

**SCHOOLWIDE MEDICAL EDUCATION PROGRAM OBJECTIVES AND OUTCOMES
AY 2023-2024**

I. Patient Care. Students must be prepared to provide patient care that is compassionate, appropriate and effective.		
A. Gather essential and accurate information about their patients	<p>Students will:</p> <ul style="list-style-type: none"> • <i>Elicit age-appropriate accurate, focused and complete medical histories that differentiate among etiologies of disease, including:</i> <ul style="list-style-type: none"> ○ <i>characterization of a symptom: location, severity, character, pattern, radiation</i> ○ <i>temporal sequence: onset, frequency, duration, progression</i> ○ <i>associated symptoms:</i> ○ <i>exacerbating and remitting factors</i> ○ <i>pertinent medical history</i> ○ <i>medications: prescription and supplements</i> ○ <i>family health history</i> ○ <i>social history</i> <p>AND</p> <ul style="list-style-type: none"> • <i>Perform physical examinations and/or mental status examinations relevant to the chief concern to establish the diagnosis and severity of disease including:</i> <ul style="list-style-type: none"> ○ <i>correct order and technique</i> ○ <i>identification of findings</i> ○ <i>tailored to special populations</i> 	<p>Preclerkship:</p> <ul style="list-style-type: none"> • Summative Preclerkship Clinical Assessment (History & Physical Score) <p>Clerkship/Advanced Clerkship:</p> <ul style="list-style-type: none"> • EPA 1 (Gather a History and Perform a Physical Examination) • Summative Clinical Skills Assessment (data gathering score from each station in the Summative OSCE) • Observed Physical Exam • RIMEP – Reporter each clerkship
B. Synthesize information obtained from the patient encounter to generate an	<p>Students will:</p> <ul style="list-style-type: none"> • <i>Generate a list of the most important and likely causes of symptom, recognizing specific history and</i> 	<p>Preclerkship:</p> <ul style="list-style-type: none"> • Summative Preclerkship Clinical Assessment (Differential Diagnosis)

**SCHOOLWIDE MEDICAL EDUCATION PROGRAM OBJECTIVES AND OUTCOMES
AY 2023-2024**

<p>appropriate differential diagnosis</p>	<p><i>physical exam findings that distinguish between potential causes</i></p> <p>AND</p> <ul style="list-style-type: none"> • <i>Identify components of the patient encounter that are pertinent to the clinical presentation including any abnormal findings.</i> <p>AND</p> <ul style="list-style-type: none"> • <i>Synthesize the information to create a logical differential diagnosis that reflects sound clinical reasoning.</i> 	<p>Clerkship/Advanced Clerkship:</p> <ul style="list-style-type: none"> • EPA 2 (Prioritize a Differential Diagnosis Following a Clinical Encounter) • Clerkship RIME-P Interpreter each clerkship • Summative Clinical Assessment (post note)
<p>C. Propose reasonable diagnostic and therapeutic options to address a patient’s problem, while accounting for patient needs and wants</p>	<p>Students will:</p> <ul style="list-style-type: none"> • <i>Propose a reasonable and appropriate diagnostic and treatment plan based on the differential diagnosis, justify their strategy and account for patient preference.</i> <p>AND</p> <ul style="list-style-type: none"> • <i>Discuss the relative urgency of treating various causes of symptom.</i> <p>AND</p> <ul style="list-style-type: none"> • <i>Describe any medial or surgical management of symptom. Know indications and side effects</i> <p>AND</p> <ul style="list-style-type: none"> • <i>Refer for psychological support if indicated</i> <p>AND</p> <ul style="list-style-type: none"> • <i>Plan for follow-up.</i> 	<p>Clerkship:</p> <ul style="list-style-type: none"> • Clerkship RIME-P –Manager each clerkship • USMLE Step 2 CK (Patient Care Sub-competencies) • NBME Shelf exams Patient Care Sub-competencies • Summative Clinical Assessment (post note) • Summative Clinical Assessment (data gathering: closing encounter) • EPA 4 (Enter and Discuss Orders and Prescriptions) • EPA 10 (Recognize a Patient Requiring Urgent or Emergent Care and Initiate Evaluation and Management) • Summative Clinical Assessment (oral exam)

