

## Program and Learning Objectives

General Competency / Core Competency	Learning Outcomes
<b>Professionalism</b>	
Practice with Integrity and Reliability	<ol style="list-style-type: none"> <li>1. Demonstrate honesty and integrity in all interactions with patients and their families, colleagues, and others.</li> <li>2. Prioritize the interests of one's patients over one's own interests.</li> <li>3. Show respect for patient confidentiality and privacy of protected health information.</li> <li>4. Seek to understand and express respect for people of diverse cultures and belief systems</li> </ol>
Practice Compassionate Care with a Commitment to Dignity (ethical and person-centered)	<ol style="list-style-type: none"> <li>1. Exhibit compassion and respect in the treatment of patients while maintaining appropriate boundaries.</li> <li>2. Foster trust and shared decision-making through the exchange of information about recommended treatments.</li> <li>3. Advocate and provide care for patients from diverse cultures, underserved or vulnerable populations.</li> <li>4. Apply major theories and principles of medical ethics to resolve ethical dilemmas in research and practice.</li> <li>5. Recognize threats to medical professionalism posed by conflicts of interest inherent in financial and organizational arrangements overseeing the practice of medicine.</li> </ol>
<b>Patient Care</b>	
Gathering Information: Assimilate critical information from patient history, past medical records, and physical exam	<ol style="list-style-type: none"> <li>1. Complete an accurate and thorough medical history, including topics related to age, sex, genetic background, occupation, environment, sexuality, and socioeconomic status.</li> <li>2. Conduct a comprehensive and skilled physical exam.</li> <li>3. Effectively use clinical information systems to retrieve patient-specific information or data.</li> </ol>
Diagnostic Processes: Utilize critical synthesis and decision-making skills to continually update a differential diagnosis	<ol style="list-style-type: none"> <li>1. Interpret the most relevant clinical, laboratory, imaging, and pathologic manifestations of common diseases and injuries</li> <li>2. Articulate a differential diagnosis that combines scientific principles and sound clinical reasoning.</li> </ol>

<p>Developing and Documenting a Diagnostic and Therapeutic Plan: Create appropriate management strategies for patients with common acute and chronic conditions, including medical, surgical, and psychiatric conditions, and those requiring acute- and long-term care.</p>	<ol style="list-style-type: none"> <li>1. Formulate a problem list, differential diagnoses, and their relative certainties, work-up and treatment plan, identify and communicate the severity of illness and the relative risks and benefits of treatment options and outcomes.</li> <li>2. Identify patients with serious conditions requiring acute and critical care and implement an initial course of management.</li> <li>3. Demonstrate the ability to evaluate and manage pain to promote comfort.</li> <li>4. Perform competently the basic technical procedures used by physicians in clinical practice.</li> <li>5. Record clinical information and formulate orders directing the further care of the patient.</li> <li>6. Engage patients and families in shared decision making.</li> </ol>
<p><b>Medical Knowledge</b></p>	
<p>Physiology and Anatomy</p>	<ol style="list-style-type: none"> <li>1. Describe the body's structure and function for each major organ system and their integration for overall function.</li> <li>2. Identify and explain the molecular, biochemical, and cellular mechanisms important in maintaining homeostasis.</li> </ol>
<p>Pathology, Physiology and Anatomy: Apply relevant scientific knowledge of disease mechanisms and the consequences on structure and function</p>	<ol style="list-style-type: none"> <li>1. State the developmental, genetic, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, psychosocial, and traumatic causes of major categories of disease and injury and the ways in which they present in clinical practice.</li> <li>2. Correlate the pathology and pathophysiology of the body's major organ systems to various diseases and conditions.</li> <li>3. Define the principles of pharmacology, therapeutics, and therapeutic decision-making as they relate to the mechanisms of disease.</li> <li>4. Predict the effects of environmental or genetic variations in the structure and function of the body.</li> </ol>
<p>Biopsychosocial Factors: Demonstrate and apply relevant scientific knowledge of biopsychosocial as well as cultural and historical factors unique to the community and region that alter</p>	<ol style="list-style-type: none"> <li>1. Recognize and elicit the important non-biological determinants of poor health, including the psychological and social factors that contribute to the development and/or exacerbation of illnesses.</li> <li>2. Depict the epidemiology and risk factors of common</li> </ol>

