

**NSU MD COMPETENCIES, EDUCATIONAL PROGRAM OBJECTIVES AND OUTCOME MEASURES:**

By the end of the medical program, students will be able to:

General Competency	Medical Education Program Objective(s)
<p><b>Medical Knowledge (MK):</b> Students will demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences and application of this knowledge to patient care.</p>	<p><b>MK1:</b> Demonstrate knowledge of normal human structure, function, and development, from the molecular through whole body levels.</p>
	<p><b>MK2:</b> Explain the physiologic mechanisms involved in the maintenance and regulation of homeostasis.</p>
	<p><b>MK3:</b> Explain the underlying causes of diseases, injuries, and functional deficits affecting organ systems.</p>
	<p><b>MK4:</b> Interpret clinical, histopathologic, laboratory, and radiographic manifestations of diseases, injuries, and functional deficits affecting organ systems.</p>
	<p><b>MK5:</b> 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.</p>
	<p><b>MK6:</b> Use principles of evidence-based medicine to evaluate the efficacy of diagnostic and therapeutic options.</p>
	<p><b>MK7:</b> Describe the epidemiology of common health problems and patient- and population-based approaches for reducing their incidence and prevalence.</p>
	<p><b>MK8:</b> Identify social determinants of health and the impact on health, care seeking, care compliance, barriers to care, and attitudes towards care.</p>

<p><b>Patient Care (PC):</b> Students will demonstrate patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.</p>	<p><b>PC1:</b> 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.</p>
	<p><b>PC2:</b> Demonstrate knowledge and skills necessary to assume graduated responsibility in providing supervised care for patients in a variety of patient care settings.</p>
	<p><b>PC3:</b> Create a prioritized differential diagnosis in a variety of different clinical situations and develop an appropriate patient management plan.</p>
	<p><b>PC4:</b> Make informed decisions about diagnostic and therapeutic options based on patient information and preferences, up to date scientific information, and clinical judgment.</p>
	<p><b>PC5:</b> Incorporate patient education into patient care activities to improve individual and population health.</p>
	<p><b>PC6:</b> Perform and document common clinical procedures using appropriate techniques within the limits of level of training.</p>
	<p><b>PC7:</b> Demonstrate an appropriate transition of care between providers or settings that minimizes the risk to patient safety.</p>
<p><b>System Based Practice (SBP):</b> 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>	<p><b>SBP1:</b> 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.</p>
	<p><b>SBP2:</b> Demonstrate knowledge of patient safety concepts and apply them to patient care.</p>
	<p><b>SBP3:</b> Describe how to incorporate consideration of cost awareness and risk-benefit analysis into patient and/or population-based care.</p>
	<p><b>SBP4:</b> Develop quality improvement strategies to address errors in the health care system.</p>

<p><b>Practice Based Learning and Improvement (PBLI):</b> 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>	<p><b>PBLI1:</b> Identify personal strengths and areas for improvement based on self- awareness and feedback from patients, peers, and/or faculty.</p> <p><b>PBLI2:</b> Set clear learning and improvement goals to address gaps in knowledge, skills and/or attitudes.</p> <p><b>PBLI3:</b> Demonstrate giving and responding to constructive feedback to improve performance of self and others.</p> <p><b>PBLI4:</b> Identify, critically appraise, and apply evidence from scientific studies to enhance learning and to improve patient care.</p>
<p><b>Interpersonal Skills and Communication (ISC):</b> 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>	<p><b>ISC1:</b> Demonstrate respectful interactions with peers, faculty, and other health professionals.</p> <p><b>ISC2:</b> Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds.</p> <p><b>ISC3:</b> Practice person-centered care including communication that is driven by and unique to the needs of the patient.</p> <p><b>ISC4:</b> Practice shared decision making with patients to facilitate their active participation in their health care.</p> <p><b>ISC5:</b> Communicate effectively through oral presentations and written documentation.</p>
<p><b>Ethics and Professionalism (EP):</b> Students will carry out professional responsibilities with the highest standards of excellence and integrity and adherence to ethical principles.</p>	<p><b>EP1:</b> Identify approaches to support the needs, dignity, privacy and autonomy of the patient.</p> <p><b>EP2:</b> Describe strategies to recognize and overcome unconscious bias to improve health outcomes.</p>

	<p><b>EP3:</b> Demonstrate compassion, honesty, integrity, respect, responsibility, and self-discipline in relationships with patients, families, peers, faculty, and others.</p>
	<p><b>EP4:</b> Describe the ethical and legal principles governing medical practice and research.</p>
	<p><b>EP5:</b> Demonstrate accountability in both academic and clinical settings.</p>
<p><b>Interprofessional Collaboration (IPC):</b> Students will demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care.</p>	<p><b>IPC1:</b> Work with other health care professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust.</p>
	<p><b>IPC2:</b> 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.</p>
	<p><b>IPC3:</b> 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.</p>
	<p><b>IPC4:</b> 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.</p>
	<p><b>IPC5:</b> Communicate goals effectively to the team.</p>
<p><b>Personal and Professional Development and Wellness (PPDW):</b> Students will demonstrate the qualities required to sustain lifelong personal and professional growth and wellness.</p>	<p><b>PPDW1:</b> Demonstrate the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors.</p>
	<p><b>PPDW2:</b> Recognize healthy coping mechanisms to respond to stress.</p>

	<b>PPDW3:</b> Identify different strategies for managing conflict between personal and professional responsibilities.
	<b>PPDW4:</b> Demonstrate ability to adjust behavior in response to change.
	<b>PPDW5:</b> Demonstrate engagement in professional development through awareness of learning style and limits.
	<b>PPDW6:</b> Recognize leadership skills that enhance team function, the learning environment, and/or the health care delivery system.
<p><b>Scholarly Inquiry (SI):</b> Students will recognize the central importance of ongoing research and discovery in developing improved approaches to patient care.</p>	<b>SI1:</b> Explain the bidirectional relationship between emerging knowledge and clinical care.
	<b>SI2:</b> Formulate a high-quality research question and develop an hypothesis.
	<b>SI3:</b> Apply knowledge of research design to answer a research question.
	<b>SI4:</b> Implement specific research methods to prove or disprove an hypothesis; analyze data using the appropriate statistical tools.
	<b>SI5:</b> Disseminate new knowledge obtained from scientific inquiry.