

General Competencies, Educational Program Objectives (EPOs) and Associated Outcome Measures

Medical Education Program Objective(s)	Outcome Measure(s) for Objective
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.	
MK1: Demonstrate knowledge of normal human structure, function, and development, from the molecular through whole body levels.	<ul style="list-style-type: none"> • Examinations (written <i>incl. internal MCQ, short answer, essay, customized NBME, NBME shelf, lab practical, OSCE</i> including pre- and post-encounter exercises); • Evaluation of projects, problem sets, case reports, posters and/or presentations; • Ratings and/or narrative assessments based on direct observations by faculty and/or residents; • Performance on USMLE Step 1, Step 2 CK.
MK2: Explain the physiologic mechanisms involved in the maintenance and regulation of homeostasis.	<ul style="list-style-type: none"> • Same as MK1 with exception of lab practical.
MK3: Explain the underlying causes of diseases, injuries, and functional deficits affecting organ systems.	<ul style="list-style-type: none"> • Same as MK1.
MK4: Interpret clinical, histopathologic, laboratory, and radiographic manifestations of diseases, injuries, and functional deficits affecting organ systems.	<ul style="list-style-type: none"> • Same as MK1.
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.	<ul style="list-style-type: none"> • Same as MK1 with exception of lab practical.
MK6: Use principles of evidence-based medicine to evaluate the efficacy of diagnostic and therapeutic options.	<ul style="list-style-type: none"> • Same as MK1 with exception of lab practical, including evaluation of PICO tool.
MK7: Describe the epidemiology of common health problems and patient- and population-based approaches for reducing their incidence and prevalence.	<ul style="list-style-type: none"> • Evaluation of projects, problem sets, case reports, posters and/or presentations; • Essay examination.
MK8: Identify social determinants of health and the impact on health, care seeking, care compliance, barriers to care, and attitudes towards care.	<ul style="list-style-type: none"> • Evaluation of projects, problem sets, case reports, posters and/or presentations; • Essay examination.
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.	
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.	<ul style="list-style-type: none"> • OSCE including pre- and post- encounter exercises; • Ratings and/or narrative assessments based on direct observation by faculty and/or residents; • Evaluation of case logs.
PC2: Demonstrate knowledge and skills necessary to assume graduated responsibility in providing supervised care for patients in a variety of patient care settings.	<ul style="list-style-type: none"> • OSCE including pre- and post- encounter exercises; • Ratings and/or narrative assessments based on direct observation by faculty and/or residents; • Performance on USMLE Step 2 CK.

PC3: Create a prioritized differential diagnosis in a variety of different clinical situations and develop an appropriate patient management plan.	<ul style="list-style-type: none"> • OSCE including pre- and post- encounter exercises; • Ratings and/or narrative assessments based on direct observation by faculty and/or residents; • Evaluation of case logs.
PC4: Make informed decisions about diagnostic and therapeutic options based on patient information and preferences, up to date scientific information, and clinical judgment.	<ul style="list-style-type: none"> • OSCE including pre- and post- encounter exercises; • Ratings and/or narrative assessments based on direct observation by faculty and/or residents; • Evaluation of case logs; • Performance on USMLE Step 2 CK.
PC5: Incorporate patient education into patient care activities to improve individual and population health.	<ul style="list-style-type: none"> • OSCE including pre- and post- encounter exercises; • Ratings and/or narrative assessments based on direct observation by faculty and/or residents.
PC6: Perform and document common clinical procedures using appropriate techniques within the limits of level of training.	<ul style="list-style-type: none"> • OSCE including pre- and post- encounter exercises; • Ratings and/or narrative assessments based on direct observation by faculty and/or residents; • Evaluation of case logs.
PC7: Demonstrate an appropriate transition of care between providers or settings that minimizes the risk to patient safety.	<ul style="list-style-type: none"> • OSCE including pre- and post- encounter exercises; • Ratings and/or narrative assessments based on direct observation by faculty and/or residents.
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.	
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.	<ul style="list-style-type: none"> • Examinations (written incl. internal MCQ, short answer, essay, customized NBME, NBME shelf, OSCE); • Evaluation of projects, problem sets, case reports and/or presentations.
SBP2: Demonstrate knowledge of patient safety concepts and apply them to patient care.	<ul style="list-style-type: none"> • Examinations (written incl. internal MCQ, short answer, essay, customized NBME, OSCE); • Ratings and narrative assessments based on direct observation by faculty, residents, and other health care providers; • Performance in patient safety simulations; • Evaluation of projects and/or presentations.
SBP3: Describe how to incorporate consideration of cost awareness and risk-benefit analysis into patient and/or population-based care.	<ul style="list-style-type: none"> • OSCE; • Evaluation of projects and/or presentations.
SBP4: Develop quality improvement strategies to address errors in the health care system.	<ul style="list-style-type: none"> • Evaluation of projects and/or presentations.
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.	
PBLI1: Identify personal strengths and areas for improvement based on self- awareness and feedback from patients, peers, and/or faculty.	<ul style="list-style-type: none"> • Ratings and/or narrative assessments based on direct observation by faculty; • Evaluation of reflective writing; • Evaluation of individual study plans by faculty.
PBLI2: Set clear learning and improvement goals to address gaps in knowledge, skills and/or attitudes.	<ul style="list-style-type: none"> • Ratings and/or narrative assessments based on direct observation by faculty; • Evaluation of reflective writing;

