Supplemental Digital Content

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                                      Assessment Methods....................3
## UTHealth McGovern Medical School | MD Program Curriculum

### Integrated Medical Science 1

<table>
<thead>
<tr>
<th>July</th>
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<td>Pulmonary</td>
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<td>PBL Cases</td>
<td>Doctoring 1: History and Physical Examination</td>
<td>Doctoring 2: Longitudinal Clinical Experience</td>
<td>Preceptors*</td>
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### Vacation

- **Summer Research***
- **Preceptors***
- **Doctoring 3: Longitudinal Clinical Experience**

### Integrated Medical Science 2

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<td>Reproductive Systems</td>
<td>Musculoskeletal System &amp; Dermatology</td>
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### Required Clerkships

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### Career Focus Tracks

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### Key

- **Vac**: Vacation
- **TC**: Transition to Clerkships
- **Ger**: Geriatrics
- **TR**: Transition to Residency
- *****: Not required

### Longitudinal Themes

- Professionalism/Ethics
- Evidence Based Medicine
- Systems of Care/Health Systems Science
- Population Health
- Clinical Skills
## Supplemental Digital Appendix 2
### Program Objectives and Assessment Methods

<table>
<thead>
<tr>
<th>Medical Education Program Objectives</th>
<th>Assessment Methods</th>
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| PC.1 Form an effective therapeutic relationship with patients and with their families when appropriate. | • Performance in Doctoring Courses/Preceptor evaluation  
• Performance on pre-clerkship OSCEs  
• Performance in clerkships/selectives/faculty assessments  
• Performance on Comprehensive Clinical Competency Examination (CCCE)/standardized patient assessment  
• Observation by core faculty  
• Results of USMLE Step II CS Examination  
• Program Director Survey |
| PC.2 Obtain and record an accurate, comprehensive history from the patient and/or caregiver. | • Performance in Doctoring Courses/Preceptor evaluation  
• Performance on pre-clerkship OSCEs  
• Performance in clerkships/selectives/faculty assessments  
• Performance on Comprehensive Clinical Competency Examination (CCCE)/standardized patient assessment  
• Observation by core faculty  
• Results of USMLE Step II CS Examination  
• Program Director Survey |
| PC.3 Accurately perform and record a comprehensive physical examination and mental status examination. | • Performance in Doctoring Courses/Preceptor evaluation  
• Performance on pre-clerkship OSCEs  
• Performance in clerkships/selectives/faculty assessments  
• Performance on Comprehensive Clinical Competency Examination (CCCE)/standardized patient assessment  
• Observation by core faculty  
• Results of USMLE Step II CS Examination  
• Program Director Survey |
| PC.4 Accurately document and interpret the findings from the history and physical examination. | • Performance in Doctoring Courses/Preceptor evaluation  
• Performance on pre-clerkship OSCEs  
• Performance in clerkships/selectives/faculty assessments  
• Performance on Comprehensive Clinical Competency Examination (CCCE)/standardized patient assessment  
• Observation by core faculty  
• Results of USMLE Step II CS Examination  
• Program Director Survey |
| PC.5 Develop an initial differential diagnosis based on the patient history and physical examination, and formulate an initial plan for investigation and management. | • Performance in Doctoring Courses/Preceptor evaluation  
• Performance in PBL/facilitator evaluations  
• Performance in clerkships/selectives/faculty assessments |
| PC.6 | Order appropriate studies (with awareness of sensitivity, specificity and cost) and interpret diagnostic tests in order to confirm or exclude a clinical diagnosis. |
| PC.7 | Competently perform routine clinical procedures, including at a minimum, basic CPR, bag-mask ventilation, venipuncture, inserting an intravenous catheter, inserting a bladder catheter, sterile technique, and suturing lacerations. |
| PC.8 | Identify, initiate and explain to patients treatment plans that are safe, effective and efficient. |
| PC.9 | Recommend age-specific, preventive and health maintenance practices for the patient based on the best available evidence. |
| PC.10 | Plan and execute appropriate management plans for patient care, referral and follow-up. |
| PC.11 | Discuss with patients their prognosis and possible adverse effects of diagnostic tests and treatment. |
| PC.12 | Apply the scientific method (including evidence-based medicine principles) to patient care whenever applicable and feasible. |

- Performance on CCCE/standardized patient assessment
- Performance on NBME subject examinations
- Results of USMLE Steps I & II CK Examinations
- Program Director Survey

- Performance in Doctoring Courses/Preceptor evaluation
- Performance in PBL/facilitator evaluations
- Performance in Epidemiology & Evidence Based Medicine
- Performance in clerkships/selectives/faculty assessments
- Performance on NBME subject examinations
- Results of USMLE Step II CK Examination
- Program Director Survey

