



Goal 1: Foundational Knowledge—Medical Knowledge			
	Basic sciences (phase I -Year 1 & 2)	Clinical Sciences: Core Clerkship year (Phase II- Year 3)	Clinical Sciences: Elective Clerkship year (Phase III- Year 4)
Goal 1.1 Master fundamental bio-medical concepts, terms, processes, and system interactions	a. Describe normal structure and function of the human body at the molecular, cellular, tissue, organ level and all major organ systems, outlining how anatomy, biochemistry, cell biology and physiology work together b. Identify the major diseases and conditions and the ways in which they operate in the body c. Use scientific principles underlying diagnostic methodologies	a. Apply knowledge of the expected changes in organ function as well as normal physiologic changes across the lifespan into the care of patients with core medical problems b. Describe how the altered structure and function of the body and its major organ systems are manifest through major diseases and conditions c. Describe the scientific basis for the diagnostic tests used in medicine	a. Integrate knowledge of the expected changes in organ function in the care of critically ill patients as well as normal physiologic changes across the lifespan b. Explain the pathogenesis of major conditions related to a area(s) of specialty/ disciplinary interest c. Integrate knowledge of diagnostic testing into patient care using principles of evidence-based medicine
Goal 1.2 Describe the determinants of health	a. Identify and describe the individual and population-level biopsychosocial determinants of health and how these determinants influence population health status b. Recognize population-level health disparities that may impact access to healthcare, care of patients, and patient outcomes	a. Using available data, compare and describe the health status of the U.S. to the health status of other countries for key health indicators. b. Identify determinants of health, risk factors and protective factors that influence the diagnosis of a specific patient with a health condition	a. Describe the population-level factors related to the spread of disease and interventions to control spread b. Develop a treatment plan that considers the determinants, risk factors and protective factors to improve health
Goal 1.3 Utilize evidence in making clinical decisions	a. Obtain, analyze, and synthesize information from the medical literature b. Describe the fundamental components of basic, clinical and translational research c. Define the fundamental statistical tools used in medicine	a. Develop a clinical question, identify relevant research findings, critically evaluate the validity and reliability of that research, and apply the findings to the care of patients b. Incorporate pertinent biomedical information and research findings into clinical decisionmaking and identify barriers to implementation c. Apply basic statistical approaches to clinical situations	a. Appraise and synthesize literature based biomedical information to address diagnostic, prognostic and/ or treatment questions in the clinical care setting b. Effectively explain to patients how the relevant medical literature applies to their care c. Determine applicability of literature findings to clinical scenarios by interpreting statistical analysis

Dimension 2: Application – Patient Care (Clinical Skills)			
	Basic sciences (phase I -Year 1 & 2)	Clinical Sciences: Core Clerkship year(Phase II- Year 3)	Clinical Sciences: Elective Clerkship year (Phase III- Year 4)
Goal 2.1 Conduct patient interviews and physical examinations	<p>a. Conduct an organized, comprehensive history and physical under supervision and recognize normal findings</p> <p>b. Conduct a focused history and physical for select common presenting problems under supervision</p>	<p>a. Independently conduct an organized, comprehensive history and physical and recognize common abnormal findings</p> <p>b. Independently conduct a focused, prioritized history and physical</p>	<p>a. Independently conduct a reliable history and physical and detect subtle physical exam findings</p> <p>b. Demonstrate the ability to interview challenging patients</p>
Goal 2.2 Diagnose patient health problems	<p>a. Generate a differential diagnosis by applying knowledge of the basic sciences and pathophysiology</p> <p>b. Define and explain ancillary diagnostics</p>	<p>a. Prioritize a differential diagnosis by applying knowledge of the basic sciences and pathophysiology</p> <p>b. Propose appropriate ancillary diagnostics and summarize diagnostic results</p>	<p>a. After considering the differential diagnosis, make an informed diagnosis, in a variety of patient settings (emergent, urgent and routine health care)</p> <p>b. Interpret results and prioritize next steps for appropriate diagnostic evaluation</p>
Goal 2.3 Propose evidence-based health maintenance and therapeutic treatments	<p>a. Propose a treatment plan for common disease processes</p> <p>b. Explain the three levels of prevention and the role of health promotion in increasing the health status of patients and populations</p>	<p>a. Develop a cost-effective plan of care under supervision</p> <p>b. Identify and select relevant, evidence-based health promotion and education tools, as well as materials for common acute and chronic conditions encountered in the clinical setting</p> <p>c. Demonstrate the ability, under supervision, to perform basic medical procedures</p>	<p>a. Apply knowledge of indications, contraindications and potential adverse reactions for a given therapeutic intervention, with attention to cost and quality for patient encounters in a variety of settings</p> <p>b. Provide patient education regarding prevention, diagnosis, treatment plan, informed consents, and health promotion</p> <p>c. Demonstrate the ability to perform basic medical procedures independently</p>

