

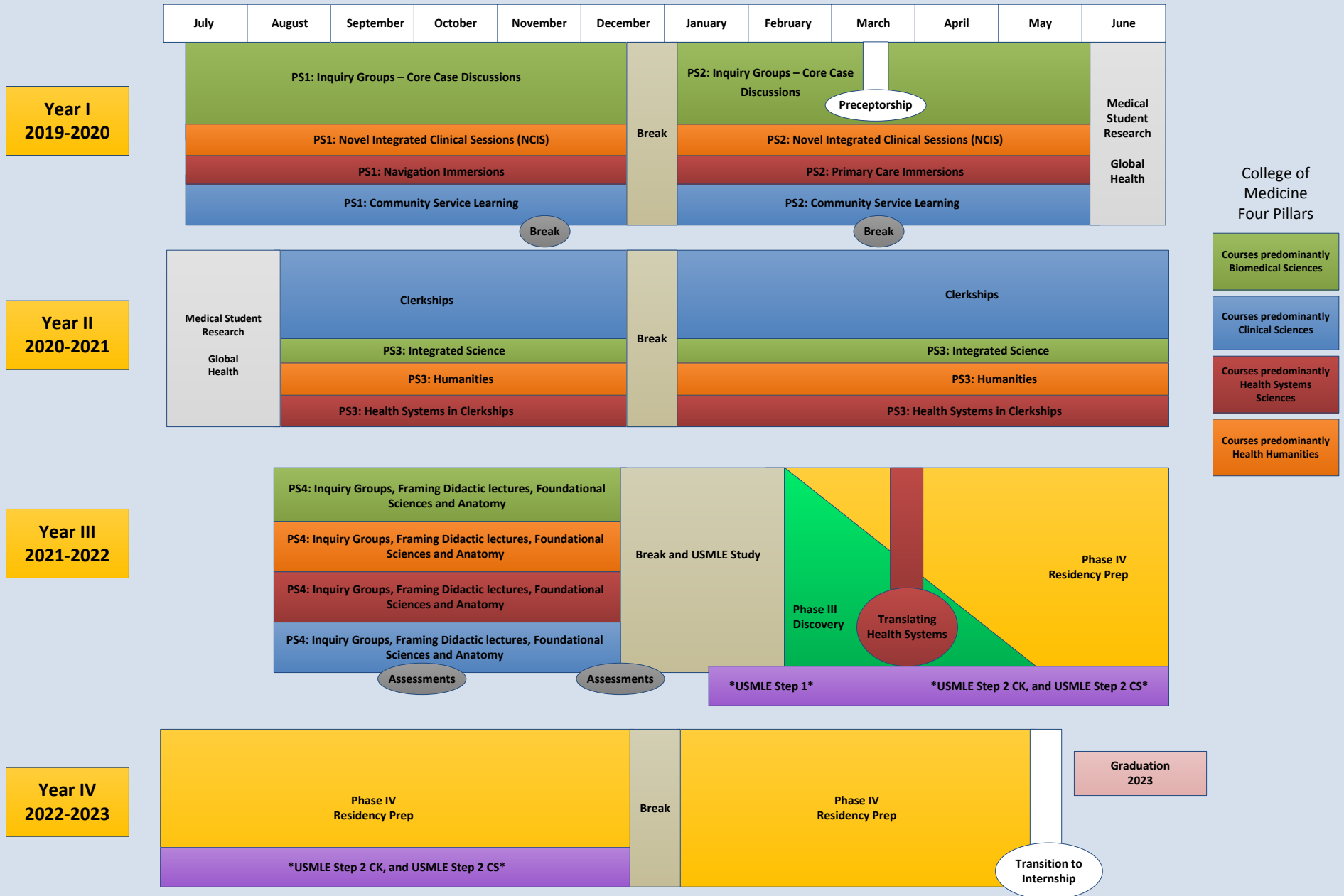
Supplemental Digital Content

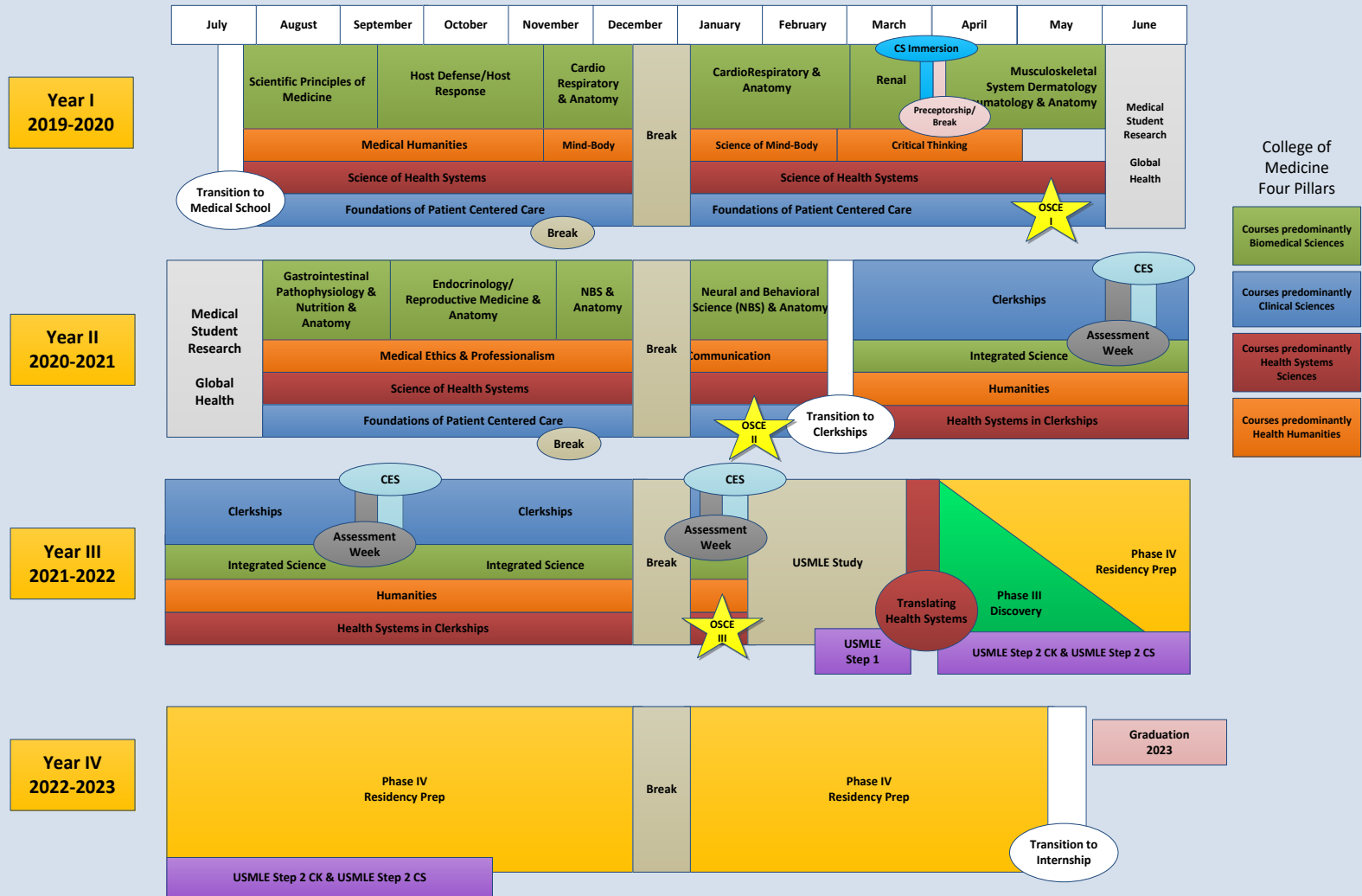