- Performance in Doctoring Courses/Preceptor evaluation
- Performance in PBL/facilitator evaluations
- Performance in Epidemiology & Evidence Based Medicine
- Performance in clerkships/selectives/faculty assessments
- Performance in Required Critical Care
- Transition to Residency course
- Program Director Survey

- Performance in Doctoring 3
- Performance in Tech Skills (Transition to Clerkships)
- Performance in clerkships/selectives/faculty assessments
- Performance in Required Critical Care
- Transition to Residency course
- Program Director Survey

- Performance in PBL/facilitator evaluations
- Performance in clerkships/selectives/faculty assessments
- Performance on CCCE/standardized patient assessment
- Results of USMLE Step II CK Examination

- Performance in PBL/facilitator evaluations
- Performance in clerkships/selectives/faculty assessments
- Performance on CCCE/standardized patient assessment
- Performance on NBME subject examinations
- Results of USMLE Step II CK Examination

- Performance in clerkships/selectives/faculty assessments
- Performance on CCCE/standardized patient assessment
- Performance on NBME subject examinations
- Results of USMLE Step II CK Examination

- Performance in clerkships/selectives/faculty assessments
- Performance on CCCE/standardized patient assessment
- Performance on NBME subject examinations
- Results of USMLE Step II CK Examination