**SCHOOLWIDE MEDICAL EDUCATION PROGRAM OBJECTIVES AND OUTCOMES
AY 2023-2024**

	<ul style="list-style-type: none"> • <i>Communicate the diagnosis, treatment plan, and prognosis of the disease to patients and their families in a caring and compassionate manner, reflecting an understanding of the emotional impact of disease and its potential effect on lifestyle</i> <p>AND</p> <ul style="list-style-type: none"> • <i>Provide education for the patient about his or her treatment plan, including counseling related to preventive measures.</i> 	<ul style="list-style-type: none"> • Clerkship RIME-P Educator and Professional each clerkship • Empathy and Clarity Rating Scale for Summative Clinical Assessment and Boot Camp Challenging Communication OSCEs • EPA 2 (Prioritize a Differential Diagnosis Following a Clinical Encounter)
<p>D. Interpret the results of commonly used laboratory and diagnostic tests and modify the diagnostic and therapeutic strategy to account for new data.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • <i>Interpret common test results.</i> <p>AND</p> <ul style="list-style-type: none"> • <i>Use new data to modify their diagnostic and treatment strategy.</i> 	<p>Preclerkship:</p> <ul style="list-style-type: none"> • MCQ items “Biostats epidemiology/population health interpretation of the medical literature” <p>Clerkship/Advanced Clerkship:</p> <ul style="list-style-type: none"> • Summative Clinical Assessment (diagnostics station) • Clerkship RIME-P Interpreter & Manager each clerkship • EPA 3 (Recommend and interpret common diagnostic and screening tests) • NBME Subject Exams: each clerkship summary annual report Physician Task: Diagnosis and Physician task: health maintenance, pharmacotherapy, intervention & management • USMLE Step 2 CK (Patient Care)
<p>E. Demonstrate an investigatory and analytic</p>	<p>Students will:</p> <ul style="list-style-type: none"> • <i>demonstrate the ability to identify and utilize credible information to</i> 	<p>Preclerkship:</p> <ul style="list-style-type: none"> • Final Physicianship 2 PICO Score

**SCHOOLWIDE MEDICAL EDUCATION PROGRAM OBJECTIVES AND OUTCOMES
AY 2023-2024**

<p>thinking approach to clinical situations</p>	<p><i>inform clinical diagnoses and decision-making.</i></p>	<ul style="list-style-type: none"> • Summative Preclerkship Clinical Assessment (EBM Score) <p><i>Clerkship/Advanced Clerkship:</i></p> <ul style="list-style-type: none"> • Clerkship RIME-P Educator each clerkship • EPA 7 (Form Clinical Questions and Retrieve Evidence to Advance Patient Care)
<p>F. Perform required clinical procedures</p>	<p>Students will:</p> <ul style="list-style-type: none"> • <i>Perform basic life support and advanced cardiac life support.</i> <p>AND</p> <ul style="list-style-type: none"> • <i>Apply universal precautions.</i> <p>AND</p> <ul style="list-style-type: none"> • <i>Explain the rationale for and perform designated procedures with proper techniques, consideration of patient’s rights, and appropriate to the level of training.</i> 	<p>Preclerkship:</p> <ul style="list-style-type: none"> • Procedure Checklists • Basic Life Support <p>Clerkship/Advanced Clerkship:</p> <ul style="list-style-type: none"> • Global Skills Completion • Advanced Cardiac Life Support- 100% Completion