Dimension 3: Integration—Systems-Based Practice			
	Basic sciences (phase I -Year 1 & 2)	Clinical Sciences: Core Clerkship year(Phase II- Year 3)	Clinical Sciences: Elective Clerkship year (Phase III- Year 4)
Goal 3.1 Connect knowledge of patient populations and health delivery processes in making diagnoses and therapeutic recommendations	<p>a. Identify and differentiate the roles of clinical health-care delivery and public health within a population health framework</p> <p>b. Identify and explain population health goals. Describe the value of community resources available for the care of patients</p>	<p>a. Describe the reporting process for disease surveillance</p> <p>b. Describe the epidemiologic investigation process</p> <p>c. Identify available community resources to improve the health of individuals and populations</p>	<p>a. Demonstrate an understanding of the clinical role of physicians in community level preparedness</p> <p>b. Evaluate population-based initiatives that can influence the health of patients and populations, reduce disparities, and/or increase equity</p> <p>c. Refer patients to appropriate community resources as part of the treatment plan</p>
Goal 3.2 Advocate for the humane, just, safe and prudent care of persons	<p>a. Explain the conceptual foundations of ethical patient care</p> <p>b. Identify contextual factors that may affect the health status of an individual patient or population</p> <p>c. Explain the impact of medical error and harm</p>	<p>a. Demonstrate behavior that conveys caring, honesty, genuine interest and tolerance when interacting with a diverse population of patients and families</p> <p>b. Recognize the impact of contextual factors on patient care</p> <p>c. Recognize the importance of effective communication in the prevention of medical errors</p>	<p>a. Discern when patient care is affected by ethical considerations and interact with the patient and health care team appropriately</p> <p>b. Incorporate contextual factors into patient treatment or end-of-life plan</p> <p>c. Implement a root cause analysis and propose steps to improve patient safety</p>
Goal 3.3 Adapt to the complex economic and social structure of health care delivery	<p>a. Describe the legal and economic structure of the U.S. health care system</p> <p>b. Identify issues related to quality of care, performance measurement, and improvement in the U.S. health care system</p>	<p>a. Recognize how the health care delivery system in which one works affects patient care</p> <p>b. Recognize that improvements in systems can enhance quality of care and identify strategies to improve systems of care</p>	<p>a. Incorporate knowledge of health care systems into patient care.</p> <p>b. Utilize improvement theory and methodology to develop and introduce a quality improvement project</p>

Dimension 4: Human Dimension—Personal and Interpersonal Professional Development Goals

Goal A. Learning about and working with ONESELF—Personal Growth and Professional Development

	Basic sciences (phase I -Year 1 & 2)	Clinical Sciences: Core Clerkship year(Phase II- Year 3)	Clinical Sciences: Elective Clerkship year (Phase III- Year 4)
<p>Goal 4.1 Reflect upon one's personal strengths and weaknesses to make changes in one's behavior</p>	<p>a. Integrate formative feedback from patients, peers, and faculty in order to modify behaviors</p>	<p>a. Seek and integrate feedback from patients, peers and faculty to better understand one's development as a physician and as a member of the health care team</p>	<p>a. Seek out, learn from and model the attitudes and behaviors of physicians who exemplify professional and ethical behaviors</p>
<p>Goal 4.2 Find one's own meaning in medicine</p>	<p>a. Define one's personal commitment to medicine as a life of service</p>	<p>a. Develop the skill of self-reflection and apply the insights to one's professional work</p>	<p>a. Identify connections between one's own meaning in medicine and one's role in health care</p>
<p>Goal 4.3 Take care of oneself</p>	<p>a. Identify factors that affect personal wellbeing b. Distinguish between adaptive and maladaptive responses to stress c. Recognize the importance of flexibility within the dynamic medical environment</p>	<p>a. Practice healthy self-care b. Engage in formal and informal self-awareness practices c. Demonstrate flexibility within the dynamic medical environment</p>	<p>a. Cultivate mutually supportive relationships b. Model healthy self-care habits. c. Model flexibility within the dynamic medical environment</p>