- Performance in PBL/facilitator evaluations
- Ethics/Professionalism small group evaluation
- Performance in clerkships/selectives/faculty assessments
- Performance on literature review in Ambulatory Medicine
| PC.13 Care for patients mindful of salient legal, ethical, spiritual, cultural and psychosocial constructs. | • Preceptor evaluation  
• Performance in clerkships/selectives/faculty assessments  
• Performance in PBL/facilitator evaluations |
|---|---|
| PC.14 Apply the principles of pain management to reduce patient suffering. | • Preceptor evaluation  
• Performance in clerkships/selectives/faculty assessments  
• Performance in PBL/facilitator evaluations |
| PC.15 Demonstrate effective transitions of patient care. | • Performance in clerkships  
• Performance on CCCE  
• Program Director Survey |
| PC.16 Function collaboratively on health care teams that include health professionals from other disciplines to provide coordinated services to patients. | • Performance on clerkships  
• Performance on IPE activities  
• Program Director Survey |
| MK.1 Identify the most appropriate sources for obtaining medical knowledge and how to retrieve them. | • Performance in PBL/facilitator evaluations  
• Performance in clerkships/selectives/faculty assessments |
| MK.2 Describe the normal structure and function of the human body at molecular, cellular, tissue, and anatomic levels. | • Performance on course and module examinations and laboratory examinations  
• USMLE Steps I & II CK Examinations  
• Performance in PBL/facilitator evaluations  
• Performance in clerkships/selectives/faculty assessments |
| MK.3 Describe the pathogenesis of disease. | • Performance on course and module examinations and laboratory examinations  
• USMLE Steps I & II CK Examinations  
• Performance in PBL/facilitator evaluations  
• Performance in clerkships/selectives/faculty assessment  
• Performance on NBME Subject examinations |
| MK.4 Describe the scientific principles (including genetic, molecular, and physiologic mechanisms) basic to the practice of clinical medicine, and be able to apply these principles to patient care. | • Performance in team-based learning exercises  
• Performance on course/module examinations  
• Performance in PBL/facilitator evaluations  
• Performance in clerkships/selectives/faculty assessments  
• Performance on NBME subject examinations  
• Performance on the Comprehensive Clinical Competency Examination  
• Results of USMLE Steps I & II CK Examinations |
| MK.5 Describe pharmacological and other therapeutic interventions and apply them to patient care. | • Performance on course/module examinations  
• Performance in PBL/facilitator evaluations  
• Performance in clerkships/selectives/faculty assessments  
• Performance on NBME subject examinations  
• Results of USMLE Steps I & II CK Examinations |
| MK.6 Describe the environmental, social, and behavioral determinants of health and disease states. | • Performance on course/module examinations  
• Performance in Ethics and Professionalism small group facilitator evaluations  
• Performance in PBL/facilitator evaluations  
• Performance in clerkships/selectives/faculty assessments  
• Performance on NBME subject examinations  
• Results of USMLE Steps I & II CK Examinations |
| MK.7 | Interpret common laboratory and diagnostic tests and describe the indications, complications, limitations and cost-effectiveness of each study. | • Performance on course/module examinations  
• Performance in PBL/facilitator evaluations  
• Performance in clerkships/selectives/faculty assessments  
• Performance on NBME subject examinations |
| MK.8 | Describe the principles of disease prevention and health maintenance in individuals and populations, and apply to individual patient care. | • Performance on course/module examinations  
• Performance in PBL/facilitator evaluations  
• Performance in clerkships/selectives/faculty assessments |
| MK.9 | Explain the organization, financing, and delivery of health care in the U.S., both in the hospital and in the community, and the role of the physician as an advocate for patients. | • Performance in PBL/facilitator evaluations  
• Ethics/Professionalism small group evaluation  
• Performance in clerkships/selectives/faculty assessments |
| MK.10 | Demonstrate knowledge of common clinical emergencies, acute and chronic problems/diseases, and their basic management. | • Performance on course/module examinations  
• Performance in PBL/facilitator evaluations  
• Performance in clerkships/selectives/faculty assessments  
• Performance on NBME subject examinations  
• Results of USMLE Steps I & II CK Examinations |
| MK.11 | Use critical appraisal of information as the foundation of an evidence-based practice of medicine. | • Course/Module examinations  
• USMLE Step I and Step II CK  
• Performance in clerkships/selectives/faculty assessments  
• Critically Appraised Topic (CAT) in required Ambulatory Selective |
| MK.12 | Describe principles of quality improvement, its use in patient care, and use of common patient safety/quality tools. | • Course/Module examinations  
• USMLE Step I and Step II CK  
• Performance in clerkships/selectives/faculty assessments  
• IHI modules throughout the curriculum |
| IMD/PBLI.1 | Use technology to access medical information resources to expand personal knowledge and make effective decisions in patient care. | • Preceptor evaluations  
• Performance in PBL/facilitator evaluations  
• Performance on course/module examinations  
• Performance in clerkships/selectives/faculty assessments |
| IMD/PBLI.2 | Critically assess the validity of published medical studies by describing strengths, weaknesses, limitations and applications to clinical practice. | • Performance in PBL/facilitator evaluations  
• Performance on course/module examinations  
• Performance in clerkships/selectives/faculty assessments |
| IMD/PBLI.3 | Use evidence-based approaches as tools to decide whether to accept new findings, therapies and technologies for incorporation into clinical practice. | • Performance in PBL/facilitator evaluations  
• Performance on course/module examinations  
• Performance in clerkships/selectives/faculty assessments  
• Preceptor evaluations |
| IMD/PBLI.4 | Elicit feedback about performance and develop and implement a plan for self-directed and life-long learning and improvement. | • Performance in PBL/facilitator evaluations  
• Performance in clerkships/mid-rotation self-assessment and faculty feedback  
• Performance in Ethics and Professionalism small group facilitator evaluations  
• Preceptor evaluations |
| ICS.1 | Make case presentations that are accurate and well organized; accurately record information in the patient’s chart to address the patient’s problem/condition. | • Performance in Preceptorships  
• Performance in clerkships/selectives/faculty assessments |
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| ICS.2 Convey diagnostic and management plans effectively both orally and in writing. | • Observation by Core Faculty  
• Performance on CCCE/Standardized patient assessment  