<p>II. Medical Knowledge. Students must demonstrate knowledge about established and evolving foundational and clinical biomedical sciences, including epidemiological and social/behavioral sciences, and their application of this knowledge to patient care.</p>		
<p>A. Demonstrate knowledge and application of the foundational, clinical and social sciences relevant and appropriate to the clinical</p>	<p>Students will be able to demonstrate and apply knowledge in the following domains:</p> <ul style="list-style-type: none"> • <i>the normal anatomic, histologic, and physiologic structure and function relationships of the body and its major organ systems throughout the life cycle.</i> 	<p>Preclerkship:</p> <ul style="list-style-type: none"> • MCQ items “gross anatomy and embryology” “histology and cell biology” • M1 Summer Cumulative Exam Discipline Scores • USMLE Step 1 Behavioral health & nervous systems/special senses, blood &

**SCHOOLWIDE MEDICAL EDUCATION PROGRAM OBJECTIVES AND OUTCOMES
AY 2023-2024**

<p>practice of medicine</p>		<p>lymphoreticular system, cardiovascular system, endocrine system, gastrointestinal system, general principles, immune system, musculoskeletal skin and subcutaneous tissue, renal/urinary system, reproductive system, respiratory system, gross anatomy & embryology, histology & cell biology, MK: applying foundation science concepts</p> <p><i>Clerkship/Advanced Clerkship:</i></p> <ul style="list-style-type: none"> • USMLE Step 2 CK blood & lymphoreticular system, cardiovascular system, endocrine system, female reproductive & breast, gastrointestinal system, multisystem processes & disorders, musculoskeletal system/skin and subcutaneous tissue, nervous system & special senses, renal & urinary systems & male reproductive, respiratory system, medicine, obstetrics & gynecology, pediatrics, psychiatry, surgery, • NBME Subject Examinations annual report each organ system/topic and physician task: applying foundation science concepts
	<ul style="list-style-type: none"> • <i>the molecular, biochemical, genetic, and cellular mechanisms that are important in the regulation of human health and well-being.</i> 	<p><i>Preclerkship</i></p> <ul style="list-style-type: none"> • MCQ “general principles of foundational science”, “biochemistry and molecular biology”, “Human Development and Genetics” • M1 Summer Cumulative Exam General principles, Biochemistry, genetics, histology & cell biology, MK applying foundational science concepts

**SCHOOLWIDE MEDICAL EDUCATION PROGRAM OBJECTIVES AND OUTCOMES
AY 2023-2024**

		<ul style="list-style-type: none"> • USMLE Step 1 General Principles, Biochemistry, Genetics, Histology & cell Biology, MK: Applying foundational science concepts <p>Clerkship/Advanced Clerkship:</p> <ul style="list-style-type: none"> • USMLE Step 2 CK - PC Pharmacotherapy interventions & management, multisystem processes and disorders • NBME Subject Examinations annual report each organ system/topic and physician task: applying foundation science concepts
	<ul style="list-style-type: none"> • <i>pathologic and pathophysiologic mechanisms of disease throughout the life cycle and the most frequent clinical, laboratory, radiographic, and pathologic manifestations of common diseases.</i> 	<p>Preclerkship</p> <ul style="list-style-type: none"> • MCQ items “pathology”, “physiology”, “data interpretation”, “laboratory and diagnostic studies” • USMLE Step 1 pathology, pharmacology, physiology <p>Clerkship/Advanced Clerkship:</p> <ul style="list-style-type: none"> • USMLE Step 2 CK - PC: pharmacotherapy interventions & management • NBME Subject Examinations annual report Physician task: pharmacotherapy, intervention & management and older adult
	<ul style="list-style-type: none"> • <i>the molecular and cellular mechanisms of action of commonly used therapeutic including those designed for pain relief along with adverse events of treatment and accepted indications for use.</i> 	<ul style="list-style-type: none"> • MCQ Items “Pharmacology”, “Pharmacodynamics and pharmacokinetic process general principles”, “mechanisms of drug adverse effects and Toxicology • USMLE Step 1 MK applying foundation science concepts, biochemistry, histology & cell biology