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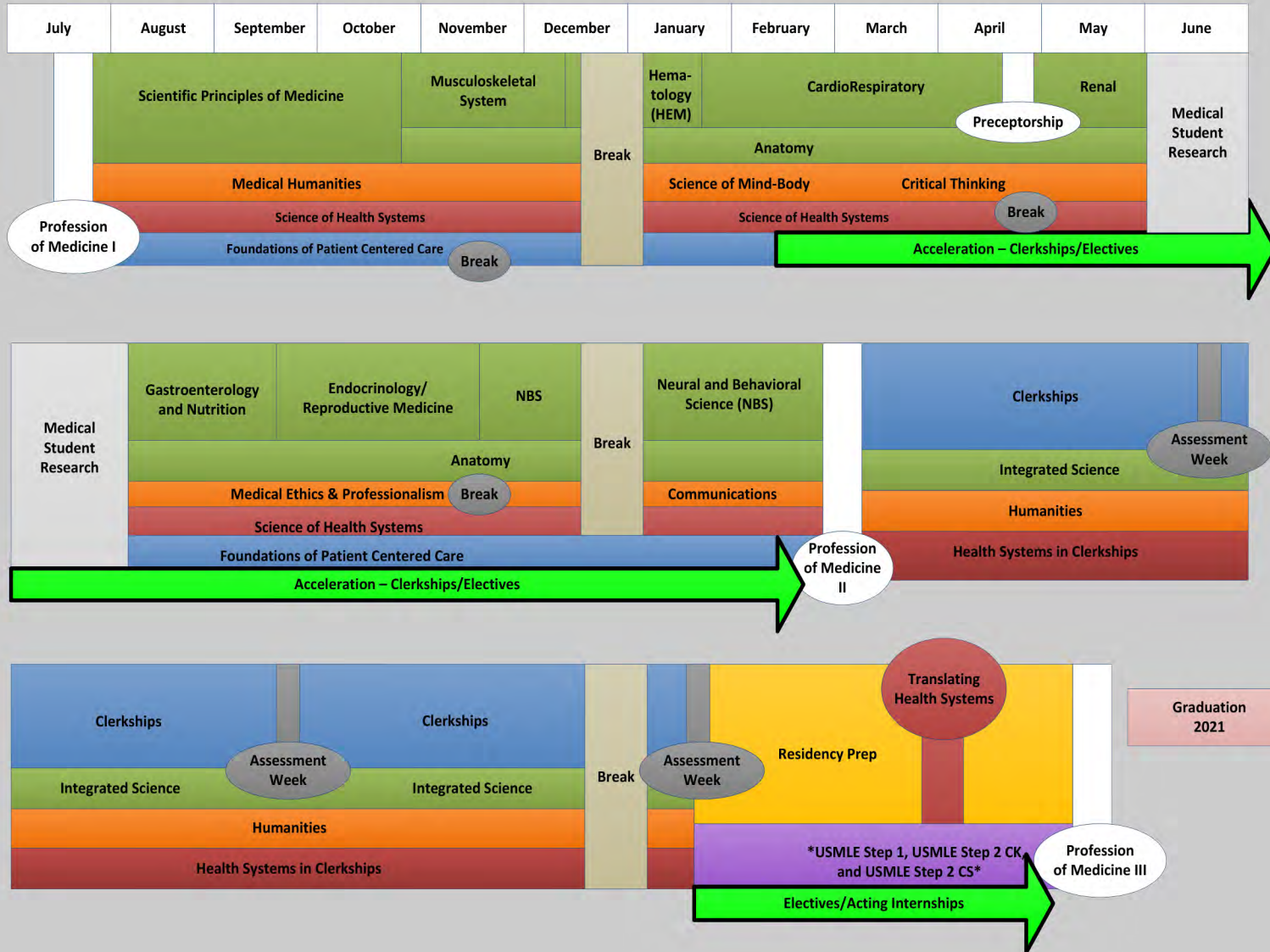


