

**UCDSOM GRADUATION COMPETENCIES AND EDUCATIONAL PROGRAM
OBJECTIVES LINKED TO COURSE OBJECTIVES
MDS411 DOCTORING ONE**

GRADUATION COMPETENCY I. UCDSOM graduates will provide **patient care** that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

EDUCATIONAL OBJECTIVES RELEVANT TO COURSE OBJECTIVES	COURSE OBJECTIVES	ASSESSMENT OF STUDENT ACHIEVEMENT OF COURSE OBJECTIVES
I-1. Perform evidence-based history and physical examination tailored to the presentation of the patient and the clinical setting, including the patient's cultural background and communication ability.	<p>Know the elements of the evidence-based history and physical exam</p> <p>Perform a comprehensive history and physical exam on an adult in an ambulatory setting</p> <p>Incorporate knowledge of cross-cultural medicine into the comprehensive history</p>	<p>Faculty evaluation of observed performance physical exam skills small groups and with simulated patients in clinical skills small groups.</p> <p>Faculty evaluation of observed performance in clinical experiences.</p> <p>Student performance on physical exam practical. (block 1)</p> <p>Student performance on practical clinical skills exam. (block 2)</p>
I-2. Organize, synthesize, and interpret information obtained from patient records, history and physical examination to construct a rational differential diagnosis and devise a cost-effective, evidence-based plan for management of the patient.	<p>Devise simple management plans for simulated patient cases in small group settings and for uncomplicated patients encountered during preceptorships</p>	<p>Faculty evaluation of observed performance with simulated patients in clinical skills small groups and in preceptorships.</p> <p>Student performance on practical clinical skills exam. (block 2)</p>
I-3. Modify the management plan as necessary to optimize care of the patient by incorporating results of diagnostic tests, procedures, consultations, and responses to therapy.	<p>Understand the role of diagnostic tests, procedures, results of consultations, and responses to therapy in management of patients</p> <p>Request, evaluate and review results of simple tests and procedures on simulated patient cases</p>	<p>Faculty evaluation of observed performance with simulated patients in clinical skills small groups and in AMP/PBL group sessions.</p> <p>Student performance on practical clinical skills exam. (block 2)</p>
I-4. Accurately document subjective and objective findings, assessments, and plans in the medical record according to established guidelines.	<p>Write concise and accurate SOAP notes on straightforward presentations. (block 1 & 2)</p>	<p>Faculty evaluation of written SOAP notes in clinical skills small groups and in preceptorships.</p>
I-6. Employ a systematic approach to clinical reasoning and problem-solving that begins with problem recognition, ends with case resolution, and explicitly acknowledge the degree of uncertainty at each step.	<p>Understand approaches used by clinicians to solve problems (hypothetical-deductive, pattern recognition, etc)</p> <p>Demonstrate ability to analyze simple clinical problems</p>	<p>Faculty evaluation of observed performance with simulated patients in clinical skills small groups and in AMP/PBL group sessions.</p>

