

Supplemental Digital Content

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Supplemental Digital Appendix 1

Curriculum Map

First Year

Orientation	IMC 500 Medicine and Society	PAS 500 Gross Human Anatomy		Break	IMC 516 Fundamentals III: Host Defenses and Hematology	IMC 510 Integrated Study of the Gastrointestinal System	Break	IMC 512 Integrated Study of the Urinary Tract and Renal System	IMC 514 Integrated Study of the Musculoskeletal System and Integument	Break	
		IMC 502 Fundamentals I: Molecules, Cells and Molecular Genetics	IMC 504 Fundamentals II: Metabolism, Human Genetics and Principles of Pharmacology								IMC 516 Fundamentals III: Host Defenses and Hematology
IDM 520 Clinical Practice of Medicine				IDM 521 Clinical Practice of				Medicine			

Second Year

Break	IMC 602 The Human Cardiovascular System	IMC 604 Lung and Respiration	IMC 606/610 Neuroscience & Behavior	Break	IMC 606/610 Neuroscience & Behavior	IMC 612 Endocrine and Reproductive Systems and Life Cycles	Break	IMC 612 Endocrine and Reproductive Systems and Life Cycles	Step 1 Preparation and Break
	IDM 620 Clinical Practice of Medicine				IDM 621 Clinical Practice of			Medicine	

Third Year

Clerkship Block 1	Clerkship Block 2	IDM 730 Core Topics	Break	IDM 730 Core Topics	Clerkship Block 3	Clerkship Block 4
IDM701 Dilemmas in Clinical Medicine			Break	IDM701 Dilemmas in Clinical Medicine		

Required Third Year Clerkships: MED 700 Internal Medicine Clerkship 8 weeks + 4; SUR 700 Surgery Clerkship 8 weeks +4; FMD 700 Family Medicine Clerkship 6 weeks; PED 700 Pediatric Clinical Clerkship 6 weeks; PTY 700 Psychiatry Clinical Clerkship 6 weeks; GYN 700 Clerkship in Gynecology-Obstetrics 6 weeks.
One elective during Medicine and one elective during Surgery

Fourth Year

Module A	Module B	Module C	Module D	Module E	Module F	Module G	Module H	Module I	Module J	Module K	Module L	Module M
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Required Fourth Year Courses: MED 802 Advanced Clerkship in Medicine; NEU 801 Basic Clinical Neurology; SUR 800 Surgical Specialties. Students are required to complete 8 courses (required and electives) over Modules A-K

Supplemental Digital Appendix 2

Competencies, Program Objectives, and Assessment

General Competency	Medical Education Program Objective(s)	Assessments
Patient Care	Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health	<p>Phase 1: Clinical Practice of Medicine I and II evaluations by preceptors</p> <p>Clinical Practice of Medicine II clinical skills sessions, both formative and summative</p> <p>Phase 2: Family Medicine, Medicine, Neurology, Obstetrics/Gynecology, Pediatrics, Psychiatry, Surgery, and Advanced Medicine clerkship evaluations by Attendings and Residents</p> <p>End of third year clinical skills OSCE</p> <p>USMLE Step 2 CS and CK Exam (required to pass)</p> <p>Advanced Medicine clerkship evaluations by Attendings and Residents</p>
	Perform medical, diagnostic, and technical procedures considered essential to enter post-graduate training	
	Gather essential and accurate information about patients and their conditions through history-taking, physical examination, laboratory data, imaging, and other sources	
	Develop and prioritize a differential diagnosis through clinical reasoning	
	Order and interpret appropriate laboratory tests, imaging studies, and other tests based on scientific evidence and clinical judgment	
	Develop and carry out management plans that are patient-centered, safe, effective, and value based	
	Counsel and educate patients and their families to empower them to participate in their care, engage in preventative health, and facilitate shared decision-making	
	Recognize a patient requiring urgent or emergent care and initiate evaluation and management	
	Recognize and discuss end of life and palliative care with patients and families in the appropriate clinical context	
	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	

General Competency	Medical Education Program Objective(s)	Assessments
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	Phase 1 performance in individual courses (local exams and Customized NBME exams) Comprehensive Basic Science Exam (CBSE) USMLE Step 1 (required to pass) USMLE Step 2 CK (required to pass)
	Demonstrate effective clinical reasoning, using an investigative and analytic approach to clinical situations	Phase 2 Clerkship NBME shelf exams
	Apply established and emerging basic scientific principles fundamental to health care for patients and populations	Phase 2 Family Medicine, Medicine, Neurology, Obstetrics/Gynecology, Pediatrics, Psychiatry, Surgery, and Advanced Medicine clerkship and Clerkship Attending and Resident student evaluations
	Apply established and emerging principles of clinical sciences to clinical reasoning and other aspects of evidence-based health care	Longitudinal OSCE in Family Medicine Pediatric Clerkship Simulation of Child Abuse
	Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, healthcare disparities, and disease prevention/health promotion efforts for patients and populations	Phase 2: IDM730 Core Topics (“Intersessions”) Self-Assessment
	Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial and cultural determinants of health, disease, care seeking, care adherence, and barriers to and attitudes toward care	Collaborative IRB Training Initiative’s (CITI) in the Protection of Human Research (required to pass)
	Contribute to the creation, dissemination, application, and translation of new health care knowledge and practices	Dilemmas in Clinical Medicine written papers on ethical dilemma