University Park Curriculum

Students Matriculated AY2019-2020







College of Medicine
Four Pillars

- Courses predominantly Biomedical Sciences
- Courses predominantly Clinical Sciences
- Courses predominantly Health Systems Sciences
- Courses predominantly Health Humanities

Supplemental Digital Appendix 2

Competencies, Program Objectives, and Outcome Measures

Competency Domain	Medical Education Program Objective(s)	Outcome Measure(s) for Objective*
Patient Care	PC1.1 Perform a problem-focused and complete history and physical examination	OSCE I/II, clinical assessment, clerkship OSCEs/clinical reasoning assessments, oral health project, USMLE Step 2 CS OSCE III
	PC1.2 Use clinical information to formulate differential diagnosis; identify and interpret clinical and diagnostic test information to formulate a prioritized differential diagnosis and management plan	OSCE I/II, clinical assessment, clerkship OSCEs/clinical reasoning assessments, USMLE Step 2 CS, OSCE III
Knowledge for Practice	KP2.1 Demonstrate knowledge of the biomedical and clinical sciences and apply this knowledge to diagnostic and therapeutic decision making and clinical problem solving	Constructed response exams, practical exams, USMLE Step 1, clinical assessment, customized clinical NBME exams, USMLE Step 2 CK
	KP2.2 Contribute to the creation, dissemination, application, and translation of knowledge and practices	Medical Student Research (MSR) final report
Practice-Based Learning and Improvement	PBLI3.1/PPD8.1 Incorporate reflection and self-assessment in the development of one's own professional identity, systematically analyze one's own performance to identify strengths and challenges, set individual learning and improvement goals, and engage in appropriate learning activities to meet those goals	Small group assessments, patient navigation/clinical immersion assessment, summative portfolio
	PBLI3.2 Identify one's own knowledge gaps, formulate an appropriate question to address the gap, utilize clinical informatics to locate, appraise, and assimilate evidence to inform patient care	Evidence-based medicine assessments, clinical assessment, clinical question/PICO assessment
Interpersonal and Communication Skills	ICS4.1 Communicate effectively with patients, families, and other individuals across a broad range of backgrounds, beliefs, and identity	OSCE I/II, OSCE III, Patients as Teachers Project, clinical assessment, case presentations, USMLE Step 2 CS
	ICS4.2 Demonstrate the ability to document and organize patient information both orally and in the medical record	OSCE III, Patient Navigation logs, case presentations, USMLE Step 2 CS, SOAP note assessment
	ICS4.3/IPC7.3 Communicate effectively with others on a team	Small group assessment, Patient Navigation/Clinical Immersion Assessment, case presentations, clinical assessment, IPE assessments, communication assessment