	<ul style="list-style-type: none"> • Evaluation of individual study plans by faculty.
PBLI3: Demonstrate giving and responding to constructive feedback to improve performance of self and others.	<ul style="list-style-type: none"> • Ratings and/or narrative assessments based on direct observation by faculty.
PBLI4: Identify, critically appraise, and apply evidence from scientific studies to enhance learning and to improve patient care.	<ul style="list-style-type: none"> • Ratings and/or narrative assessments based on direct observation by faculty and/or residents.
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.	
ISC1: Demonstrate respectful interactions with peers, faculty, and other health professionals.	<ul style="list-style-type: none"> • Ratings and/or narrative assessments based on direct observation by faculty, residents, and/or other health professionals.
ISC2: Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds.	<ul style="list-style-type: none"> • OSCE; • Ratings and/or narrative assessments based on direct observation by faculty, residents, and/or other health professionals.
ISC3: Practice person-centered care including communication that is driven by and unique to the needs of the patient.	<ul style="list-style-type: none"> • OSCE; • Ratings and/or narrative assessments based on direct observation by faculty, residents, and/or other health professionals.
ISC4: Practice shared decision making with patients to facilitate their active participation in their health care.	<ul style="list-style-type: none"> • OSCE; • Ratings and/or narrative assessments based on direct observation by faculty, residents, and/or other health professionals.
ISC5: Communicate effectively through oral presentations and written documentation.	<ul style="list-style-type: none"> • OSCE; • Ratings and/or narrative assessments based on direct observation by faculty and/or residents.
Ethics and Professionalism (EP): Students will carry out professional responsibilities with the highest standards of excellence and integrity and adherence to ethical principles.	
EP1: Identify approaches to support the needs, dignity, privacy and autonomy of the patient.	<ul style="list-style-type: none"> • OSCE; • Ratings and/or narrative assessments based on direct observation by faculty and/or residents.
EP2: Describe strategies to recognize and overcome unconscious bias to improve health outcomes.	<ul style="list-style-type: none"> • Essay examination.
EP3: Demonstrate compassion, honesty, integrity, respect, responsibility, and self-discipline in relationships with patients, families, peers, faculty, and others.	<ul style="list-style-type: none"> • OSCE; • Ratings and/or narrative assessments based on direct observation by faculty, residents, peers, and other health professionals.
EP4: Describe the ethical and legal principles governing medical practice and research.	<ul style="list-style-type: none"> • Examinations (written incl. internal MCQ, short answer, essay, customized NBME, OSCE).
EP5: Demonstrate accountability in both academic and clinical settings.	<ul style="list-style-type: none"> • Ratings and/or narrative assessments based on direct observation by faculty, residents, and/or other health professionals.
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.	

IPC1: Work with other health care professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust.	<ul style="list-style-type: none"> • OSCE; • Evaluation of case reports and presentations; • Ratings and/or narrative assessments based on direct observation by faculty, residents and/or other health professionals.
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.	<ul style="list-style-type: none"> • Essay exams, ratings and/or narrative assessments based on direct observation by faculty, residents, and/or other health professionals.
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.	<ul style="list-style-type: none"> • OSCE; • Ratings and/or narrative assessments based on direct observation by faculty, residents and/or other health professionals.
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.	<ul style="list-style-type: none"> • Ratings and/or narrative assessments based on direct observation by faculty, residents and/or other health professionals.
IPC5: Communicate goals effectively to the team.	<ul style="list-style-type: none"> • OSCE; • Evaluation of presentations; ratings and/or narrative assessments based on direct observation by faculty, residents and/or other health professionals.
Personal and Professional Development and Wellness (PPDW): Students will demonstrate the qualities required to sustain lifelong personal and professional growth and wellness.	
PPDW1: Demonstrate the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors.	<ul style="list-style-type: none"> • Evaluation of self- assessments and/or guided reflective writing.
PPDW2: Recognize healthy coping mechanisms to respond to stress.	<ul style="list-style-type: none"> • Evaluation of self- assessments and/or guided reflective writing.
PPDW3: Identify different strategies for managing conflict between personal and professional responsibilities.	<ul style="list-style-type: none"> • Ratings and/or narrative assessments based on direct observation by faculty; • Evaluation of self- assessments and/or guided reflective writing.
PPDW4: Demonstrate ability to adjust behavior in response to change.	<ul style="list-style-type: none"> • OSCE; • Ratings and/or narrative assessments based on direct observation by faculty and/or residents; • Evaluation of self- assessments and/or guided reflective writing.
PPDW5: Demonstrate engagement in professional development through awareness of learning style and limits.	<ul style="list-style-type: none"> • Evaluation of self- assessments and/or guided reflective writing.
PPDW6: Recognize leadership skills that enhance team function, the learning environment, and/or the health care delivery system.	<ul style="list-style-type: none"> • Ratings and/or narrative assessments based on direct observation by faculty; evaluation of guided reflective writing.
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.	<ul style="list-style-type: none"> • Ratings and/or narrative assessments based on direct observation by faculty in research curriculum activities and journal clubs; • Essay examination.

<p>SI2: Formulate a high-quality research question and develop an hypothesis.</p>	<ul style="list-style-type: none"> • Ratings and/or narrative assessments based on direct observation by faculty in research curriculum activities; • Evaluation of mini-grant project; • Evaluation of poster and presentation for required research project.
<p>SI3: Apply knowledge of research design to answer a research question.</p>	<ul style="list-style-type: none"> • Evaluation of mini-grant project; evaluation of poster and presentation for required research project.
<p>SI4: Implement specific research methods to prove or disprove an hypothesis; analyze data using the appropriate statistical tools.</p>	<ul style="list-style-type: none"> • Ratings and/or narrative assessments based on direct observation by faculty in research curriculum activities; • Evaluation of poster and presentation for required research project; • Examinations (written incl. internal MCQ, short answer, essay, customized NBME).
<p>SI5: Disseminate new knowledge obtained from scientific inquiry.</p>	<ul style="list-style-type: none"> • Evaluation of mini-grant project; evaluation of poster and presentation for required research project.