<p>physiology, affect disease prevention and therapeutic interventions, promote and protect health and minimize health disparities.</p>	<p>illnesses within defined populations and the systematic approaches useful in lowering the incidence and frequency of those illnesses.</p> <ol style="list-style-type: none"> <li>3. Evaluate the major social determinants of health and identify the disparities at the population, local, national, and global levels.</li> <li>4. Identify and apply strategies and practices to mitigate illness and enhance wellness in a rural setting, emphasizing the incorporation of community customs and resources.</li> <li>5. Examine and apply principles of ethical and effective communication, engaging strategies for physician advocacy to reduce health disparities and improve population health.</li> </ol>
<p>Scientific Literacy: Demonstrate scientific literacy, including the ability to gather and evaluate information sources, evidence, and research design</p>	<ol style="list-style-type: none"> <li>1. Determine the nature and scope of the information needed and effectively search databases to gather information.</li> <li>2. Appraise and use the existing literature in the field of inquiry and its sources in the service of ethical conduct of scientific inquiry.</li> <li>3. Develop an evidence-based approach to gathering and applying information.</li> </ol>
<p><b>Communication Skills</b></p>	
<p>Patients, Families, and Other Health Care Professionals: Develop effective communication means, both oral and written, with patients, families, and other health professionals.</p>	<ol style="list-style-type: none"> <li>1. Apply the influence of health literacy in communication across a broad range of cultural, diverse, and socio-economic backgrounds.</li> <li>2. Identify and develop communication strategies regarding sensitive issues such as sexuality, sexual function, gender identity, domestic violence, substance abuse, socio-economic barriers to health, end-of-life issues, and other topics that affect patient well-being.</li> <li>3. Communicate accurately and effectively in the exchange of information orally, in writing, and through electronic health records in the execution of physician responsibilities.</li> </ol>
<p><b>Practice-Based Learning and Improvement</b></p>	
<p>Continuous Self-Improvement of Knowledge Gaps: Evaluate own medical knowledge and clinical skills, accept</p>	<ol style="list-style-type: none"> <li>1. Integrate performance feedback to improve gaps in knowledge and skills.</li> <li>2. Generate a plan for growth and improvement based</li> </ol>

<p>limitations, identify goals, and incorporate new information for continuous, lifelong learning and improvement.</p>	<p>on the appraisal of one's own knowledge and competences.</p> <ol style="list-style-type: none"> <li>3. Commit to lifelong learning, integrating new information to reduce disparities and improve health care.</li> </ol>
<p>Emotional Intelligence: Exhibit emotional intelligence in management of self and others</p>	<ol style="list-style-type: none"> <li>1. Demonstrate self and social awareness.</li> <li>2. Identify and practice healthy coping mechanisms in response to stress.</li> <li>3. Manage tensions between personal and professional responsibilities in the context of work-life balance and to safeguard personal well-being.</li> <li>4. Display trustworthiness and self-control.</li> <li>5. Express situational and self-awareness and use that experience to guide thinking and behavior in the practice of medicine.</li> <li>6. Integrate new knowledge, skills, values and behaviors with one's own unique identity and core values in the development of a professional identity.</li> </ol>
<p><b>Systems-Based Practice</b></p>	
<p>Interprofessional Care: Employ team-based interprofessional practice in the delivery of safe, timely, effective, efficient, equitable, person-centered, population-based health care.</p>	<ol style="list-style-type: none"> <li>1. Express respect for the roles of other health care professionals and willingness to collaborate with others in caring for individual patients and in promoting the health of defined populations.</li> <li>2. Practice team-based interprofessional care and maintain a climate of reciprocal respect, dignity, integrity, trust, and inclusiveness among all team members.</li> </ol>
<p>Health Care System Context: Incorporate contextual awareness of the larger health care systems, payors, medical products and pharmaceutical industries and resources into the optimal health care and advocacy for patients.</p>	<ol style="list-style-type: none"> <li>1. Describe the structure, purpose and finance of the health care, public health industry, academic and research systems, and the role of physicians within them.</li> <li>2. Appraise and apply systematic, population-based approaches useful in reducing the incidence and prevalence of common conditions.</li> <li>3. Analyze positive and negative consequences resulting from the involvement of industry in health care delivery, scientific research, and medical product development.</li> <li>4. Recognize the tension between the obligation to meet the needs of individual patients with a societal</li> </ol>