Professional-ism	Prof5.1 Act in the best interest of individual patients and patient populations	Patient Navigation/Clinical Immersion assessment, clinical assessment
	Prof5.2/MH9.3 Act with honesty, integrity, accountability, and reliability, adhering to ethical norms and principles for the practice of medicine	Conscientious behavior tracking, ethics constructed response examination, small group assessments, Patient Navigation/Clinical Immersion assessment, clinical assessment, summative portfolio
Systems-Based Practice	SBP6.1 Demonstrate knowledge of the basic principles of healthcare delivery, organization and finance	Health Systems Science projects, Patient Navigation project, constructed response examinations, NBME HSS exam
	SBP6.2 Incorporate considerations of value-based care in decisions about patients and/or populations	Clinical assessment, clerkship high value care assessments
	SBP6.3 Identify and analyze adverse events, medical errors, and systems issues and propose interventions that will improve the value of healthcare	HSS capstone project
	SPB6.4 Analyze factors that affect the health outcomes of patients, populations, and communities	Science of Health Systems projects, Patient Navigation/Clinical Immersion assessment, healthcare concept map, small group assessment, Health Equity Project, Zipcode project, Health Equity scavenger hunt project
Inter-professional Collaboration	IPC7.1 Apply principles of team dynamics in interactions with other health professionals, patients, and families, in the context of shared knowledge, shared goals, and mutual respect	Patient Navigation/Clinical Immersion assessment, IPE assessments, summative portfolio
	IPC7.2 Use the knowledge of one's own roles and responsibilities—and those of other health professionals—to optimize health care	IPE provider network, clinical assessment, summative portfolio
	IPC7.3/ICS4.3 Communicate effectively with others on a team	See ICS4.3
Personal and Professional Development	PPD8.1/PBLI3.1 Incorporate reflection and self-assessment in the development of one's own professional identity, systematically analyze one's own performance to identify strengths and challenges, set individual learning and improvement goals, and engage in appropriate learning activities to meet those goals	See PBLI3.1
	PPD8.2 Manage the balance between personal and professional expectations	Summative portfolio
	PPD8.3 Articulate potential rewards and challenges of future phases of one's own career	Career Exploration and Synthesis reflections, summative portfolio, residency match

Medical Humanities	MH9.1 Demonstrate compassion, humility, and respect toward all persons regardless of their diverse identities, values, beliefs, and experiences.	Small group assessment, Patients as Teachers project, summative portfolio
	MH9.2 Apply the humanities and/or the arts to illuminate the lived experience of illness and to enhance the care of the patient	Health Humanities writing assignments/essays, small group assessment, Health humanities capstone selective, summative portfolio
	MH9.3/Prof5.2 Act with honesty, integrity, accountability, and reliability, adhering to ethical norms and principles for the practice of medicine	See Prof5.2
Critical Thinking	CT 10.1 Demonstrate skepticism, curiosity, and a willingness to acknowledge uncertainty when confronted with new information or situations	Critical thinking assignments, constructed response exams, small group assessment, Evidence-based Medicine assessment, Medical Student Research Project
	CT 10.2 Demonstrate mindful interrogation of one's own thinking process and biases in making decisions	Critical thinking assignments, constructed response exams, small group assessment, Evidence-based Medicine assessment, Medical Student Research Project