

Medical Knowledge (MK)

Goal: Students will apply evidence-based principles of biomedical, clinical, epidemiological, and social-behavioral sciences to guide diagnosis, treatment, and patient care decisions.

Graduates will:

- MK1. Apply knowledge of normal human structure, function, and development, from the molecular through whole body levels, to distinguish health from disease and explain how physiologic mechanisms are integrated and regulated in the body. *(PCRS 2.2; EPA 7, 12)*
- MK2. Explain the causes (behavioral, degenerative, developmental, environmental, genetic, immunologic, inflammatory, metabolic, microbiologic, neoplastic, toxic, and traumatic) of diseases, injuries, and functional deficits affecting organ systems.* *(PCRS 2.2; EPA 2)*
- MK3. Describe the altered structure and function resulting from diseases, injuries, and functional deficits affecting organ systems*, with an ability to interpret the clinical, histopathologic, laboratory, and radiographic manifestations commonly seen in practice. *(PCRS 1.4, 2.2, 2.3; EPA 1)*
- MK4. Explain the principles of and describe the rationale for interventions (behavioral, genetic, mechanical, nutritional, pharmacologic, surgical, and therapeutic) aimed at the prevention, treatment, and/or management of diseases, injuries, and functional deficits affecting organ systems*. *(PCRS 2.2; EPA 4, 7, 11, 12)*
- MK5. Explain the role of the scientific method in establishing the cause of disease and use principles of evidence-based medicine, including biostatistics, to evaluate the efficacy of diagnostic and therapeutic options. *(PCRS 2.1, 2.3, 2.6; EPA 4, 7, 12)*
- MK6. Describe the epidemiology of common diseases affecting populations, including methods for prevention and early detection of disease and systematic, population-based approaches for reducing the incidence and prevalence of disease. *(PCRS 2.4; EPA 7)*
- MK7. Explain how behavioral, cultural, economic, educational, environmental, lifestyle, and psychosocial factors impact and interact with health, disease, care-seeking, care compliance, barriers to care, and attitudes towards care. *(PCRS 2.5; EPA 1, 4)*

*Organ systems include the cardiovascular, digestive, endocrine, immune, integumentary, lymphatic, muscular, nervous, renal, reproductive, respiratory, and skeletal systems

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CCSC Approved: 4/8/2014

Patient Care (PC)

Goal: Students will use knowledge and skills during clinical encounters to gather necessary information and apply evidence to develop appropriate diagnostic and therapeutic plans that enhance health and treat disease.

Graduates will:

- PC1. Recognize their role as a health care professional and contribute to the care of a broad spectrum of patients across the life cycle and with differing demographics. *(PCRS 1.10, 1.11; EPA 1, 9)*
- PC2. Demonstrate knowledge and skills necessary to assume graduated responsibility in providing supervised care for patients including obtaining an appropriate clinical history and physical exam in a variety of patient care settings. *(PCRS 1.2, 1.3; EPA 1, 10, 11, 12)*
- PC3. Create a prioritized differential diagnosis in a variety of different clinical situations and formulate a plan of care for the patient. *(PCRS 1.5, 1.6; EPA 1, 2, 10)*
- PC4. Interpret data from the patient encounter, the medical record and results of diagnostic testing gathered to make informed decisions based on up to date scientific information and sound clinical judgment. *(PCRS 1.3, 1.4, 1.5; EPA 1, 3, 7, 10)*
- PC5. Identify opportunities to incorporate health promotion and patient education into patient care activities as a means to improve individual and population health. *(PCRS 1.9; EPA 1)*
- PC6. Perform and document common clinical procedures using appropriate techniques within the limits of the level of training. *(PCRS 1.1; EPA 5, 10, 12)*
- PC7. Demonstrate an appropriate transition of care between providers or settings that minimizes the risk to patient safety. *(PCRS 1.8; EPA 6, 8, 10, 13)*

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System Based Practice

Goal: 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. Students will acknowledge the relationship between the patient, the community and the health care system and the impact on health of culture, economics, the environment, health literacy, health policy, and advocacy to determine their role within these social and system dynamics.

Graduates will:

- SBP1. Embrace and respect diversity and individual differences that characterize patients, populations and members of the health care team. *(PCRS 4.1, 5.5; EPA 1, 6)*
- SBP2. Demonstrate effective team work through collaboration with patients, their supporters, multi-disciplinary healthcare professionals and other staff in the delivery of healthcare. *(PCRS 4.1, 4.2, 4.3; EPA 6, 9, 10)*
- SBP3. Evaluate the impact of a patient's social context in health and disease and how factors, such as culture, socio-economic status, environment, religion, spirituality, sexuality, education, and health literacy impact patient-physician interactions, health care decision-making, and health outcomes. *(PCRS 3.9; EPA 3, 6, 11, 12)*
- SBP4. Explain fundamental features of health care policy (including funding, legal and regulatory issues) both locally and nationally, the importance of physician advocacy in shaping healthcare policy, and the potential impact of policy changes on patients, underserved populations, and health care providers. *(PCRS 5.4, 6.4; EPA 3, 4)*
- SBP5. Promote healthcare quality and patient safety through knowledge of safety concepts and contribution to a culture of safety through local and national initiatives. *(PCRS 6.4, 6.5; EPA 4, 6, 10, 11, 13)*
- SBP6. Demonstrate an awareness of the roles and responsibilities of the different members of the health care team, and participate in inter-professional education leading to collaborative practice. *(PCRS 4.3, 7.2; EPA 9)*
- SBP7. Apply the principles of high value health care to prioritize resource utilization while preserving the delivery of high quality health care to ensure improved outcomes. *(PCRS 1.9, 5.4, 6.3, 6.4; EPA 4, 10, 11, 13)*

