

SECTION VII

INSTITUTIONAL EDUCATIONAL OBJECTIVES

| Objectives | ACGME Competency | Instructional methods | Evaluation |
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| 1. Demonstrate understanding of current core knowledge of basic biomedical science through an interdisciplinary approach to the understanding of the processes that support normal development, structure and function of the human organism. | Medical Knowledge | Lectures Small group discussions PBL Self-directed learning | MCQ Direct observation by faculty |
| 2. Demonstrate understanding of current core knowledge of normal and altered structure and function of organ systems, in order to apply that knowledge to the recognition and management of complex clinical conditions | Medical Knowledge | Lectures Small group discussions PBL Self-directed learning | MCQ Direct observation by faculty OSCE Standardized patients |
| 3. Demonstrate the ability to evaluate patients and properly manage their medical problems by (a) completing comprehensive histories and physical examinations, (b) obtaining focused histories and perform relevant physical examinations (c) to correctly identify patients' medical problems through critical thinking and to formulate hypotheses as to etiology and solutions; (d) successful development of diagnostic strategies; and (e) formulation and implementation of a management plan. | Patient Care Medical Knowledge Interpersonal and Communication Skills Professionalism | Lectures Small group discussions PBL Self-directed learning Demonstrations Role modeling | MCQ Direct observation by faculty OSCE Standardized patients |

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| 4. Apply knowledge of the scientific method in medical diagnosis and treatment and in research. The student should be able to evaluate published findings and to apply scientific evidence-based reasoning to the solution of medical problems | Medical Knowledge Practice-based Learning and Improvement | Lectures Small group discussions Self-directed learning | MCQ Direct observation by faculty |
| 5. Demonstrate understanding of the impact of the various stages of life, as well as the effects of gender, life style, socioeconomic status, nutritional factors, genetic characteristics, psychosocial and epidemiologic factors, and culture upon the quality of human health and the prevalence of disease, disease prevention and health maintenance. | Patient Care Medical Knowledge Systems-based Practice | Lectures Small group discussions PBL Self-directed learning | MCQ Direct observation by faculty Standardized patients |
| 6. Demonstrate an understanding of the fundamental concepts of continuity of care (preventive, rehabilitative and end-of-life) in addition to the diagnosis of acute medical problems, and be able to apply these concepts to clinical practice on a local, regional, national or international level | Patient Care Systems-based Practice | Lectures Small group discussions PBL Self-directed learning | MCQ Direct observation by faculty OSCE Standardized patients |

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| 7. Demonstrate mastery of a variety of skills, such as effective communication during interviewing patients and educating patients about their diseases and communicating with their families. The student must also demonstrate appropriate skills during physical examinations (proper use of instruments; application of manual techniques) and in utilization of laboratory resources (ordering appropriate tests; interpreting values). | Patient Care Interpersonal and Communication Skills Professionalism | Lectures Small group discussions PBL Self-directed learning Demonstration Role Modeling | MCQ Direct observation by faculty OSCE Standardized patients |
| 8. Exhibit appropriate professional behavior in interactions with patient and their families, peers and other healthcare professionals to adhere to professional standards of ethical behavior, and to function harmoniously and respectfully as a member of a diverse health care team. | Interpersonal and Communication Skills Systems-based Practice Professionalism | Role modeling Small group discussions Case-based discussions Self-directed learning | Direct observation by faculty OSCE Standardized patients |
| 9. Demonstrate mastery of the curriculum essential to enter and pass USMLE, Step 1 and progress to and pass USMLE, Step 2 (CK and CS) along the pathway toward licensure for the practice of medicine. | Medical Knowledge | Lectures Small group discussions PBL Case-based discussion Self-directed learning | MCQ OSCE Standardized patients Direct observation by faculty |

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| 10. Display skills of independent, life-long, and progressive learning | Practice-based learning and Improvement | Self-directed learning | Direct observation by faculty |
| 11. Manifest self-awareness, self-care, self-assessment, and personal growth sufficient to be a role model for others | Professionalism | Case-based discussions Role modeling | Direct observation |
| 12. Show sensitivity toward the need to address and resolve health disparities at all levels | Systems-based Practice Professionalism | Lectures Small group discussions Case-based discussion Self-directed learning | MCQ Standardized patients |
| 13. Show mastery of the scholarly expectations of the medical faculty of the College of Medicine as determined by appropriately designed and applied assessment methodologies, including but not limited to written examination performance and practical clinical skills | Medical Knowledge Interpersonal and Communication Skills Professionalism | Lectures Small group discussions PBL Case-based discussion Self-directed learning | MCQ Direct observation by faculty OSCE Standardized patients |

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