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<p>I-7. Organize, synthesize and interpret information obtained from the medical literature and reason deductively.</p>	<p>Understand basic principles of epidemiology and biostatistics. (block 2)</p> <p>Evaluate literature selected by the faculty and incorporate these reviews into discussions of cases in small groups</p>	<p>Faculty evaluation of observed performance in AMP/PBL groups, on learning issues in clinical skills small groups, and in epidemiology small groups.</p> <p>Student performance on epidemiology/biostatistics written exam using literature based vignettes. (block 2)</p>
<p>I-8. Incorporate a broad knowledge of the biomedical sciences and an understanding of pathophysiology into the clinical reasoning process.</p>	<p>Apply factual and conceptual knowledge gained from concurrent first year courses to cases in small group learning formats</p>	<p>Faculty evaluation of observed performance with simulated patients in clinical skills small groups and AMP/PBL group sessions.</p>
<p>I-9. Retrieve patient information from and document patient information in electronic and paper-based clinical information systems while safeguarding patient confidentiality.</p>	<p>Become familiar with clinical information systems located in preceptor offices and clinics, and be able to use simulated clinical information system for SP cases</p>	<p>Faculty evaluation of observed performance in clinical experiences.</p>
<p>I-11. Provide treatment in a culturally sensitive manner.</p>	<p>Understand the tenants of cross-cultural medicine and demonstrate appropriate knowledge, skills and attitudes in SP and patient encounters in preceptorships</p>	<p>Faculty evaluation of observed performance in preceptorships and small group settings.</p>
<p>I-12. Understand the importance of costs to patients in determining health outcomes and utilize health care costs in medical decision-making.</p>	<p>Understand the relationship of socioeconomic factors and health outcomes and be able to apply this knowledge to cases in small group learning formats</p>	<p>Faculty evaluation of observed performance with simulated patients in clinical skills small groups.</p>
<p>I-13. Understand the approach to and management of patients with chronic illness including:</p> <ul style="list-style-type: none"> • The importance of the team approach • The application of social and behavioral science to management • The importance of telemedicine in ongoing follow up • The impact of impairment and disability • Effective control of pain • Care of the dying patient 	<p>Understand and apply principles of chronic illness care to cases in small group settings (block 2) and preceptorships</p> <p>Appreciate impact of disability on sexual behavior (block 2)</p>	<p>Faculty evaluation of observed performance in preceptorships and small group settings.</p>

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I-15. Be able to identify opportunities for early intervention (screening), prevention, health education, communicable disease control and take action when necessary, taking in to account barriers to change at both the population and individual level.	Understand basic principles of human behavior and approaches to health behavior change. (block 1) Understand basic principles of epidemiology, biostatistics, and population health, including the appropriate use of screening tests and transmission of disease. (block 2)	Student participation and performance in Team-based Learning. (block 1) Student performance on epidemiology written examination. (block 2) Faculty evaluation of observed performance in preceptorships and small group settings.
I-16. Think creatively outside usual bounds of standard practice when appropriate.	Evaluate simulated patients in small group settings and preceptorships who present with history of utilizing alternative or complimentary therapies. (block 2)	Faculty evaluation of observed performance in small group settings and preceptorships

GRADUATION COMPETENCY II: UCDSOM graduates will demonstrate **knowledge** about established and evolving biomedical, clinical, and cognate (e.g. epidemiological and social-behavioral) sciences and the appreciation of this knowledge to patient care.

EDUCATIONAL OBJECTIVES RELEVANT TO COURSE OBJECTIVES	COURSE OBJECTIVES	ASSESSMENT OF STUDENT ACHIEVEMENT OF COURSE OBJECTIVES
II-1. Understand the normal human structure and function relevant to the understanding of human disease.	Apply knowledge of basic human anatomy (including surface anatomy) and physiology to physical examination technique	Student performance on physical exam practical. (block 1)
II-2. Describe the etiology, pathogenesis, structural and functional manifestations of representative diseases for all organ systems of the human body.	Apply knowledge gained in concurrent courses to cases in PBL and clinical skills cases	Student performance on practical clinical skills exam. (block 2)
II-3. Describe the context of specific diseases in terms of prevalence, morbidity and mortality within society and for specific populations.	Understand basic principles of epidemiology, biostatistics, and population health and apply to case studies and literature review experiences	Epidemiology examination Faculty observation of performance in cases and literature review sessions
II-4. Utilize a vocabulary of disease for communication to colleagues, patients and families.	Apply knowledge gained in concurrent courses to cases in PBL and clinical skills cases	Faculty evaluation of observed performance in small group settings
II-6. Understands etiology and risk factors for disease prevention, principles of disease surveillance, screening, and health needs assessment.	Understand basic principles of epidemiology, biostatistics, and population health and apply to case studies and literature review experiences	Epidemiology examination Faculty observation of performance in cases and literature review sessions