**SCHOOLWIDE MEDICAL EDUCATION PROGRAM OBJECTIVES AND OUTCOMES
AY 2023-2024**

	<ul style="list-style-type: none"> • <i>how nutrition, health behaviors and preventive measures influence health and disease in individuals and in populations</i> 	<p><i>Clerkship/Advanced Clerkship:</i></p> <ul style="list-style-type: none"> • USMLE Step 2 CK - PC: pharmacotherapy interventions & management • NBME Subject Examinations annual report each organ system/topic and physician task: applying foundation science concepts and pharmacotherapy, intervention & management
	<ul style="list-style-type: none"> • <i>how the social determinants of health and factors such as implicit bias and structural racism affect access to and delivery of healthcare, and the patient-doctor relationship including cultural, environmental, socioeconomic, policies, financing and healthcare systems.</i> 	<ul style="list-style-type: none"> • MCQ items “Nutrition”, “Multisystem process and disorders”, and “Health maintenance and disease prevention” • USMLE Step 1 - nutrition, PC: evidence-based medicine <p><i>Clerkship/Advanced Clerkship:</i></p> <ul style="list-style-type: none"> • USMLE Step 2 CK nutrition, PC: evidence-based medicine • NBME Subject Examinations annual report health maintenance, pharmacotherapy, intervention, & management; ambulatory <p><i>Preclerkship</i></p> <ul style="list-style-type: none"> • MCQ items “USMLE: Social Sciences”, “Systems based Practice” • USMLE Step 1 Communication & interpersonal skills, PBLI: evidence based medicine • AMA modules to do with financing and health care systems and social determinants <p><i>Clerkship/Advanced Clerkship:</i></p> <ul style="list-style-type: none"> • USMLE Step 2 CK PC: Health maintenance prevention & surveillance, ethics/professionalism

**SCHOOLWIDE MEDICAL EDUCATION PROGRAM OBJECTIVES AND OUTCOMES
AY 2023-2024**

		<ul style="list-style-type: none"> • Advanced communication OSCE Social determinants of health
<p>B. Demonstrate knowledge of health maintenance guidelines across the lifespan</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Identify risk factors for illness or injury within the context of the individual, family, work, and the social environment across the life span. <p>AND</p> <ul style="list-style-type: none"> • Identify standardized approaches for changing health behavior <p>AND</p> <ul style="list-style-type: none"> • Describe regimens for health maintenance. 	<p>Preclerkship:</p> <ul style="list-style-type: none"> • MCQ items “Social Sciences” • Participate in motivational interview small group activity <p>Clerkship/Advanced Clerkship:</p> <ul style="list-style-type: none"> • USMLE Step 2 CK -health maintenance prevention surveillance • Family Medicine, Pediatrics, Ob/Gyn clerkships Health maintenance guidelines across the lifespan IRAT
<p>C. Apply medical knowledge in the clinical encounter</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Describe and discuss principal types of pathophysiologic mechanisms for common clinical presentations. <p>AND</p> <ul style="list-style-type: none"> • Describe and discuss the relative likelihood of common causes of symptom and describe the elements of the history and physical examination important in distinguishing among those causes. <p>AND</p> <ul style="list-style-type: none"> • Describe and discuss the indications and the limitations of principal diagnostic studies 	<p>Clerkship/Advanced Clerkship:</p> <ul style="list-style-type: none"> • NBME Subject Examinations (Applying Foundational Science Concepts) • Clerkship Presentations: Clerkship RIME-P Interpreter Manager each clerkship

**SCHOOLWIDE MEDICAL EDUCATION PROGRAM OBJECTIVES AND OUTCOMES
AY 2023-2024**

	<i>necessary to differentiate among common causes of symptom.</i>	
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III. Practice-Based Learning and Improvement. Students must be able to engage in self-evaluation regarding their academic and clinical performance, develop plans for personal improvement, and recognize how the application of new learning can be used to improve patient care.

