

**Appendix VI: Objectives of the Educational Program
for the School of Medicine**

The WR2 curriculum is a competency-based curriculum with 9 Core Competencies. Students must achieve the following Educational Objectives related to the 9 Core Competencies in order to receive a Medical Degree from the School of Medicine:

Competencies	University Track Educational Program Objectives
Medical Knowledge	Uses and integrates knowledge of biological and non-biological determinants of health and disease to identify and solve problems in the medical care setting
	Demonstrates an understanding of the bidirectional relationship between emerging knowledge and clinical care
	Applies knowledge from a known situation to an unknown situation
	Tolerates, analyzes and incorporates uncertainty in clinical decision making
	Uses feedback and assessments to identify areas of strength and areas for improvement and further study
Research and Scholarship	Fulfills expectations for a mentored research block and MD thesis; formulates a question in an area of interest, develops and implements an approach to answering it, arrives at an interpretation of the results
	Defines translational research and discusses examples of patient care when diagnostic or therapeutic interventions arising from translational research were used to treat or prevent disease
Patient Care	Proficiently takes a clinical history; performs a mental and physical examination; selects, justifies, and interprets clinical tests and imaging; performs basic clinical procedures; records, presents, researches, critiques and manages clinical information
	Attempts to diagnose clinical problems by identifying the main problems, generating a differential diagnosis, and explaining the clinical reasoning to justify the items in the differential diagnosis
	Intervenes in the natural history of disease through preventive, curative, and palliative strategies, including the utilization of appropriate health care system resources
	Formulates a prognosis about future events of an individual's health and illness based upon an understanding of the patient, the natural history of disease, and upon known intervention alternatives

Interpersonal and Communication Skills	Engages effectively with a patient to build a physician-patient relationship for the purposes of information gathering, guidance, education and support.
	Effectively interacts with patients and their families under a broad range of personal and clinical circumstances
	Builds relationships and engages in effective exchange of information with peers, teachers, healthcare professionals and others who may be involved in education and the care of patients
	Provides clinical care within the practical context of the individual patient-physician relationship, taking into account the patient's age, gender, personal preferences and culture
Professionalism	Demonstrates a) respect, b) responsibility and accountability, c) excellence and scholarship, d) honor and integrity, e) altruism, f) leadership and interdisciplinary collaboration, g) caring and compassion in the act of medical care
	Demonstrates responsible, reliable and respectful interactions with faculty, staff and peers; demonstrates honesty, courtesy, and self-discipline in classroom and clinical settings; provides feedback to peers, faculty, and block leaders in a timely manner
	Works effectively as a member of a team
	Adheres to fundamental ethical principles when engaged in research
	Revisits Oath of Medical Professionalism read at White Coat Ceremony and reflects on its importance and challenges as residency approaches
Life-Long Learning and Personal Development	Demonstrates a willingness to express uncertainties and limitations relevant to his/her practice of medicine and pursue information and help necessary to practice safe and effective patient care
	Uses self-reflection as well as feedback and assessments from peers and teachers to reflect on strengths and areas for improvement; routinely develops professional learning plans and implements them
	Identifies tension between personal and professional goals; reconciles clashes between professional responsibilities and personal needs
	Reflects on the impact of interpersonal behaviors on others, identifies the reactions of others to those behaviors, and modulates behavior to interact more effectively with patients and/or the healthcare team

Systems Based Practice	Identifies medical errors/near misses and works to improve patient safety and patient care
	Uses a Root Cause Analysis to study errors within the healthcare system and propose changes to prevent similar errors in the future.
	Adapts clinical care to practical encounter-time constraints, economic limitations, individual and family considerations, and to the availability of health care system resources
	Sees oneself as a member of a team and appreciates the individual expertise and contributions of the other members to the team's function
	Accesses, manages and utilizes biomedical information for solving problems and making decisions that are relevant to the care of individuals and populations
Civic Professionalism , Health Advocacy and Leadership	Considers ethical and legal perspectives, patient advocacy, health policy and public health concerns in clinical care
	Serves as a patient advocate in identifying resources, community services and referrals that match patient needs
	Keeps current with local and national health care issues
	Takes personal responsibility to advocate through contributions of time, medical expertise and other sources of support for practices and policies that improve the health of individual patients and populations
Practice-Based Learning and Improvement	Identifies and critically analyzes relevant scientific and medical literature and practice based guidelines to apply best evidence in patient care and management
	Identifies gaps in clinical performance and applies a Plan Do Study Act cycle (PDSA) to a patient care or patient safety concern
	Displays the habit of continually identifying learning goals based on self-reflection and feedback