement (HCS2)</p>	<p>practice performance evaluation</p> <ul style="list-style-type: none"> • Has participated in CNUCOM quality assessment for education performance improvement • Has been exposed to system approaches to prevent common medical errors and hazards 	<p>performance evaluation</p> <ul style="list-style-type: none"> • Recognizes the importance of quality assessment and benchmarking in practice improvement • Has seen system approaches to prevent common medical errors and hazards • Has participated in Clerkship quality assessment for education performance improvement 	<p>performance evaluation</p> <ul style="list-style-type: none"> • Recognizes the importance of quality assessment and benchmarking in practice improvement • Has used system approaches to prevent common medical errors and hazards • Has participated in Phase C clinic rotation quality assessment for education performance improvement
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