<p>A. Conduct self-directed learning by assessing their learning needs and utilizing credible sources of information to address clinical questions</p>	<p>Students will:</p> <ul style="list-style-type: none"> • <i>Assess their learning needs in basic science and clinical courses.</i> <p>AND</p> <ul style="list-style-type: none"> • <i>Construct learning objectives to address a knowledge gap.</i> <p>AND</p> <ul style="list-style-type: none"> • <i>Generate structured questions arising from clinical problems.</i> <p>AND</p> <ul style="list-style-type: none"> • <i>Identify credible sources of information to address their questions.</i> 	<p>Preclerkship:</p> <ul style="list-style-type: none"> • Self Directed Learning Score from last systems course and h&p <p>Clerkship/Advanced Clerkship: Clerkship RIME-P Interpreter-Manager-Educator each clerkship</p>
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**SCHOOLWIDE MEDICAL EDUCATION PROGRAM OBJECTIVES AND OUTCOMES
AY 2023-2024**

<p>B. Locate, appraise, and assimilate evidence from scientific & clinical studies, including electronic sources and decision support tools, that are related to patient health and the larger population from which these patients are drawn</p>	<p>Students will:</p> <ul style="list-style-type: none"> Identify the appropriate use of biostatistics, epidemiology and study design or diagnostic screening, risk management, and therapeutic decision-making. <p>AND</p> <ul style="list-style-type: none"> Systematically appraise and assimilate best evidence about the patients they care for and the larger population of patients with similar clinical conditions. 	<p>Preclerkship:</p> <ul style="list-style-type: none"> MCQ items “USMLE: Biostatistics, epidemiology, population health, and interpretation of the medical literature” Summative Preclerkship Clinical Assessment PICO <p>Clerkship/Advanced Clerkship:</p> <ul style="list-style-type: none"> EBM presentations Clerkship RIME P -Educator - EPA 7 (Form Clinical Questions and Retrieve Evidence to Advance Patient Care)
<p>C. Demonstrate strategies to monitor and adjust their learning</p>	<p>Students will:</p> <ul style="list-style-type: none"> Self-evaluate their professional development across the basic and clinical sciences through reflective practice habits. <p>AND</p> <ul style="list-style-type: none"> Establish strategies for improvement. <p>AND</p> <ul style="list-style-type: none"> Employ strategies for seeking, receiving and acting upon feedback. 	<p>Preclerkship:</p> <ul style="list-style-type: none"> Personalized plan for Step 1 study in advance of meeting with Cognitive Skills for feedback <p>Clerkship/Advanced Clerkship:</p> <ul style="list-style-type: none"> RIMEP-Educator each clerkship Personalized plan for Step 2 study in advance of meeting with Cognitive Skills for feedback

IV. Interpersonal and Communication Skills. Students must be able to demonstrate interpersonal and communication skills, both verbal and written, that result in effective information exchange with patients, patients' families, peers, and other health professions colleagues.

<p>A. Foster and sustain a therapeutic and ethically sound</p>	<p>Students will:</p>	<p>Preclerkship:</p>
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**SCHOOLWIDE MEDICAL EDUCATION PROGRAM OBJECTIVES AND OUTCOMES
AY 2023-2024**

<p>relationship with patients and families in order to effectively communicate their health care needs and provide emotional support</p>	<ul style="list-style-type: none"> • <i>Foster a therapeutic relationship with all patients and their families.</i> <p>AND</p> <ul style="list-style-type: none"> • <i>Adapt their communication style to the individual needs of the patient, and the urgencies of the situation.</i> <p>AND</p> <ul style="list-style-type: none"> • <i>Communicate respectfully and demonstrate appropriate ethical interactions.</i> <p>AND</p> <ul style="list-style-type: none"> • <i>Demonstrate sensitivity, honesty and compassion in difficult conversations (e.g., about end-of-life issues; death; adverse events; bad news and other sensitive topics).</i> 	<ul style="list-style-type: none"> • Summative Preclerkship Clinical Assessment (Communication Score) <p>Clerkship/Advanced Clerkship:</p> <ul style="list-style-type: none"> • Summative Clinical Assessment Empathy and Clarity Rating Scale • Clerkship RIME-P Professional each clerkship • (Delivering bad news and Advanced Directive): Empathy and Clarity Rating Scale
<p>B Utilize appropriate and effective communication strategies in order to: gather and provide health care information to patients and their families; counsel patients in maintaining health; and support effective decision-making</p>	<p>Students will:</p> <ul style="list-style-type: none"> • <i>Use techniques which foster effective communication.</i> <p>AND</p> <ul style="list-style-type: none"> • <i>Deliver information with appropriate communication strategies including use of the explanatory model, assessing the patient’s understanding with direct questioning, and with written instructions.</i> <p>AND</p> <ul style="list-style-type: none"> • <i>Conduct a culturally competent encounter to promote patient-centered decision making.</i> 	<p>Preclerkship:</p> <ul style="list-style-type: none"> • Summative Preclerkship Clinical Assessment (Communication Score) <p>Clerkship/Advanced Clerkship:</p> <ul style="list-style-type: none"> • Clerkship RIME P- Professional each clerkship • Summative Clinical Assessment Empathy and Clarity Rating Scale
	<p>Students will:</p>	

