

A Chobanian & Avedisian School of Medicine graduate will be able to:

| INSTITUTIONAL LEARNING OBJECTIVES | MEDICAL EDUCATION PROGRAM OBJECTIVES | |
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| Establish and maintain medical knowledge necessary for the care of patients (MK) | MK.1 | Describe the normal development, structure, and function of the human body. |
| | MK.2 | Recognize that a health condition may exist by differentiating normal physiology from pathophysiologic processes. |
| | MK.3 | Describe the risk factors, structural and functional changes, and consequences of biopsychosocial pathology. |
| | MK.4 | Select, justify, and interpret diagnostic tests and imaging. |
| | MK.5 | Develop a management plan, incorporating risks and benefits, based on the mechanistic understanding of disease pathogenesis. |
| | MK.6 | Articulate the pathophysiologic and pharmacologic rationales for the chosen therapy and expected outcomes. |
| | MK.7 | Apply established and emerging principles of science to care for patients and promote health across populations. |
| | MK.8 | Demonstrate knowledge of the biological, psychological, sociological, and behavioral changes in patients that are caused by or secondary to health inequities. |
| Demonstrate clinical skills and diagnostic reasoning needed for patient care (CSDR) | CSDR.1 | Gather complete and hypothesis driven histories from patients, families, and electronic health records in an organized manner. |
| | CSDR.2 | Conduct complete and hypothesis-driven physical exams interpreting abnormalities while maintaining patient comfort. |
| | CSDR.3 | Develop and justify the differential diagnosis for clinical presentations by using disease and/or condition prevalence, pathophysiology, and pertinent positive and negative clinical findings. |
| | CSDR.4 | Develop a management plan and provide an appropriate rationale. |
| | CSDR.5 | Deliver an organized, clear and focused oral presentation. |
| | CSDR.6 | Document patient encounters accurately, efficiently, and promptly including independent authorship for reporting of information, assessment, and plan. |
| | CSDR.7 | Perform common procedures safely and correctly, including participating in informed consent, following universal precautions and sterile technique while attending to patient comfort. |
| | CSDR.8 | Utilize electronic decision support tools and point-of-care resources to use the best available evidence to support and justify clinical reasoning. |
| | CSDR.9 | Recognize explicit and implicit biases that can lead to diagnostic error and use mitigation strategies to reduce the impact of cognitive biases on decision making. |
| Effectively communicate with patients, families, colleagues and interprofessional team members (C) | C.1 | Demonstrate the use of effective communication skills, patient-centered frameworks, and behavioral change techniques to achieve preventative, diagnostic, and therapeutic goals with patients. |
| | C.2 | Clearly articulate the assessment, diagnostic rationale, and plan to patients and their caregivers. |
| | C.3 | Effectively counsel and educate patients and their families. |
| | C.4 | Communicate effectively with colleagues within one's profession and team, consultants, and other health professionals. |
| | C.5 | Communicate one's role and responsibilities clearly to other health professionals. |
| | C.6 | Demonstrate appropriate use of digital technology, including the EMR and telehealth, to effectively communicate and optimize decision making and treatment with patients, families and health care systems. |
| | C.7 | Practice inclusive and culturally responsive spoken and written communication that helps patients, families, and health care teams ensure equitable patient care. |

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| | C.8 | Communicate information with patients, families, community members, and health team members with attention to health literacy, avoiding medical jargon and discipline-specific terminology. |
| | C.9 | Communicate effectively with peers and in small groups demonstrating effective teaching and listening skills. |
| Practice relationship centered care to build therapeutic alliances with patients and caregivers (PCC) | PCC.1 | Demonstrate sensitivity, honesty, compassion, and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation. |
| | PCC.2 | Demonstrate humanism, compassion, empathy, integrity, and respect for patients and caregivers. |
| | PCC.3 | Demonstrate a commitment to ethical principles pertaining to autonomy, confidentiality, justice, equity, and informed consent. |
| | PCC.4 | Show responsiveness and accountability to patient needs that supersedes self-interest. |
| | PCC.5 | Explore patient and family understanding of well-being, illness, concerns, values, and goals in order to develop goal-concordant treatment plans across settings of care. |
| Exhibit skills necessary for personal and professional development needed for the practice of medicine (PPD) | PPD.1 | Recognize the need for additional help or supervision and seek it accordingly. |
| | PPD.2 | Demonstrate trustworthiness that makes colleagues feel secure when responsible for the care of patients. |
| | PPD.3 | Demonstrate awareness of one's own emotions, attitudes, and resilience/wellness strategies for managing stressors and uncertainty inherent to the practice of medicine. |
| Exhibit commitment and aptitude for life-long learning and continuing improvement (LL) | LL.1 | Identify strengths, deficiencies, and limits in one's knowledge and expertise. |
| | LL.2 | Develop goals and strategies to improve performance. |
| | LL.3 | Develop and answer questions based on personal learning needs. |
| | LL.4 | Actively seek feedback and opportunities to improve one's knowledge and skills. |
| | LL.5 | Locate, appraise, and assimilate evidence from scientific studies related to patients' health. |
| | LL.6 | Actively identify, analyze, and implement new knowledge, guidelines, standards, technologies, or services that have been demonstrated to improve patient outcomes. |
| Demonstrate knowledge of health care delivery and systems needed to provide optimal care to patients and populations (HS) | HS.1 | Identify the many factors that influence health including structural and social determinants, disease prevention, and disability in the population. |
| | HS.2 | Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations. |
| | HS.3 | Demonstrate respect for the unique cultures, values, roles/responsibilities, and expertise of the interprofessional team and the impact these factors can have on health outcomes. |
| | HS.4 | Work with the interprofessional team to coordinate patient care across healthcare systems and address the needs of patients. |
| | HS.5 | Participate in continuous improvement in a clinical setting, utilizing a systematic and team-oriented approach to improve the quality and value of care for patients and populations. |
| | HS.6 | Initiate safety interventions aimed at reducing patient harm. |

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| | HS.7 | Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care. |
| | HS.8 | Integrate preventive interventions into the comprehensive health care of individuals. |
| | HS.9 | Explain how different health care systems, programs and community organizations affect the health of neighborhoods and communities. |
| Exhibit commitment to promoting and advancing health equity for all patients (HE) | HE.1 | Define health equity and describe the individual and population level differences in health outcomes and disease burden due to inequities in health care. |
| | HE.2 | Comprehend the historical and current drivers of structural vulnerability, racism, sexism, oppression, and historical marginalization and how they create health inequity. |
| | HE.3 | Explain how one's own identity, lived experiences, privileges, and biases influences their perspectives of colleagues, patients and clinical decision making. |
| | HE.4 | Comprehend and identify the impact of health care inequities through medical decision making tools, interpreting medical literature and reviewing scientific research. |
| | HE.5 | Identify factors needed to advocate for a more diverse and equitable healthcare environment at a local, community, and systems based level. |