	<p>obligation to practice evidence-based medicine and resource stewardship that considers cost and access to care.</p> <p>5. Identify, adopt, and apply techniques/trends in health care (i.e., portable bedside ultrasound, telemedicine, etc.) that are applicable/can be adapted to rural and community settings.</p>
<p>Patient Safety, Quality Improvement and Value-Based Care: Apply quality improvement principles and common patient safety/quality tools to improve the value and quality of care.</p>	<ol style="list-style-type: none"> <li>1. Recognize errors and hazards in care and employ quality-improvement and basic safety design principles and tools to improve patient safety or patient care.</li> <li>2. Utilize informatics to solve problems, make decisions, and improve knowledge relevant to the care of individuals and populations.</li> <li>3. Employ evidence-based practices in concert with patient preferences and values to deliver optimal care</li> <li>4. Evaluate the validity of information and apply statistical and quantitative understanding to the interpretation of data as related to the prevention, diagnosis, and treatment of disease.</li> <li>5. Demonstrate the need for continual measurement of quality of care based on community and patient needs</li> <li>6. Realize that quality of care in terms of structure, process, and outcomes determines the overall value of care delivered and the evermore interdependence on the payment landscape and transparency of care delivery.</li> </ol>
<p><b>Leadership</b></p>	
<p>Leading in the Community</p>	<ol style="list-style-type: none"> <li>1. Demonstrate commitment to the well-being of the community through active civic participation.</li> <li>2. Influence positive health habits of individuals and community by example.</li> <li>3. Realize the value of developing familiarity and understanding regarding individual and community beliefs in contributing to a thriving setting for work and play.</li> </ol>
<p>Leading in Health Care Systems and Population Health: Progressively increase perspective and experience with local and rural community and</p>	<ol style="list-style-type: none"> <li>1. Monitor and evaluate local and regional trends in the delivery of health care, identifying those which hold promise to solve problems and drive improvement.</li> </ol>

<p>population health through technology and service - learning activities, working toward innovative solutions to community, system, and population health challenges.</p>	<ol style="list-style-type: none"> <li>2. Forecast opportunities and communicate regional and global trends in the delivery of health care and opportunities with stakeholders and team members.</li> <li>3. Apply a strategic perspective to problem-solving and decision-making related to community and population health problems/health care system.</li> <li>4. Demonstrate insight into situations, problems and possible solutions when required to support innovation and problem-solving related to community and population health problems/health care system.</li> <li>5. Promote a culture of quality and process improvement within the health system.</li> </ol>
<p>Leading / Participating in Contemporary Health Care Teams: Create, motivate, participate and or lead teams committed to improvement in health care.</p>	<ol style="list-style-type: none"> <li>1. Create vision and strategy, translate these into team goals and communicate effectively to the team.</li> <li>2. Build engaged and committed teams; leverage their skills and strengths to drive for improvement in health care.</li> <li>3. Model flexibility in the context of change, help team members adapt by explaining the rationale for change and acknowledge their concerns about change.</li> <li>4. Inspire and motivate team members to high levels of change, accountability, and performance.</li> <li>5. Collaborate with team members to assess processes and outcomes against goals in continuous quality improvement cycles.</li> </ol>