**SCHOOLWIDE MEDICAL EDUCATION PROGRAM OBJECTIVES AND OUTCOMES
AY 2023-2024**

<p>C. Communicate effectively with others as members of a health care team, including peers, residents, faculty and other health care professionals in a manner that supports the maintenance of health and the treatment of disease in individual patients and populations</p>	<ul style="list-style-type: none"> • <i>Communicate effectively with all health care team members and professionals in both clinical and non-clinical settings.</i> 	<p>Preclerkship:</p> <ul style="list-style-type: none"> • <i>Summative Preclerkship Clinical Assessment (post note)</i> • <i>Summative Preclerkship Clinical Assessment (oral presentation)</i> <p>Clerkship/Advanced Clerkship:</p> <ul style="list-style-type: none"> • <i>EPA 5 (Document a Clinical Encounter in the Patient Record)</i> • <i>EPA 6 (Provide an Oral Presentation of a Clinical Encounter</i> • <i>Clerkship RIME-P Reporter Individual clerkship</i>
	<ul style="list-style-type: none"> • <i>Demonstrate effective communication in patient hand-offs during transitions of care and maintain continuity through follow up on patient progress and outcomes.</i> 	<p>Clerkship/Advanced Clerkship:</p> <ul style="list-style-type: none"> • <i>EPA 5 (Document a Clinical Encounter in the Patient Record)</i> • <i>EPA 8 (Give or Receive a Patient Handover to Transition Care Responsibility)</i>
	<ul style="list-style-type: none"> • <i>Provide concise and accurate verbal and written summaries of all patient encounters, prioritizing the most significant factors for clinical decision-making.</i> 	<p>Preclerkship:</p> <ul style="list-style-type: none"> • <i>Summative Preclerkship Clinical Assessment (post note)</i> • <i>Summative Preclerkship Clinical Assessment (oral presentation)</i> <p>Clerkship/Advanced Clerkship:</p> <ul style="list-style-type: none"> • <i>EPA 5 (Document a Clinical Encounter in the Patient Record)</i> • <i>EPA 6 (Provide an Oral Presentation of a Clinical Encounter)</i> • <i>Clerkship RIME-P Reporter</i>

V. Professionalism. Students must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

**SCHOOLWIDE MEDICAL EDUCATION PROGRAM OBJECTIVES AND OUTCOMES
AY 2023-2024**

<p>A. Demonstrate sensitivity and respect in their interactions with others in all forms of communication</p>	<p><i>Students will not discriminate regardless of race, gender, religion, sexual orientation, age, disability, intelligence and socio-economic status.</i></p> <p>AND</p> <p><i>Students will communicate respectfully with peers, staff, faculty and patients in teams.</i></p>	<p>Preclerkship:</p> <ul style="list-style-type: none"> • Professionalism Grade – physicianship final grade component • Summative Preclerkship Clinical Assessment (Communication Score) • Bystander and microaggression training • Absence of professionalism warning or citation <p>Clerkship/ Advanced Clerkship:</p> <ul style="list-style-type: none"> • Bystander and microaggression training: • Clerkship RIME-P Professional each clerkship • Absence of professionalism warning or citation
<p>B. Demonstrate integrity in interactions with peers, patients, and other health professionals</p>	<p><i>Students will engage in truthful interactions in all situations with patients, peers, and in their professional work; obey rules and regulations in all settings.</i></p>	<p>Preclerkship</p> <ul style="list-style-type: none"> • Absence of professionalism warning or citation • Trustworthiness Scale (truthfulness) <p>Clerkship/ Advanced Clerkship:</p> <ul style="list-style-type: none"> • Clerkship RIME P-Professional each clerkship

