Our educational program objectives (EPOs) represent our commitment to preparing our students to provide excellent and compassionate care for diverse patients and populations when they begin their graduate medical training and into their future careers. They are written broadly with the intent that more specific relevant objectives are delineated at both the course/ clerkship and the session levels.

These EPOs and their domains are derived from the *AAMC Reference List of General Physician Competencies (2013)*. The current revision is informed by the *Foundational Competencies for Undergraduate Medical Education draft (AAMC/AACOM/ACGME draft from AAMC website 202*4) and *Milestones 2.0* (*ACGME, Journal of GME 2018*).

Most recent revision and approval: Spring 2024 (Curriculum Steering Committee, Administrative Council, Faculty Assembly)

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Patient Care (PC) – Our graduates provide compassionate, appropriate, effective, and safe patient-centered care that promotes patient health and integrates patient and caregiver values and preferences.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

EPO PC 1 – Gather essential and accurate information about patients through considerate history-taking that includes the history of present illness, risk factors, and psychosocial contexts, utilizing multiple data sources and/or translator services when necessary.

EPO PC 2 – Gather essential and accurate information about patients through respectful, hypothesis-driven physical examination techniques, with continuous attention to the patient’s comfort and safety.

EPO PC 3 – Recommend and Interpret data from laboratory, radiologic, and other diagnostic and screening tests to identify patient problems and organize priorities for patient care.

EPO PC 4 – Formulate a prioritized problem list and differential diagnosis from the available data, incorporating psychosocial and cultural influences and factors.

EPO PC 5 – Develop a diagnostic and therapeutic plan for commonly encountered conditions based on clinical data, patient preferences, up-to-date scientific evidence, and clinical judgment.

EPO PC 6 – Identify patients with urgent or emergent conditions, initiating timely evaluation and appropriate management interventions and escalating care when necessary.

EPO PC 7 – Describe the key elements of informed consent for tests and common procedures, including indications, risks, benefits, alternatives, techniques, and complications.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Knowledge for Practice (KP) – Our graduates demonstrate, apply, and integrate knowledge of foundational, clinical, and social sciences to improve health for patients and diverse populations.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

EPO KP 1 – Understand and apply principles of basic sciences that are fundamental to health care for patients and populations.

EPO KP 2 – Understand and apply principles of clinical sciences to diagnostic and therapeutic decision-making and clinical problem-solving for patient care.

EPO KP 3 – Understand and apply principles of social-behavioral sciences to the provision of patient care, including psychosocial and cultural influences on patients’ health.

EPO KP 4 – Understand and apply principles of biomedical ethics to patient care and research practices, including core ethical principles and professional values.

EPO KP 5 – Understand and apply principles of epidemiological and statistical sciences to identify health problems and risk factors and utilize strategies for disease prevention for patients and populations.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Systems-Based Practice (SBP) – Our graduates demonstrate and apply knowledge of the larger context of health systems into safe, high-quality patient care, including incorporation of social and structural drivers of health and utilization of appropriate healthcare resources.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

EPO SBP 1 – Advocate for safe, high-quality care for patients and populations by incorporating high value care principles, such as cost consideration, resource utilization, and risk-benefit analysis, into recommendations for patient care.

EPO SBP 2 – Demonstrate and apply knowledge of social and structural drivers of health to reduce disparities in patient care and advance health equity.

EPO SBP 3 – Identify the causes and types of patient safety, system, and quality issues that contribute to quality improvement processes.

EPO SBP 4 – Identify key components of the healthcare system and demonstrate knowledge of basic healthcare payment systems.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Practice-Based Learning and Improvement (PBLI) – Our graduates demonstrate the ability to appraise and assimilate scientific evidence into patient care and engage continuously in self-evaluation and life-long learning in order to foster personal and professional growth in their roles as physicians. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

EPO PBLI 1 – Locate, critically evaluate, and assimilate evidence from appropriate sources (e.g., scientific studies, clinical practice guidelines) and incorporate it in decision-making about patient care.

EPO PBLI 2 – Engage in informed self-reflection regarding own knowledge and performance to identify opportunities for growth.

EPO PBLI 3 – Strive for personal and professional excellence by seeking and accepting constructive feedback from patients, peers, faculty, healthcare team members, and supervisors.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Interpersonal Communication Skills (ICS) – Our graduates demonstrate interpersonal and communication skills with patients, caregivers, and all healthcare team members to contribute to collaborative, high-quality, and safe patient-centered care.**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

EPO ICS 1 – Communicate effectively with patients from a variety of backgrounds by using active listening skills and demonstrating cultural sensitivity and attention to patient preferences for communication.

EPO ICS 2 – Provide information to patients with clear, easily understandable language, utilizing written and verbal translator services when necessary.

EPO ICS 3 – Counsel patients using a patient-centered approach in a variety of contexts, including screening recommendations, grave diagnoses and prognoses, pain management, and adverse events/medical errors.

EPO ICS 4 – Communicate clinical information in an organized fashion to team members clearly and accurately in written and electronic formats.

EPO ICS 5 – Communicate relevant clinical information verbally to team members in case presentation format, utilizing respectful verbiage and adjusting language according to audience, context, or purpose (e.g., family-centered rounds).

EPO ICS 6 – Demonstrate the ability to transfer the care of a patient to another health provider utilizing an established framework for handoffs.

EPO ICS 7 - Demonstrate clear and respectful communication with all interprofessional team members to provide collaborative patient care in a positive environment.

EPO ICS 8 – Incorporate expertise and advice from team members from all involved health professionals and consultants into patient care where indicated.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Professional Behavior (PB) – Our graduates demonstrate integrity, ethical reasoning, accountability, and a commitment to their professional responsibilities with patients and caregivers, faculty and staff, colleagues, communities, and the medical profession as a whole.**

***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

EPO PB 1 – Display honesty, integrity, and accountability in all assessments and written assignments.

EPO PB 2 – Adhere to attendance and other professional requirements and complete assignments and tasks in a timely manner, in both classroom and clinical settings.

EPO PB 3 – Demonstrate sensitivity and respect for patients, families, peers, teachers, administrative staff, and healthcare team members across diverse populations in all situations.

EPO PB 4 – Maintain patient privacy and confidentiality.

EPO PB 5 – Consistently advocate in the best interest of one’s patients, including fair access to care.

EPO PB 6 – Recognize and address personal well-being needs that may impact professional performance.