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II-7. Understand the basics of normal human development and range of behavior at each stage of the life cycle (infant, toddler, school age, adolescent, adult, geriatric).	Understand the basics of normal human development and range of behavior at each stage of the life cycle (infant, toddler, school age, adolescent, adult, geriatric).	Student participation and performance in Team-based Learning. (block 1) Performance on IRAT, GRAT, and application exercises for Human Development TBLs.
II-8. Understand the major tenants of behavioral and psychoanalytic theories and their application to clinical medicine.	Understand the major tenants of behavioral and psychoanalytic theories and appreciate how these are applied in clinical medicine	Student participation and performance in Team-based Learning. (block 1) Performance on IRAT, GRAT, and application exercises for Behavioral Sciences TBLs.
II-9. Demonstrate awareness of the impact of sociocultural factors on patients, practitioners, the clinical interaction, and interpersonal relationships by: <ul style="list-style-type: none"> • Respecting diversity • Respecting different lifestyles, cultures, religions • Understanding the root cause of prejudice 	Begin to appreciate the complex impact of sociocultural factors on health and their influences on clinical interactions, and demonstrate awareness of these factors in small group settings and preceptorships	Faculty evaluation of observed performance in small group settings and preceptorships

GRADUATION COMPETENCY III. UCDSOM graduates will exhibit **interpersonal and communication skills** that result in effective information exchange and teaming with patients, their patients’ families, and professional associates.

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III-1. Establish and maintain effective, empathetic, therapeutic doctor-patient (and patient family) relationships across a range of clinical environments and situations, optimizing the care of each patient based on their unique psychosocial and cultural milieu. III-4. Establish, maintain and model effective, empathetic, therapeutic relationships across a range of communication environments including: <ul style="list-style-type: none"> • Active listening • Mediating and negotiating • Safeguarding autonomy, confidentiality • Eliciting patient preferences • Building and maintaining effective relationships 	Know of the principles of effective communication Begin to appreciate how the therapeutic relationship can be monitored through self-awareness and reflection, then calibrated and adjusted to benefit individual patients and families Appreciate the role of culture in the therapeutic relationship Conduct focused interviews with standardized patients covering health behavior change and sensitive areas including health habits and sexuality. Develop basic communication skills in with “difficult patients” in simulated patient settings	Faculty evaluation of observed performance in small group settings and preceptorships

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<p>III-2. Establish and maintain effective, collaborative professional relationships with peers, colleagues, and allied health care professionals.</p> <p>III-3. Provide constructive feedback to colleagues, and use feedback from multiple sources to improve professional skills.</p>	<p>Function collaboratively in small groups, TBL sessions, and preceptorship</p> <p>Provide effective feedback to students and faculty to help them improve their skills</p> <p>Demonstrate ability to use time outs during small group sessions to receive and provide feedback</p>	<p>Faculty evaluation of observed performance in small group settings and preceptorships</p> <p>Individual and group performance in TBL Sessions</p>
<p>III-5. Understand and utilize shared decision-making in areas where there is uncertainty.</p>	<p>Know of the principles of effective communication</p> <p>Begin to appreciate how the therapeutic relationship can be calibrated and adjusted to benefit individual patients and families</p>	<p>Faculty evaluation of observed performance in small group settings and preceptorships</p>

GRADUATION COMPETENCY IV: UCDSOM graduates will demonstrate a commitment to **professionalism** in carrying out their responsibilities with adherence to ethical principles, and sensitivity to a diverse patient population.