**SCHOOLWIDE MEDICAL EDUCATION PROGRAM OBJECTIVES AND OUTCOMES
AY 2023-2024**

		<ul style="list-style-type: none"> • Absence of professionalism warning or citation • Trustworthiness Scale (truthfulness)
<p>C. Demonstrate accountability to assigned tasks</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Complete assignments in a timely manner. <p>AND</p> <ul style="list-style-type: none"> • Maintain good punctuality and attendance for all scheduled activities. <p>AND</p> <ul style="list-style-type: none"> • Communicate appropriately with regard to their responsibilities. <p>AND</p> <ul style="list-style-type: none"> • Demonstrate initiative in fulfilling responsibilities to patients and others on the health care team. 	<p>Preclerkship</p> <ul style="list-style-type: none"> • Absence of professionalism warnings or citations • Trustworthiness Scale (conscientiousness) <p>Clerkship/ Advanced Clerkship:</p> <ul style="list-style-type: none"> • Clerkship RIMEP Professional each clerkship • Trustworthiness Scale (conscientiousness) • Absence of professionalism warnings or citations
<p>D. Demonstrate a commitment to ethical principles pertaining to health care</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Maintain patient confidentiality. <p>AND</p> <ul style="list-style-type: none"> • Identify the principles of informed consent, and information sharing. <p>AND</p> <ul style="list-style-type: none"> • Recognize the importance of ethical decision making. 	<p>Preclerkship:</p> <ul style="list-style-type: none"> • HIPAA Compliance Certificate • CITI Certificate • MCQ items “Social Sciences”, “Research ethics” <p>Clerkship/Advanced Clerkship:</p> <ul style="list-style-type: none"> • HIPAA Compliance Certificate • Clerkship RIME-P Professional each clerkship • Boot Camp Advanced Communication OSCE: Obtain Informed Consent for Tests and or Procedures

**SCHOOLWIDE MEDICAL EDUCATION PROGRAM OBJECTIVES AND OUTCOMES
AY 2023-2024**

<p>E. Recognize and address personal limitations, attributes or behaviors that might influence their effectiveness as a physician</p>	<p>Students will:</p> <ul style="list-style-type: none"> • <i>Seek help when needed.</i> <p>AND</p> <ul style="list-style-type: none"> • <i>Accept constructive criticism and modify behavior based on feedback.</i> <p>AND</p> <ul style="list-style-type: none"> • <i>Maintain responsibility for the physical and mental health of themselves and their peers.</i> <p>AND</p> <ul style="list-style-type: none"> • <i>Admit to errors of omission and commission and assume responsibility.</i> <p>AND</p> <ul style="list-style-type: none"> • <i>Inform a supervisor when mistakes occur.</i> <p>AND</p> <ul style="list-style-type: none"> • <i>Maintain composure during difficult interactions.</i> 	<p>Preclerkship:</p> <ul style="list-style-type: none"> • Trustworthiness Scale (discernment) • Trustworthiness Scale (truthfulness) • Absence of Professionalism warning or citation <p>Clerkship/Advanced Clerkship:</p> <ul style="list-style-type: none"> • Absence of Professionalism warning or Citation • Trustworthiness Scale (discernment) • Trustworthiness Scale (truthfulness) • Clerkship RIME-P Professional each clerkship
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VI. Systems-Based Practice. Students will be able to function effectively in teams and within a larger organizational structure. They must demonstrate an awareness of the larger context and system of health care and of the resources available within the system to provide optimal care to individual patients and groups. Finally, students must demonstrate awareness of current barriers to health care and of the various strategies designed to assist patients in gaining access to care.

