Supplemental Digital Content

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**Supplemental Digital Appendix 1  Curriculum Overview**

### Year 1

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<tr>
<td>Med Fit</td>
<td>Foundation and Principles of Medical Science I 8 weeks</td>
<td>Cardiovascular, Respiratory, and Renal Systems I 10 weeks</td>
<td>Gastrointestinal, Endocrine, and Reproductive Systems I 9 weeks</td>
<td>Musculoskeletal and Integumentary Systems 5 weeks</td>
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Practice of Medicine – Fall – 18 weeks  
Practice of Medicine – Preceptorships – Spring – 22 weeks

### Year 2

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<th>Independent Study</th>
<th>Context of Patient Care</th>
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<tbody>
<tr>
<td>Foundations and Principles of Medical Science II 7 weeks</td>
<td>Whole Body 5 weeks</td>
<td>Cardiovascular, Respiratory, and Renal Systems II 7 weeks</td>
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<td>Nervous System and Human Behavior II 6 weeks</td>
<td>USMLE Prep 1 week optional</td>
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Advanced Clinical Skills – Fall – Preceptorships – 18 weeks  
Advanced Clinical Skills – Spring – 22 weeks

### Year 3

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<th>Clerkship Orientation 2 days</th>
<th>Family Medicine 6 weeks</th>
<th>Psychiatry 6 weeks</th>
<th>Internal Medicine 8 weeks</th>
<th>Neurology 4 weeks</th>
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Clinical Reasoning in Medicine – Longitudinal Year 3 Course

### Year 4

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<th>Electives 32 weeks</th>
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## Medical Education Program Objectives

### Knowledge for Practice: Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care

- Demonstrate an investigatory and analytic approach to clinical situations
- Apply established and emerging bio-physical scientific principles fundamental to health care for patients and populations
- Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care
- Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations
- Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial and cultural influences on health, disease, care seeking, care compliance, and barriers to and attitudes toward care
- Contribute to the creation, dissemination, application, and translation of new health care knowledge and practices

### Interpersonal and Communication Skills: Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals

- Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
- Communicate effectively with colleagues within one's profession or specialty, other health
- Work effectively with others as a member or leader of a healthcare team or professional group
- Act in a consultative role to other health professionals
- Maintain comprehensive, timely, and legible medical records
- Demonstrate sensitivity, honesty, and compassion in difficult conversations, including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics
- Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions

## Assessment Methods

### Pre-clinical Phase

- NBME Customized Assessment (CAS) exams are used for summative assessment of all foundational content in the pre-clinical phase
- Weekly small group, case-based activities that include formative assessment of critical thinking and problem-solving skills related to clinical decision-making
- Weekly, formative self-assessments of foundational content

### Clinical Phase

- NBME Subject Exams are used as a summative assessment of medical knowledge in all seven required clerkships
- Internally generated exam in the Pediatric Clerkship as a summative assessment of clinical decision-making
- Internally generated oral exam in the Surgery Clerkship as a summative assessment
- Case study discussions in the Psychiatry Clerkship as a summative assessment
- Third year summative assessment of clinical decision-making, differential diagnoses, and interpersonal communication skills through an OSCE format exam activity twice a year

### Pre-clinical Phase

- Formative, small group assessment of history taking skills with community volunteers and faculty facilitators
- Multiple observed history and physical exam activities with standardized patients who assess interpersonal communication skills as summative assessments
- Specific summative assessment of motivational interviewing knowledge and skill development
- Summative assessment by preceptor of communication skills with patients and office staff twice during pre-clinical phase

### Clinical Phase

- Clinical Performance assessment of observed history and physical exam skills in each of the seven clerkships by a faculty member based on patient encounters with formative feedback provided
### Professionalism: Demonstrate a commitment to carrying out professional responsibilities and adherence to ethical principles

- Demonstrate compassion, integrity, and respect for others
- Demonstrate responsiveness to patient needs that supersedes self-interest
- Demonstrate respect for patient privacy and autonomy
- Demonstrate accountability to patients, society, and the profession
- Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation
- Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations

### Preclinical Phase

- All Year 1 and 2 students are assessed for professionalism by all faculty, preceptors, UNR Med staff, standardized patients and office staff in all clinical settings

### Clinical Phase

- All third- and fourth-year students are assessed for professionalism by all faculty, residents and preceptors, who are assigned to evaluate their clinical performance

### Personal and Professional Development: Demonstrate the qualities required to sustain lifelong personal and professional growth

- Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors
- Demonstrate healthy coping mechanisms to respond to stress
- Manage conflict between personal and professional responsibilities
- Practice flexibility and maturity in adjusting to change with the capacity to alter one's behavior
- Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients
- Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system
- Demonstrate self-confidence that puts patients, families, and members of the health care team at ease
- Recognize that ambiguity is part of clinical health

### Preclinical Phase

- Clinical Performance Evaluation completed by the assigned preceptors
- Weekly reflective journaling with faculty feedback
- Weekly, formative self-assessments of foundational content

### Clinical Phase

- Clinical Performance Evaluation completed by all clerkship educators (faculty and residents) and elective preceptors
- Direct observation and summative evaluation by rural medicine preceptor in fourth year
Patient Care: Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health

- Perform all medical, diagnostic, and surgical procedures considered essential for the area of practice
- Gather essential and accurate information about patients and their conditions through history-taking, physical examination, and the use of laboratory data, imaging, and other tests
- Organize and prioritize responsibilities to provide care that is safe, effective, and efficient
- Interpret laboratory data, imaging studies, and other tests required for the area of practice
- Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
- Develop and carry out patient management plans
- Counsel and educate patients and their families to empower them to participate in their care and enable shared decision-making
- Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes.
- Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health
- Provide appropriate role modeling
- Perform supervisory responsibilities commensurate with one's roles, abilities, and qualification

Pre-clinical Phase

- All students are evaluated by their preceptors for developmentally appropriate patient care skills
- Weekly small group, case-based activities that include formative assessment of critical thinking and problem-solving skills related to clinical decision-making

Clinical Phase

- Clinical Performance Evaluation completed by all clerkship educators (faculty and residents) and elective preceptors
- Direct observation and summative evaluation by rural medicine preceptor in fourth year
- Third year summative assessment of clinical decision-making, differential diagnoses, and interpersonal communication skills through an OSCE format exam activity twice during third year

Practice-Based Learning and Improvement: Demonstrate the ability to investigate and evaluate one's care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning

- Identify strengths, deficiencies, and limits in one's knowledge and expertise
- Set learning and improvement goals
- Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitudes
- Systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement
- Incorporate feedback into daily practice
- Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems
- Use information technology to optimize learning:

Pre-clinical Phase

- Weekly small group, case-based activities that include formative assessment of critical thinking and problem-solving skills related to clinical decision-making
- Clinical Performance Evaluation completed by the assigned preceptors

Clinical Phase

- Clinical Performance Evaluation completed by all clerkship educators (faculty and residents) and elective preceptors
- Direct observation and summative evaluation by rural medicine preceptor in fourth year
- Community-Oriented Primary Care Project/Presentation in Family Medicine clerkship
- Students are evaluated by clerkship faculty on
| Participate in the education of patients, families, students, trainees, peers, and other health professionals  
- Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care  
- Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes | evidence-based patient presentations in conducted in the OBGYN Clerkship, Psychiatry Clerkship and Selectives rotation |
|---|---|
| **Interprofessional Collaboration:** Demonstrate the ability to engage in interprofessional teams in a manner that optimizes safe, effective patient- and population-centered care  
- Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust  
- Use the knowledge of one's own role and the roles of other health professionals to appropriately assess and address the health care needs of the patients and populations served  
- Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations  
- Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable | **Pre-clinical Phase**  
- Students participate in multiple interprofessional education (IPE) activities with students from UNR health professional programs in Physician Assistant Studies, Nursing, Social Work and Speech Pathology. Pre and post assessment activities to evaluate changes in knowledge, skills and attitudes are conducted |
| **Clinical Phase**  
- Students are assessed by clerkship faculty and other healthcare professionals during IPE activities conducted that are conducted in all required clerkship rotations | |