

Table 1. Learning Objectives	Instructional Methods
<p data-bbox="107 151 1045 180"><u>Following training, resident learners will have the knowledge, attitudes, and skills to:</u></p> <p data-bbox="107 212 1045 241"><b>Objective 1 = MODEL 1 = COMMUNICATION AND RELATIONSHIP</b></p> <p data-bbox="107 245 1045 274">i) Master the 5-step, 21-substep interviewing model<sup>43</sup> in Table 2.</p> <p data-bbox="107 277 1045 456">ii) Master the following in terms of the model: efficiency, integration with disease-based interviewing, monitoring the doctor-patient relationship, personality types, obtaining difficult information from the patient (sexual, drug, abuse, marital), working with a 3<sup>rd</sup> person or an interpreter, integrating the computer and note-taking, difficult communication problems (hard of hearing, mute, blind, impaired cognition), and unique patient populations (geriatric, adolescent).<sup>43</sup></p> <p data-bbox="107 488 1045 518"><b>Objective 2 = MODEL 2 = BASIC TREATMENT PRINCIPLES</b></p> <p data-bbox="107 521 1045 550">i) Master model for providing routine information in SDC 1</p> <p data-bbox="107 553 1045 583">ii) Master model for giving bad news in SDC 2</p> <p data-bbox="107 586 1045 634">iii) Master model for shared decision-making to address tobacco cessation, weight control, and excessive alcohol/drug use<sup>43</sup> in Table 3</p> <p data-bbox="107 667 1045 696"><b>Objective 3 = MODEL 3 = MENTAL HEALTH CARE TREATMENT</b></p> <p data-bbox="107 699 1045 972">Master the Mental Health Care Model (Table 4), including SDC3-5, for the primary management of patients<sup>46</sup> that addresses medically unexplained symptoms, depression, anxiety, suicidal ideation, drug/alcohol misuse, non-adherence, grief, stress, sexual concerns, working with families, end of life issues, psychopharmacology, cognitive-behavior and operant mechanisms, non-pharmacological interventions (e.g., counseling, exercise, relaxation), community resources, cultural competence and health literacy, and referral to (and co-management with) mental health professionals. Residents also will have the skills to diagnose and refer psychotic, substance abuse, and personality disorders, trained to manage some with bipolar disorder.</p> <p data-bbox="107 1005 1045 1034"><b>Objective 4 = MODEL 4 = PERSONAL AWARENESS</b></p> <p data-bbox="107 1037 1045 1086">Conduct personal awareness of previously unrecognized responses to the patient as outlined in Table 5.<sup>33</sup></p> <p data-bbox="107 1122 1045 1151"><b>Objective 5 = MODEL 5 = TEAM/COLLABORATIVE CARE</b></p> <p data-bbox="107 1154 1045 1281">Use patient-centered and relationship-centered practices in using the chronic care model in SDC 6 to work effectively with nurses, each other, case managers, social workers, mental health professionals, and other relevant personnel as a team for improving quality of care and patient safety.</p>	<p data-bbox="1056 241 1974 358">1) Lecture/assigned reading: i) Chapters 1-3 of the text; ii) Chapters 7 and 8.<sup>43</sup></p> <p data-bbox="1056 274 1974 358">2) Small groups: i) review 5-step method, practice with role play/simulated patients → use with real patients; ii) practice conditions listed in all venues. Introduce personal awareness work.</p> <p data-bbox="1056 518 1974 547">1) Lecture/assigned reading: Chapter 6 of the text <sup>43</sup></p> <p data-bbox="1056 550 1974 602">2) Small groups: practice conditions in the objective in role play/simulated patients → use with real patients. Continue personal awareness work.</p> <p data-bbox="1056 699 1974 751">1) Lecture/assigned reading: all conditions in objective, including evidence-based model in Table 4</p> <p data-bbox="1056 755 1974 816">2) Small groups: practice conditions in objective in role play/simulated patients. Continue personal awareness work.</p> <p data-bbox="1056 820 1974 872">3) Special mental health clinical experiences: i) Complex Patient Clinic; ii) Inpatient Consultation Service</p> <p data-bbox="1056 1037 1974 1066">1) Lecture/assigned reading: countertransference, emotion-laden material</p> <p data-bbox="1056 1070 1974 1122">2) Small groups: using guidelines in Table 5, facilitated by teachers and other learners in all venues, we explore the personal experience of the learner</p> <p data-bbox="1056 1154 1974 1183">1) Lecture/assigned reading: medical safety, relationship-centered care</p> <p data-bbox="1056 1187 1974 1216">2) Small groups: discuss readings. Continue personal awareness work.</p> <p data-bbox="1056 1219 1974 1271">3) Special and routine clinical experiences: in all care venues, in- and out-patient, we facilitate relationship-centered practices to promote team-work.</p>