### Competencies and Objectives for Medical Education – McGovern Medical School

The following competencies and their associated educational objectives serve as a guide for curriculum development and evaluation of the success of the educational program and its graduates:

## I. Patient Care and Clinical Skills
Graduates must be able to provide patient-centered care that is compassionate, appropriate, and effective for the treatment of disease and the promotion of health.

| PC.1 | Form an effective therapeutic relationship with patients and with their families when appropriate. |
| PC.2 | Obtain and record an accurate, comprehensive history from the patient and/or caregiver. |
| PC.3 | Accurately perform and record a comprehensive physical examination and mental status examination. |
| PC.4 | Accurately document and interpret the findings from the history and physical examination. |
| PC.5 | Develop an initial differential diagnosis based on the patient history and physical examination, and formulate an initial plan for investigation and management. |
| PC.6 | Order appropriate studies (with awareness of sensitivity, specificity and cost) and interpret diagnostic tests in order to confirm or exclude a clinical diagnosis. |
| PC.7 | Competently perform routine clinical procedures, including at a minimum, basic CPR, bag-mask ventilation, venipuncture, inserting an intravenous catheter, arterial puncture, inserting a nasogastric tube, inserting a bladder catheter, sterile technique, and suturing lacerations. |
| PC.8 | Identify, initiate and explain to patients treatment plans that are safe, effective and efficient. |
| PC.9 | Recommend age-specific, preventive and health maintenance practices for the patient based on the best available evidence. |
| PC.10 | Plan and execute appropriate management plans for patient care, referral and follow-up. |
| PC.11 | Discuss with patients their prognosis and possible adverse effects of diagnostic tests and treatment. |
| PC.12 | Apply the scientific method (including evidence-based medicine principles) to patient care whenever applicable and feasible. |
| PC.13 | Care for patients mindful of salient legal, ethical, spiritual, cultural and psychosocial constructs. |
| PC.14 | Apply the principles of pain management to reduce patient suffering. |
| PC.15 | Demonstrate effective transitions of patient care. |
| PC.16 | Function collaboratively on health care teams that include health professionals from other disciplines to provide coordinated services to patients. |

## II. Medical Knowledge
Graduates must be able to demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care.

| MK.1 | Identify the most appropriate sources for obtaining medical knowledge and how to retrieve them. |
| MK.2 | Describe the normal structure and function of the human body at molecular, cellular, tissue, and anatomic levels. |
MK.3 Describe the pathogenesis of disease.

MK.4 Describe the scientific principles (including genetic, molecular, and physiologic mechanisms) basic to the practice of clinical medicine, and be able to apply these principles to patient care.

MK.5 Describe pharmacological and other therapeutic interventions and apply them to patient care.

MK.6 Describe the environmental, social, and behavioral determinants of health and disease states.

MK.7 Interpret common laboratory and diagnostic tests and describe the indications, complications, limitations and cost-effectiveness of each study.

MK.8 Describe the principles of disease prevention and health maintenance in individuals and populations, and apply to individual patient care.

MK.9 Explain the organization, financing, and delivery of health care in the U.S., both in the hospital and in the community, and the role of the physician as an advocate for patients.

MK.10 Demonstrate knowledge of common clinical emergencies, acute and chronic problems/diseases, and their basic management.

MK.11 Use critical appraisal of information as the foundation of an evidence-based practice of medicine.

MK.12 Describe principles of quality improvement, its use in patient care, and use of common patient safety/quality tools.

**III. Interpretation of Medical Data/ Practice-Based Learning and Improvement**

Graduates must be able to demonstrate the ability to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their patient care based on constant self-evaluation and life-long learning.

- IMD/PBLI.1 Use technology to access medical information resources to expand personal knowledge and make effective decisions in patient care.
- IMD/PBLI.2 Critically assess the validity of published medical studies by describing strengths, weaknesses, limitations and applications to clinical practice.
- IMD/PBLI.3 Use evidence-based approaches as tools to decide whether to accept new findings, therapies and technologies for incorporation into clinical practice.
- IMD/PBLI.4 Elicit feedback about performance and develop and implement a plan for self-directed and life-long learning and improvement.

**IV. Interpersonal and Communication Skills**

Graduates must be able to demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.

- ICS.1 Make case presentations that are accurate and well organized; accurately record information in the patient’s chart to address the patient’s problem/condition.
- ICS.2 Convey diagnostic and management plans effectively both orally and in writing.
- ICS.3 Demonstrate interpersonal skills that establish rapport and empathic communication with patients and their families, and other health care professionals.
- ICS.4 Demonstrate respect for patients and colleagues that encompasses diversity of background, belief systems, language and culture.
- ICS.5 Demonstrate professionalism and compassion in addressing issues of a sensitive nature with patients and families.
ICS.6 Help patients anticipate and make end-of-life decisions; be able to communicate bad news, and obtain consent for treatments.
ICS.7 Participate in the education of patients and their families, peers, and other health care professionals.
ICS.8 Work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity and trust.

V. Professionalism
Gradsuates must be able to demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

P.1 Demonstrate honesty, trustworthiness and integrity in interactions with patients, families, colleagues and other health care professionals.
P.2 Demonstrate personal qualities of self-discipline, open-mindedness, and intellectual curiosity.
P.3 Develop a collaborative relationship with patients by valuing the patient and his/her input, and by maintaining continuing personal responsibility for the patient’s health care.
P.4 Demonstrate commitment to excellence in patient care; place the patient’s welfare above self-interest.
P.5 Demonstrate respect and compassion towards patients and their families, including sensitivity to patients’ culture, race, age, disabilities, sexual orientation, gender, and religion.
P.6 Apply ethical principles to the study and practice of medicine, including compliance with relevant laws, policies, and regulations.
P.7 Demonstrate respect for patient privacy and autonomy.
P.8 Maintain an appropriate balance between personal and professional commitments.
P.9 Recognize and accept limitations in knowledge and skills with a commitment to continuously improve knowledge and ability.
P.10 Demonstrate commitment to life-long learning, maintain familiarity with scientific advances to ensure optimal patient care.
P.11 Project a professional image in interactions with patients, peers, family, residents and co-workers.
P.12 Compare and contrast the roles of health care team members and how each member contributes to patient care.

VI. Systems-Based Practice
Gradsuates must be able to demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care.

SBP.1 Identify patients at risk for inadequate medical services, and develop plans to engage resources to ensure appropriate care.
SBP.2 Describe policies, organization, finances, and delivery of health care in the United States, both in the hospital and the community, and compare with other health care systems.
SBP.3 Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care.
SBP.4 Advocate for quality patient care and optimal patient care systems.
SBP.5 Participate in identifying system errors and implementing potential systems solutions.