

Supplemental Digital Content

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Year 1

Histology and Cell Structure	Clinical and Developmental Anatomy	Cardiovascular Physiology	The Renal System
Molecular and Cellular Foundations of Medicine: Genetics, Immunology, Biochemistry, Pharmacology, Disease Mechanisms, General Physiology			
Biomedical Ethics: I		Epidemiology, Population Health and Evidenced Based Medicine: I	
Introduction to Clinical Medicine: I			

Year 2

Nervous System and Human Behavior		Cardiovascular Medicine	Pulmonary Medicine	GI and Liver Diseases	Parasitology and Global Health	Hematology
Endocrine System	Reproduction System and Human Sexuality					Musculo-Skeletal Disorders
Biomedical Ethics: II			Microbiology and Infectious Diseases			
Epidemiology, Population Health and Evidenced Based Medicine: II						
Introduction to Clinical Medicine: II						

Year 3

Internal Medicine	General Surgery	Pediatrics	Psychiatry	Obstetrics Gynecology	Family Medicine	Radiology	Geriatrics
11 weeks	8 weeks	7 weeks	6 weeks	6 weeks	4 weeks	2 weeks	2 weeks
*Patients, Doctors and Communities							

*During clerkship rotations in the third year, students from different clerkships gather together in small groups to participate in case-based discussions of topics and issues in prevention, professionalism, and ethics

Year 4

Core Sub-Internships: Medicine, Pediatrics or Family Medicine	<u>Subinternships:</u> Medicine, Pediatrics, Family Medicine, Obstetrics or Surgery	Ambulatory Care: Medicine or Pediatrics	Neurology	Clinical and/or Research Electives
1 month	1 month	1 month	1 month	7 months
				2

Supplemental Digital Appendix 2

Competencies, Program Objectives, and Assessment Methods

General Competency	Educational Program Objectives (subcompetencies)	Assessment Methods (AAMC MedBiquitous coding noted)
<p>HEALER: Students will demonstrate outstanding clinical, diagnostic, and communication skills, cultural sensitivity, and empathy, in accordance with each patient’s needs and in a partnership with each patient. Students will recognize that professional development in this area requires becoming comfortable with uncertainty and cultivating humility in light of the vast breadth of human experience they will encounter.</p>	<p><i>Demonstrate interview and physical exam skills appropriate to the clinical encounter.</i></p> <p><i>Use effective listening skills that recognize patients’ verbal, non-verbal, and contextual cues.</i></p> <p><i>Use sound clinical judgment in diagnosing and managing care.</i></p> <p><i>Recognize the individuality of each patient, including the impact of culture, faith and spirituality on patient understanding of health and disease.</i></p> <p><i>Offer comfort, reassurance, and hope to patients and families.</i></p> <p><i>Acknowledge a debt of gratitude toward patients for allowing students’ experiential involvement with them to facilitate the development of future physicians.</i></p>	<ul style="list-style-type: none"> • Clinical documentation review (AM01) • Clinical performance rating/ checklist (AM02) • Exam – Institutionally developed, clinical performance (AM03) • Exam – Institutionally developed, written, computer-based (AM04) • Exam – Institutionally developed, oral (AM05) • Exam – Licensure, clinical performance (AM06) • Exam – Nationally normed/ standardized, subject (AM08) • Multisource assessment (AM09) • Narrative assessment (AM10) • Oral patient presentation (AM11) • Participation (AM12) • Self-assessment (AM17)
<p>SCIENTIST: Students will acquire, appraise, and apply knowledge of biomedical, clinical, psychosocial, and population health sciences as the foundation for all their endeavors. Students will understand the critical role of basic, clinical, and translational research in enhancing the health of individuals and populations. By participating in scholarly investigation, students will advance scientific knowledge and master principles that can be used to improve health and health care.</p>	<p><i>Acquire scientific knowledge of the normal structure and function of the body and its organ systems, and the underlying molecular, biochemical and cellular mechanisms of homeostasis.</i></p> <p><i>Recognize congenital and acquired causes of illness, and be familiar with the altered structure and function of the body and its components in various disease states.</i></p> <p><i>Appreciate the impact of psychosocial factors, nutrition, and behavior on health and disease.</i></p> <p><i>Use knowledge of science and the scientific method to characterize</i></p>	<ul style="list-style-type: none"> • Clinical performance rating/ checklist (AM02) • Exam – Institutionally developed, written (AM04) • Exam – Licensure, written/ computer-based (AM07) • Exam – Nationally normed/ standardized, subject (AM08) • Narrative assessment (AM10) • Participation (AM12) • Research or project assessment (AM16) • Self-assessment (AM17) • Exam – Institutionally developed, laboratory, practical (AM19)

