CURRICULUM

Several key decisions have been made for the future Rutgers School of Medicine single curriculum by multiple working groups of the Curriculum Subcommittee.

The school will have a single set of schoolwide competencies and objectives. A clerkship curricular schedule has been developed. All preclerkship courses will be identical in content and learning modalities. Assessment and grading decisions are under deliberation.

We have identified the eight core competencies below for the curriculum.

1. Professionalism and Humanism

Demonstrates integrity, respect, and ethical reasoning, and promotes inclusion of differences in all interactions to improve healthcare for patients, communities, and populations.

Objectives:

- Student demonstrates respect and compassion for patients, caregivers, families, and team members.

- Student safeguards patient privacy, confidentiality, and autonomy.

- Student uses ethical principles and reasoning to guide behavior.

- Student adapts actions and communication according to the situation.

- Student takes ownership of mistakes and acts to address them.

- Student identifies personal limits of knowledge and seeks help appropriately.

- Student demonstrates cultural humility and a willingness to learn from others, including those with different backgrounds and experiences.

- Student recognizes and addresses personal well-being needs that may impact professional performance.

- Student completes duties and tasks in a thorough, reliable, and timely manner.

2. Patient Care and Procedural Skills

Demonstrates compassionate, effective, holistic, evidence-informed, and equitable patient-centered care.

Objectives:

- Student gathers relevant patient histories from multiple data sources, as necessary.

- Student performs relevant physical examinations using appropriate techniques and tools.

- Student identifies patients in need of urgent or emergent care, seeks assistance, and recommends initial evaluation and management.

- Student creates and prioritizes differential diagnoses.

- Student proposes hypothesis-driven diagnostic testing and interprets results.

- Student formulates therapeutic management plans for commonly encountered clinical conditions.

- Student uses patient-centered language to describe common diagnostic and therapeutic interventions and plans.

- Student demonstrates basic procedural techniques.

- Student incorporates health promotion and disease prevention into patient care plans.

3. Medical Knowledge

Applies and integrates foundational knowledge to improve healthcare for patients and populations.

Objectives:

- Student demonstrates knowledge of basic, clinical, pathophysiologic, social, and health systems sciences, as well as humanities, needed for clinical practice.

- Student applies foundational knowledge of clinical problem-solving, diagnostic reasoning, and decision-making to clinical scenarios.

- Student discerns the accuracy of information and its relevance to clinical problems.

- Student accesses knowledge relevant to clinical problems using appropriate resources, including emerging technologies.

4. Practice-Based Learning and Improvement

Integrates feedback, evidence, and reflection to adapt behavior, foster improvement, and cultivate life-long learning.

Objectives:

- Student actively seeks and incorporates feedback and assessment data to improve performance.

- Student identifies opportunities for growth their performance through informed self-assessment and reflective practice.

- Student locates, critically appraises, and synthesizes information to support evidence-informed, patient-centered clinical decisions.

- Student develops, implements, and reassesses learning and improvement goals.

- Student demonstrates inquiry and an ability to grow and seek new knowledge.

5. Interpersonal and Communication Skills

Effectively communicates and interacts with patients, caregivers, and the healthcare team to contribute to high-quality patient-centered care.

Objectives:

- Student collaborates with patients, caregivers, and team members to enhance the therapeutic relationship.

- Student collaborates with healthcare and administrative team members to enhance team and organizational functioning.

- Student demonstrates active listening.

- Student communicates clearly, accurately, and compassionately in verbal, nonverbal, written, and electronic formats, including the appropriate use of a medical interpreter.

- Student demonstrates skills to educate patients, caregivers, peers, and team members.

- Student formulates and shares feedback constructively with others.

6. Systems-Based Practice

Applies knowledge of the larger context of health, including its social and structural determinants, and of systems and resources within and outside of health care, to optimize high-quality care for patients, communities, and populations.

Objectives:

- Student applies knowledge of social and structural drivers of health.

- Student adapts performance to various healthcare teams, delivery settings, and systems.

- Student collaborates in transitions and coordination of care.

- Student identifies the risks and benefits of using current and emerging technologies in patient care.

- Student identifies patient safety concerns, systems issues, and opportunities for quality improvement.

- Student describes health policy and the financial context of healthcare.

- Student applies knowledge of the local population and community health needs, disparities, and resources.

7. Social Justice and Health Equity

Utilizes recognized mechanisms to reduce health disparities and advance health equity in patients, communities, and healthcare systems.

Objectives:

- Student integrates patient, family, and caregiver needs, values, preferences, experiences, and social context into patient care.

- Student identifies personal biases and strategies to mitigate their effects.

- Student demonstrates social responsibility and a commitment to service.

- Student identifies individual and structural factors that impact health and wellness.

8. Discovery and Dissemination

Demonstrates intellectual curiosity and the skills necessary to create new knowledge, devise plans for implementation of ethical research and communicate of findings.

Objectives:

- Student demonstrates knowledge of the scientific principles, research design, and data interpretation underlying basic, clinical, and translational research.

- Student gathers and analyzes existing literature in a field of inquiry and formulates a research question and hypothesis.

- Student describes appropriate research methods to answer an investigative question.

- Student demonstrates the skills to perform ethical research.

- Student communicates knowledge obtained from scientific inquiry clearly and accurately.