• Performance in Preceptorships  
• Performance in clerkships/selectives/faculty assessments  
• Observation by Core Faculty  
• Performance on CCCE/Standardized patient assessment  
• Performance in PBL/facilitator evaluations |
| ICS.3 Demonstrate interpersonal skills that establish rapport and empathic communication with patients and their families, and other health care professionals. | • Performance in Preceptorships  
• Performance in clerkships/selectives/faculty assessments  
• Observation by Core Faculty  
• Performance on CCCE/Standardized patient assessment  
• Results of USMLE Step II CS Examination |
| ICS.4 Demonstrate respect for patients and colleagues that encompasses diversity of background, belief systems, language and culture. | • Performance in Preceptorship  
• Performance in TBL  
• Performance in PBL/facilitator evaluation  
• Performance in clerkships/selectives/faculty assessments  
• Observation by Core Faculty  
• Performance on CCCE/Standardized patient assessment  
• Results of USMLE Step II CS Examination |
| ICS.5 Demonstrate professionalism and compassion in addressing issues of a sensitive nature with patients and families. | • Performance in Preceptorship  
• Performance in clerkships/selectives/faculty assessments  
• Observation by Core Faculty  
• Performance on CCCE/Standardized patient assessment  
• Results of USMLE Step II CS Examination |
| ICS.6 Help patients anticipate and make end-of-life decisions; be able to communicate bad news, and obtain consent for treatments. | • Performance in clerkships/selectives/faculty assessments  
• Results of USMLE Step II CS Examination |
| ICS.7 Participate in the education of patients and their families, peers, and other health care professionals. | • Performance in TBL  
• Performance in PBL/facilitator evaluation  
• Performance in clerkships/selectives/faculty assessments  
• Performance on CCCE/Standardized patient assessment |
| ICS.8 Work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity and trust. | • Performance in Preceptorship  
• Performance in clerkships/selectives/faculty assessments  
• Performance on IPE activities |
| P.1 Demonstrate honesty, trustworthiness and integrity in interactions with patients, families, colleagues and other health care professionals. | • Performance in Preceptorship  
• Performance in PBL/facilitator evaluation  
• Performance in Ethics and Professionalism small group /facilitator evaluations  
• Performance in clerkships/selectives/faculty assessments  
• Performance on CCCE/Standardized patient assessment |
| P.2 Demonstrate personal qualities of self-discipline, open-mindedness, and intellectual curiosity. | •Performance in PBL/facilitator evaluation  
•Performance in Ethics and Professionalism small group/facilitator evaluations  
•Performance in clerkships/selectives/faculty assessments |
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<td>P.3 Develop a collaborative relationship with patients by valuing the patient and his/her input, and by maintaining continuing personal responsibility for the patient’s health care.</td>
<td>•Performance in clerkships/selectives/faculty assessments</td>
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| P.4 Demonstrate commitment to excellence in patient care; place the patient’s welfare above self-interest. | •Performance in Preceptorship  
•Performance in clerkships/selectives/faculty assessments  
•Observation by core faculty |
| P.5 Demonstrate respect and compassion towards patients and their families, including sensitivity to patients’ culture, race, age, disabilities, sexual orientation, gender, gender expression, and religion. | •Performance in TBL  
•Performance in PBL/facilitator evaluation  
•Performance in Ethics and Professionalism small group/facilitator evaluations  
•Performance in clerkships/selectives/faculty assessments |
| P.6 Apply ethical principles to the study and practice of medicine, including compliance with relevant laws, policies, and regulations. | •Performance in TBL  
•Performance in PBL/facilitator evaluation  
•Performance in Ethics and Professionalism small group/facilitator evaluations  
•Performance in clerkships/selectives/faculty assessments |
| P.7 Demonstrate respect for patient privacy and autonomy. | •Performance in preceptorship  
•Performance in clerkships/selectives/faculty assessments |
| P.8 Maintain an appropriate balance between personal and professional commitments. | •Participation in McGovern Society activities  
•Duty hour reports |
| P.9 Recognize and accept limitations in knowledge and skills with a commitment to continuously improve knowledge and ability. | •Performance in TBL  
•Performance in PBL/facilitator evaluation  
•Performance in clerkships, mid-rotation self-assessment and faculty feedback  
•Observation by core faculty |
| P.10 Demonstrate commitment to life-long learning, maintain familiarity with scientific advances to ensure optimal patient care. | •Performance in PBL/facilitator evaluation  
•Performance in clerkships, mid-rotation self-assessment and faculty feedback  
•Observation by core faculty |
| P.11 Project a professional image in interactions with patients, peers, family, residents and co-workers. | •Performance in Doctoring courses  
•Performance in PBL/facilitator evaluation  
•Performance in preceptorship  
•Performance in clerkships/selectives/faculty assessments  
•Observation by core faculty  
•Performance on CCCE/standardized patient assessment |
| P.12 Compare and contrast the roles of health care team members and how each member contributes to patient care. | •Participation in IPE activities  
•Participation in Team Simulation Exercises in clerkships |
| SBP.1 Identify patients at risk for inadequate medical services, and develop plans to engage resources to ensure appropriate care. | •Performance in PBL/facilitator evaluations  
•Ethics/Professionalism small group evaluation  
•Performance in clerkships/selectives/faculty assessments |
| SBP.2 Describe policies, organization, finances, and delivery of healthcare in the United States, both in the hospital and the community, and compare with other health care systems. | •Performance in PBL/facilitator evaluations  
•Ethics/Professionalism small group evaluation  
•Performance in clerkships/selectives/faculty assessments |
| SBP.3 Incorporate considerations of cost, value, and risk-benefit analysis in patient and/or population-based care. | • Performance in clerkships/selectives/faculty assessments  
• Observation by core faculty  
• Performance on CCCE/standardized patient assessment  
• Results of USMLE Step II CS Examination |
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| SBP.4 Advocate for quality patient care and optimal patient care systems. | • Performance in clerkships/selectives/faculty assessments  
• Performance in Doctoring course (writing assessments)  
• Participating in advocacy modules in clerkships/selectives |
| SBP.5 Participate in identifying system errors and implementing potential systems solutions. | • Performance in RCC selectives  
• Completion of IHI certificates  
• Program Director Survey |