Goal B. Learning how to interact with OTHERS - Interpersonal Skills and Communication			
	Basic sciences (phase I -Year 1 & 2)	Clinical Sciences: Core Clerkship year(Phase II- Year 3)	Clinical Sciences: Elective Clerkship year (Phase III- Year 4)
Goal 4.4 Deliver effective patient presentations and document accurately in the medical record	<ul style="list-style-type: none"> a. Present patient history and physical findings in an organized format b. Document patient history and physical findings in an organized format c. Understand the importance of accurate and succinct procedural notes for patient safety and ethical care 	<ul style="list-style-type: none"> a. Present patient encounters accurately and succinctly b. Document patient encounters accurately in a timely, focused, and prioritized way c. Document supervised procedures accurately and succinctly in the medical record 	<ul style="list-style-type: none"> a. Adapt presentation of patient encounters to appropriate persons (consultants, families etc.) b. Expand timely, focused, and prioritized documentation skills (consult reports, admission orders, prescriptions, plans etc.)
Goal 4.5 Communicate and work effectively with others	<ul style="list-style-type: none"> a. Identify roles within teams, and provide/receive effective feedback b. Effectively assimilate in various teams, including interprofessional teams c. Communicate clearly and empathetically in both written and verbal venues 	<ul style="list-style-type: none"> a. Seek feedback on one's communication skills b. Effectively assimilate into the appropriate role and contribute to the health care team c. Communicate with patients and families in a timely, clear, empathetic, and humble manner 	<ul style="list-style-type: none"> a. Model effective and collaborative communication skills b. Perform appropriate patient handoffs with all members of the healthcare team c. Communicate pertinent patient information in a succinct manner
Goal 4.6 Demonstrate leadership skills in a variety of settings	<ul style="list-style-type: none"> a. Identify characteristics of and contribute to the development of a high functioning team b. Identify leadership opportunities that complement career development plan c. Seek appropriate role models for leadership opportunities 	<ul style="list-style-type: none"> a. Meaningfully contribute to the clinical team b. Refine leadership goals and pursue opportunities that complement a career development plan c. Reflect upon optimal characteristics of role models 	<ul style="list-style-type: none"> a. Demonstrate a commitment to collaborative skills in a dynamic team based environment b. Apply leadership skills to attain career goals c. Serve as role models for junior medical students

Dimension 5: Caring/Valuing—Professionalism Goals			
	Basic sciences (phase I -Year 1 & 2)	Clinical Sciences: Core Clerkship year(Phase II- Year 3)	Clinical Sciences: Elective Clerkship year (Phase III- Year 4)
Goal 5.1 Care deeply about becoming an excellent physician through a life of service	a. Create a physician mission statement	a. Demonstrate commitment to personal and professional improvement and integrate one's mission statement into daily activities	a. Use experiences to refine personal mission statement and commitment to a life of service
Goal 5.2 Care and support others in the profession	a. Identify factors that affect the wellbeing of colleagues	a. Promote colleagues' wellbeing through modeling and communication	a. Contribute to an environment of wellbeing within the health care team
Goal 5.3 Value and behave in a manner consistent with the highest ethical standards of the profession	a. Identify the basic principles of medical ethics b. Recognize the humanistic core of professional values c. Demonstrate respect for the human condition	a. Demonstrate the highest standards of individual and team-based ethical behavior that is patient-centered, culturally sensitive, and socially just b. Apply knowledge of medical ethics to clinical situations	a. Demonstrate leadership in improving the ethical standards of the profession and the community b. Demonstrate commitment to human dignity, social justice, and the common good

Dimension 6: Learning How to Learn—Practice-Based Learning

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	Basic sciences (phase I -Year 1 & 2)	Clinical Sciences: Core Clerkship year(Phase II- Year 3)	Clinical Sciences: Elective Clerkship year (Phase III- Year 4)
Goal 6.1 Develop a personal plan to become a better medical professional	a. Create an action plan for learning and career development	a. Broaden action plan to integrate the clinical practice of medicine	a. Re-evaluate and modify action plan to include acquisition of knowledge and skills deemed essential for postgraduate training in chosen specialty
Goal 6.2 Stimulate intellectual curiosity to question and advance knowledge through scholarship	a. Identify and assess the literature in an area of scholarly interest	a. Identify and begin to work on a scholarly project	a. Complete and present a scholarly project
Goal 6.3 Appropriately utilize evidence-based resources to address uncertainty in medicine and gaps in knowledge/skills	a. Recognize that gaps of knowledge and ambiguity exist in medicine	a. Identify appropriate resources to address uncertainty in medicine and gaps in knowledge/skills	a. Utilize appropriate resources to address uncertainty in medicine and gaps in knowledge/skills