

General Competencies and Educational Program Objectives

General Competency	Medical Education Program Objective(s)
<p>Medical Knowledge (MK): Students will demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences and application of this knowledge to patient care.</p>	MK1: Demonstrate knowledge of normal human structure, function, and development, from the molecular through whole body levels.
	MK2: Explain the physiologic mechanisms involved in the maintenance and regulation of homeostasis.
	MK3: Explain the underlying causes of diseases, injuries, and functional deficits affecting organ systems.
	MK4: Interpret clinical, histopathologic, laboratory, and radiographic manifestations of diseases, injuries, and functional deficits affecting organ systems.
	MK5: Explain the principles of and rationale for interventions aimed at the prevention, treatment, and/or management of diseases, injuries, and functional deficits affecting organ systems.
	MK6: Use principles of evidence-based medicine to evaluate the efficacy of diagnostic and therapeutic options.
	MK7: Describe the epidemiology of common health problems and patient- and population-based approaches for reducing their incidence and prevalence.
	MK8: Identify social determinants of health and the impact on health, care seeking, care compliance, barriers to care, and attitudes towards care.
<p>Patient Care (PC): Students will demonstrate patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.</p>	PC1: Gather and interpret essential and accurate information about patients and their conditions through history taking, physical examination, and use of laboratory data, imaging, and other tests.
	PC2: Demonstrate knowledge and skills necessary to assume graduated responsibility in providing supervised care for patients in a variety of patient care settings.
	PC3: Create a prioritized differential diagnosis in a variety of different clinical situations and develop an appropriate patient management plan.
	PC4: Make informed decisions about diagnostic and therapeutic options based on patient information and preferences, up to date scientific information, and clinical judgment.
	PC5: Incorporate patient education into patient care activities to improve individual and population health.
	PC6: Perform and document common clinical procedures using appropriate techniques within the limits of level of training.
	PC7: Demonstrate an appropriate transition of care between providers or settings that minimizes the risk to patient safety.
<p>System Based Practice (SBP): Students will demonstrate an awareness of and responsiveness to the larger context and system of health care, utilizing other resources in the system to provide care for patients.</p>	SBP1: Explain the importance of physician advocacy in shaping healthcare policy, and the potential impact of policy changes on patients, underserved populations, and health care providers.
	SBP2: Demonstrate knowledge of patient safety concepts and apply them to patient care.
	SBP3: Describe how to incorporate consideration of cost awareness and risk-benefit analysis into patient and/or population-based care.
	SBP4: Develop quality improvement strategies to address errors in the health care system.

<p>Practice Based Learning and Improvement (PBLI): Students will demonstrate the ability to evaluate their professional development and approach to patient care, to appraise and assimilate scientific evidence, and to improve based on self-assessment and lifelong learning.</p>	PBLI1: Identify personal strengths and areas for improvement based on self-awareness and feedback from patients, peers, and/or faculty.
	PBLI2: Set clear learning and improvement goals to address gaps in knowledge, skills and/or attitudes.
	PBLI3: Demonstrate giving and responding to constructive feedback to improve performance of self and others.
	PBLI4: Identify, critically appraise, and apply evidence from scientific studies to enhance learning and to improve patient care.
<p>Interpersonal Skills and Communication (ISC): Students will demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.</p>	ISC1: Demonstrate respectful interactions with peers, faculty, and other health professionals.
	ISC2: Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds.
	ISC3: Practice person-centered care including communication that is driven by and unique to the needs of the patient.
	ISC4: Practice shared decision making with patients to facilitate their active participation in their health care.
	ISC5: Communicate effectively through oral presentations and written documentation.
<p>Ethics and Professionalism (EP): Students will carry out professional responsibilities with the highest standards of excellence and integrity and adherence to ethical principles.</p>	EP1: Identify approaches to support the needs, dignity, privacy and autonomy of the patient.
	EP2: Describe strategies to recognize and overcome unconscious bias to improve health outcomes.
	EP3: Demonstrate compassion, honesty, integrity, respect, responsibility, and self-discipline in relationships with patients, families, peers, faculty, and others.
	EP4: Describe the ethical and legal principles governing medical practice and research.
	EP5: Demonstrate accountability in both academic and clinical settings.
<p>Interprofessional Collaboration (IPC): Students will demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care.</p>	IPC1: Work with other health care professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust.
	IPC2: Use the knowledge of one's own role and the roles of other health professionals to appropriately assess and address health care needs of the patient and populations served.
	IPC3: Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of diseases in individual patients and populations.
	IPC4: Participate in different team roles to establish, develop, and continuously enhance inter-professional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable.
	IPC5: Communicate goals effectively to the team.
<p>Personal and Professional Development and Wellness (PPDW): Students will demonstrate the qualities required to sustain lifelong personal and professional growth and wellness.</p>	PPDW1: Demonstrate the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors.
	PPDW2: Recognize healthy coping mechanisms to respond to stress.
	PPDW3: Identify different strategies for managing conflict between personal and professional responsibilities.
	PPDW4: Demonstrate ability to adjust behavior in response to change.
	PPDW5: Demonstrate engagement in professional development through awareness of learning style and limits.
	PPDW6: Recognize leadership skills that enhance team function, the learning environment, and/or the health care delivery system.

Scholarly Inquiry (SI): Students will recognize the central importance of ongoing research and discovery in developing improved approaches to patient care.	SI1: Explain the bidirectional relationship between emerging knowledge and clinical care.
	SI2: Formulate a high-quality research question and develop an hypothesis.
	SI3: Apply knowledge of research design to answer a research question.
	SI4: Implement specific research methods to prove or disprove an hypothesis; analyze data using the appropriate statistical tools.
	SI5: Disseminate new knowledge obtained from scientific inquiry.

Approved by the Curriculum Committee June 2019