<p>A. Work effectively in various health care settings</p>	<p>Students will:</p> <ul style="list-style-type: none"> • <i>work effectively in various types of medical practice and delivery systems (including but not limited to emergent/urgent care facilities, underserved clinics and communities, long-term care facilities and tertiary academic/community hospital</i> 	<p>Preclerkship:</p> <ul style="list-style-type: none"> • TeamSTEPPS® 100% completion • Reflections Experiential Learning Experiences - reflect rubric <p>Clerkship/Advanced Clerkship:</p>
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**SCHOOLWIDE MEDICAL EDUCATION PROGRAM OBJECTIVES AND OUTCOMES
AY 2023-2024**

	<p><i>settings and recognize their role in health care delivery).</i></p>	<ul style="list-style-type: none"> • Reflection Interprofessional Care – reflect rubric in PCM3
<p>B. Incorporate considerations of resource allocation, cost awareness, and risk-benefit analysis in patient, community, and population-based care</p>	<p>Students will:</p> <ul style="list-style-type: none"> • <i>Identify the roles of the full healthcare team and their relationship to patient care; Communicate effectively with all members of the healthcare team to advance the care of the patient in the continuum of care; Identify the impact of cost of care and potential barriers to care</i> 	<p>Preclerkship:</p> <ul style="list-style-type: none"> • MCQ items “ Social Sciences”, “Communication and interpersonal skills” • AMA Health Systems Science Modules “health care teams,” “cost of care,” and “continuum of care” <p>Clerkship</p> <ul style="list-style-type: none"> • Clerkship RIME P Manager and Educator each clerkship
<p>C. Advocate for quality patient care and participate in identifying system errors and potential systems solutions to improve patient safety</p>	<p>Students will:</p> <ul style="list-style-type: none"> • <i>identify and describe the steps to report systems errors in the established reporting system to improve patient safety; identify potential solutions to improve patient-centered care</i> 	<p>Preclerkship:</p> <ul style="list-style-type: none"> • MCQ “patient safety”; • AMA Health Systems Science Modules medical error and patient safety: %>= 80% <p>Clerkship/Advanced Clerkship:</p> <ul style="list-style-type: none"> • Boot Camp Patient Safety/Quality Improvement assessment
<p>D. Work collaboratively as members of multi-disciplinary health care teams to provide patient-centered care</p>	<p>Students will:</p> <ul style="list-style-type: none"> • <i>Identify and describe the components of patient centered care in practice environments.</i> <p>AND</p> <ul style="list-style-type: none"> • <i>Interact appropriately with other healthcare team members.</i> <p>AND</p>	<p>Preclerkship:</p> <ul style="list-style-type: none"> • Reflections Experiential Learning Experiences <p>Clerkship/Advanced Clerkship:</p> <ul style="list-style-type: none"> • Reflection Interprofessional Care PCM3

**SCHOOLWIDE MEDICAL EDUCATION PROGRAM OBJECTIVES AND OUTCOMES
AY 2023-2024**

	<ul style="list-style-type: none"> • <i>Identify the many roles that health care members have in patient care.</i> 	
<p>E. Facilitate the learning of other health care professionals</p>	<p>Students will:</p> <ul style="list-style-type: none"> • <i>Work collaboratively in small groups</i> <p>AND.</p> <ul style="list-style-type: none"> • <i>Work collaboratively with students and other health care professionals.</i> • <i>Appropriately share and elucidate clinical information.</i> 	<p>Preclerkship:</p> <ul style="list-style-type: none"> • Interprofessional Collaborative Care Plan completed <p>Clerkship/Advanced Clerkship:</p> <ul style="list-style-type: none"> • Clerkship RIME P Educator Professional • Interprofessional Collaborative Care Plan from Joining Forces
	<ul style="list-style-type: none"> • <i>Participate in teaching activities.</i> 	<ul style="list-style-type: none"> • Peer Teaching 100% completion