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Practice Based Learning and Improvement (PBLI)

Goal: Students will be able to actively set and pursue clear learning goals and exploit new opportunities for intellectual growth and development. The student will demonstrate the ability to generate critical, reliable, valid self-assessment(s) and use this knowledge for self-regulation and to promote their development. Students will be able to recognize and thoroughly characterize a problem, develop an informed plan of action, act to resolve the problem, and subsequently assess the result(s) of their action.

Graduates will:

- PBLI1. Demonstrate engagement in their professional development through awareness of their learning style and limits, and use this knowledge to close gaps and guide participation in continuous professional and inter-professional development such as conferences, classes, seminars, lectures, workshops and other venues. *(PCRS 3.1, 3.2, 3.3, 3.5; EPA 7, 9, 11, 13)*

- PBLI2. Generate and analyze a set of potential solutions by applying prior knowledge to a new experience, recognizing the limitations of prior experience and knowledge, and identifying new information required to solve the problem. *(PCRS 2.6, 3.1, 3.3; EPA 7, 10, 11)*

- PBLI3. Use multiple sources (including, but not limited to: colleagues; faculty; and the biomedical literature) to identify and critically appraise information, which includes managing information volume, discerning quality, and applying findings to advance medical knowledge and patient care. *(PCRS 3.6, 3.7; EPA 7)*

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Interpersonal Skills and Communication (ISC)

Goal: Students will listen attentively and communicate clearly with patients, families, peers, faculty, and other members of the health care team: establishing rapport; fostering, forming, and maintaining therapeutic relationships with patients; effectively gathering and providing information during interactions with others and participating in collaborative decision making that is patient-focused.

Graduates will:

- ISC1. Establish and maintain respectful relationships with members of the health care team (peers, faculty and inter-professional colleagues) to facilitate the provision of effective care to patients. *(PCRS 4.2, 4.3, 4.4, 7.3, 8.7; EPA 6, 7, 8, 9, 10, 13)*
- ISC2. Engage in respectful dialogue with patients, demonstrating active listening and the use of verbal and non-verbal skills to establish rapport and an effective physician patient relationship. *(PCRS 4.1, 8.7; EPA 6, 10, 11, 12)*
- ISC3. Modify communications demonstrating sensitivity to differences, values, and needs of others, with attention to one's personal communication style and the context and purpose of the conversation. *(PCRS 4.1, 4.2, 4.6, 4.7; EPA 6, 10, 11, 12)*
- ISC4. Incorporate elements of shared decision making into communication with patients to facilitate their active participation in their health care. *(PCRS 1.7, 3.8; EPA 4, 10, 11, 12)*
- ISC5. Share information accurately in academic and clinical settings both in oral presentations and written documentation including in the medical record. *(PCRS 4.2, 4.5; EPA 4, 6, 7, 8, 9, 10, 11, 12)*

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Professionalism (P)

Goal: Students will carry out professional responsibilities with the highest standards of excellence and integrity, consistent with the Honor Code and with adherence to ethical principles. Students will value the humanity of all and demonstrate accountability to both patient and society by placing the patient first and advocating for improved access and just distribution of resources.

Graduates will:

- P1. Be responsive to the whole patient in a manner that supersedes self-interest by respecting the needs, dignity, privacy and autonomy of the patient, and by employing strategies to reduce the effect of their own needs, beliefs, values, interests, vulnerabilities, conflicts and biases on patient care. *(PCRS 5.2, 5.3; EPA 8, 11)*
- P2. Behave in a professional manner by demonstrating compassion, honesty, integrity, respect, responsibility, and self-discipline in relationships with all individuals, regardless of gender, age, culture, race, ethnicity, religion, sexual orientation, disability, socioeconomic status, native language, or role. *(PCRS 5.1, 5.5, 7.1, 8.4; EPA 9)*
- P3. Apply ethical and legal principles to identify, analyze, and address ethical issues in clinical and research activities, with the ability to discriminate where ethical and legal principles diverge. *(PCRS 5.6; EPA 12)*
- P4. Adhere to ethical principles governing medical practice, including maintaining patient confidentiality, gaining informed consent, identifying and managing conflicts of interest, complying with human subjects' research protections, identifying and addressing unethical and unprofessional behaviors, and maintaining appropriate boundaries in relationships with patients. *(PCRS 5.6, 8.5; EPA 11, 13)*
- P5. Advocate on behalf of individual patients and underserved populations for improved access to care and just distribution of finite resources, balancing individual patient and societal needs. *(PCRS 5.4; EPA 4)*
- P6. Practice personal self-care, including developing strategies for stress management, maintaining a healthy balance between personal and professional responsibilities, and engaging the assistance of others when needed. *(PCRS 8.1, 8.2, 8.3; EPA 5)*

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