	<p><i>the quality of evidence, and to critically evaluate scientific and medical literature.</i></p> <p><i>Translate and apply scientific and medical discoveries to improve the health of individuals and populations.</i></p> <p><i>Demonstrate scientific research processes through scholarly investigation conducted in the laboratory, clinic, or field to address well-defined problems or test specific hypotheses.</i></p>	
<p>ADVOCATE: Students will become aware of the larger system of health care, and embrace their roles as advocates for patients and families within the community, nationally, and globally. Through skill development and hands-on service and leadership experiences, students will develop the confidence and ability to advocate for improved access to health care for diverse populations and for the highest quality and safest care for all patients.</p>	<p><i>Compare major policies affecting U.S. health care.</i></p> <p><i>Discuss healthcare economics and financing.</i></p> <p><i>Appreciate the important role that physicians play in advocating for improvements within the U.S. and other health care systems, including equitable distribution of healthcare to diverse communities.</i></p> <p><i>Demonstrate an ability and commitment to advocate on behalf of patients to have their needs addressed.</i></p> <p><i>Develop skills to ensure patient safety and high quality care for all patients.</i></p> <p><i>Serve patients and families in their own communities, whether locally, nationally or abroad.</i></p>	<ul style="list-style-type: none"> • Clinical performance rating/ checklist (AM02) • Exam – Institutionally developed, written, computer-based (AM04) • Narrative assessment (AM10) • Research or project assessment (AM16) • Self-assessment (AM17)
<p>EDUCATOR: Students will become familiar with educational principles and apply these to facilitate effective learning and promote well-being among patients, families, and communities. Students will recognize their vital roles as educators, and dedicate themselves to teaching the next generation of physicians in all areas of clinical</p>	<p><i>Use appropriate communication skills, terminologies, educational methods and technologies based on individual learner needs.</i></p> <p><i>Employ appropriate methods to educate patients and families, including techniques to motivate and reinforce healthy behaviors.</i></p>	<ul style="list-style-type: none"> • Clinical Performance rating/ checklist (AM02) • Exam – Institutionally developed, written, computer-based (AM04) • Narrative assessment (AM10) • Participation (AM12) • Research or project assessment (AM16) • Self-assessment (AM17)

<p>practice, basic science, and translational medicine.</p>	<p><i>Create conducive learning environments and encourage self-directed learning.</i></p> <p><i>Utilize appropriate teaching techniques for individual, and small and large group settings.</i></p> <p><i>Select appropriate methods to evaluate learning by patients, families, and peers.</i></p> <p><i>Develop professional presentation skills. a</i></p> <p><i>Reflect on the important balance between respecting patients and educating students.</i></p>	
<p>COLLEAGUE: Students will recognize their responsibility to work collaboratively as members of a team in medical, scientific and educational communities. Effective teamwork requires outstanding oral and written communication skills, demonstration of respect for others' roles in an interdisciplinary group, listening receptively to diverse viewpoints, and welcoming feedback to facilitate personal and professional growth.</p>	<p><i>Appreciate the roles and contributions of the various members of an interdisciplinary team.</i></p> <p><i>Demonstrate ability to work collaboratively in team settings, and receptivity to diverse perspectives.</i></p> <p><i>Develop and utilize effective oral and written communication skills.</i></p> <p><i>Appreciate the vital importance of coordination of care as patients move between clinical environments, and from medical settings to home or community.</i></p> <p><i>Consider alternative approaches to problem solving, and appreciate the importance of shared decision-making.</i></p> <p><i>Elicit and integrate feedback from others as an opportunity to grow personally and professionally.</i></p>	<ul style="list-style-type: none"> • Clinical documentation review (AM01) • Clinical performance rating/ checklist (AM02) • Multisource assessment (AM09) • Narrative assessment (AM10) • Peer assessment (AM13)
<p>ROLE MODEL: Students will recognize that they serve as role models for individual patients, as well in society at large. This recognition necessitates that</p>	<p><i>Behave professionally, respectfully, and responsibly.</i></p> <p><i>Adhere to highest ethical principles</i></p>	<ul style="list-style-type: none"> • Clinical documentation review (AM01) • Clinical performance rating/ checklist (AM02) • Multisource assessment (AM09) • Portfolio-based assessment (AM14)

<p>students act in accordance with the highest levels of ethics and professionalism in all realms, including clinical care, research endeavors, and general behavior as a member of society. Serving as a role model requires dedication to one's personal development, and includes ongoing self-care and self-reflection to sustain one's commitment to core humanistic principles and to the service of others.</p>	<p><i>in all aspects of patient care, as well as in research and educational activities.</i></p> <p><i>Demonstrate accountability to patients, society, and the profession.</i></p> <p><i>Show sensitivity to a diverse patient population, including diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.</i></p> <p><i>Learn and regularly practice self-reflection to promote personal growth and development.</i></p> <p><i>While maintaining the primacy of the patient, recognize that self-care and wellness are mandatory in order to best serve others.</i></p>	
<p>LIFE-LONG LEARNER: Students will recognize that learning is a life-long endeavor. Not only does scientific knowledge continually advance, but the methodologies, modalities and technologies available to learners are ever changing. Students must learn to critically assess new research and clinical innovations, and apply evidence-based recommendations. Effective life-long learning requires that students engage in ongoing self-assessment and receive comprehensive feedback from external sources to identify personal knowledge gaps and to maintain enduring commitment to best practices.</p>	<p><i>Learn to review and critically appraise medical literature.</i></p> <p><i>Apply evidence-based practice, and follow best practice guidelines when appropriate.</i></p> <p><i>Demonstrate ongoing self-assessment of personal knowledge and correction of deficiencies.</i></p> <p><i>Use feedback from external sources to further identify personal knowledge gaps and learning needs.</i></p> <p><i>Develop and maintain skills needed to utilize information resources and evolving technologies.</i></p> <p><i>Integrate newly acquired knowledge and technologies into clinical and research environments.</i></p>	<ul style="list-style-type: none"> • Clinical performance rating/ checklist (AM02) • Exam – Institutionally developed, written, computer-based (AM04) • Multisource assessment (AM09) • Narrative assessment (AM10) • Participation (AM12) • Research or project assessment (AM16)