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<p>IV-1. Pursue excellence through commitments to professional competence.</p> <p>IV-2. Participate in self-regulatory activities, both professional governance and self-reflection.</p> <p>IV-3. Recognize professional behavior as most tested and apparent when managing value conflicts, including conflicts of interest.</p> <p>IV-4. Recognize personal limits in knowledge, experience, ability, and resources.</p>	<p>Prepare for course activities and contribute actively to the learning process in small groups, TBL sessions, and preceptorships</p>	<p>Faculty evaluation of observed performance in small group settings and preceptorships</p>
<p>IV-5. Understand and apply core ethical concepts, principles, and terms, including:</p> <ul style="list-style-type: none"> • Autonomy • Beneficence • Non-maleficence • Justice <p>IV-6. Demonstrate an ability to utilize</p>	<p>Understand the following core bioethical concepts, principles, and terms: autonomy, paternalism, beneficence / maleficence, justice, utilitarianism, deontology, privacy, confidentiality, informed consent, advance directive, competency / decisional capacity</p> <p>Appreciate the moral dimensions</p>	<p>Faculty evaluation of observed performance in small group settings</p> <p>Performance in bioethics small groups.</p>

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<p>core ethical concepts in discussing, analyzing, and formulating well-reasoned conclusions in specific clinical cases.</p>	<p>of the profession of medicine:</p> <ul style="list-style-type: none"> • Fiduciary nature of the physician-patient relationship • Nature and role of professional codes of conduct • Difference between personal morality and professional ethics • Nature of persons, personal identity, authenticity, and their role in decisions about care <p>Apply principles of ethics to cases in small group settings</p>	
<p>IV-9. Demonstrate acceptance of the physician's responsibility to understand the cultural dimensions of health and illness while recognizing their own personal biases and reactions to persons from different backgrounds.</p>	<p>Understand the tenants of cross-cultural medicine and demonstrate appropriate knowledge, skills and attitudes in SP and patient encounters in preceptorships</p>	<p>Faculty evaluation of observed performance in small group settings and preceptorships</p>

GRADUATION COMPETENCY V: UCDSOM graduates will demonstrate knowledge of **system-based practice**, i.e., responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.

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<p>V-1. Understand principles of healthcare planning, triage/prioritization, and basic health care economics including types of insurance and cost controls.</p> <p>V-3. Consider health-care costs in medical decision-making.</p>	<p>Understand principles of healthcare planning, triage/prioritization, and basic health care economics</p> <p>Understand cost-control processes and consider how health care costs influence medical decision making.</p> <p>Apply system-based practice concepts to cases in small group settings.</p>	<p>Faculty evaluation of observed performance in small group settings</p>

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GRADUATION COMPETENCY VI: UCDSOM graduates will acquire **life-long learning skills**.

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<p>VI-1. Demonstrate an inquisitive nature, information management skills, and critical evaluation framework necessary to sustain life-long learning.</p> <p>VI-2. Acquire a life-long commitment to self-care, to allow excellent patient care.</p> <p>VI-3. Acquire a life-long commitment to clarifying personal values, beliefs, motivations, strengths, and limitations relevant to his/her practice of medicine.</p>	<p>Contribute actively to the learning process in small groups, TBL sessions, preceptorships, and self-care presentation</p> <p>Use information resources to investigate learning issues raised in small group / PBL sessions</p> <p>Demonstrate ability to deal openly and honestly with issues concerning personal values (abortion, etc)</p>	<p>Faculty evaluation of observed performance in small group settings and preceptorships</p>

GRADUATION COMPETENCY VII: UCDSOM graduates will learn how to approach **practice-based learning**.

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<p>VII-2. Use feedback to continually enhance knowledge, skills and professional behavior.</p> <p>VII-3. Teach patients and health colleagues effectively using specific, task-specific educational strategies.</p>	<p>Function collaboratively in small groups, TBL sessions, and preceptorship</p> <p>Deliver effective presentations to students and faculty.</p> <p>Demonstrate ability to use time outs during small group sessions to receive feedback and improve subsequent performance</p> <p>Demonstrate ability to work with peers to demonstrate and provide feedback on physical examination and interviewing skills</p>	<p>Faculty evaluation of observed performance in small group settings and preceptorships</p>

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