General Competency	Medical Education Program Objective(s)	Assessments
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	Phase 1: Medicine and Society exam; Clinical Practice of Medicine I exam; Human Cardiovascular System small group case discussions with formative feedback from facilitators Narrative assessment in Gross Anatomy dissection, PAS500
	Identify strengths and limitations in one's knowledge, skills, attitudes, and abilities	IMC612 Endo and Repro Peer to Peer Narrative
	Set learning and improvement goals to address deficiencies in one's knowledge, skills, attitudes, and abilities	Feedback for PBL small groups
	Systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement	Phase 2: Family Medicine, Medicine, Neurology, Obstetrics/Gynecology, Pediatrics, Psychiatry, Surgery, and Advanced Medicine clerkship evaluations by Attendings and Residents
	Incorporate feedback and self-reflection into daily practice	
	Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes	Phase 2: IDM730 Core Topics ("Intersessions") Self-Assessment
	Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems	Successful completion of Clinical Dilemmas in Medicine, including required ethics papers. Participation in the White Coat Ceremony (beginning of year 1) and in the Student Clinician Ceremony (beginning of year 3)

General Competency	Medical Education Program Objective(s)	Assessments
Interpersonal and Communication Skills	Communicate effectively with empathy, compassion, and active listening with patients, families, and public, as appropriate, across a broad range of socioeconomic and cultural backgrounds	Phase 1: Participation in PBL and case-based learning sessions in Fundamentals I and Fundamentals II. Students receive formative feedback on oral presentations and group problem solving by group leaders in most organ system courses.
	Communicate effectively with dignity and respect in interactions with students, trainees, physicians, all other health professionals and health related agencies (see also 7.3)	Phase 1 Interprofessional Forum facilitator evaluations, module completion, and pre- and post-assessments
	Work effectively with others as a member or leader of a healthcare team or other professional group (see also 7.4)	Narrative assessment in Gross Anatomy dissection, PAS500
	Maintain effective, timely, and original medical records with attention to privacy and safety while adhering to legal and ethical standards	IMC612 Endo and Repro Peer to Peer Narrative Feedback for PBL small groups
	Demonstrate sensitivity, honesty, and compassion, especially in difficult conversations, including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics	Phase 2: Family Medicine, Medicine, Neurology, Obstetrics/Gynecology, Pediatrics, Psychiatry, Surgery, and Advanced Medicine clerkship evaluations by Attendings and Residents.
	Demonstrate insight and understanding about emotions and how they affect interpersonal interactions between health professionals, patients, and their families	Phase 1: Clinical Practice of Medicine I and II evaluations by preceptors.
	Participate in the education of patients, families, students, trainees, peers, and other health professionals	End of third year clinical skills OSCE
	Identify and manage language, educational, intellectual, and other barriers to communication	USMLE Step 2 CS Exam (required to pass)
	Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles	

General Competency	Medical Education Program Objective(s)	Assessments
Professionalism		Phase 1: Clinical Practice of Medicine I and II exams and evaluations by preceptors Standardized Patient evaluations and feedback Narrative assessment in Gross Anatomy, PAS500
	Demonstrate compassion, integrity, and respect for everyone	
	Prioritize the needs of patients while maintaining awareness of one's limits	IMC612 Endo and Repro Peer to Peer Narrative Feedback for PBL small groups
	Demonstrate respect for patient privacy and autonomy	
	Demonstrate accountability to patients, colleagues, society and the profession	Complete Physical exam observation by attending CPM 2
	Demonstrate sensitivity to diverse populations, including but not limited to gender, age, culture, race, religion, disabilities, socioeconomic status, and sexual orientation	Phase 2: Family Medicine, Medicine, Neurology, Obstetrics/Gynecology, Pediatrics, Psychiatry, Surgery, and Advanced Medicine clerkship evaluations by Attendings and Residents
	Demonstrate a commitment to ethical principles pertaining to informed consent, confidentiality, and provision or withholding of care	End of third year clinical skills OSCE
	Abide by relevant laws, policies, and regulations	USMLE Step 2 CS Exam (required to pass) End of third year clinical skills OSCE Successful completion of Clinical Dilemmas in Medicine, including required ethics papers. White Coat Ceremony (beginning of year 1), Student Clinician Ceremony (beginning of year 3) Phase 1: Clinical Practice of Medicine I and II exams Phase 2: IDM730 Core Topics (“Intersessions”) Self-Assessment

General Competency	Medical Education Program Objective(s)	Assessments
Systems-Based Practice	Work effectively in various health care delivery settings and systems	Phase 1: Medicine and Society exams; Clinical Practice of Medicine I and II exams and preceptor evaluations
	Coordinate patient care within the healthcare system	USMLE Step 1 and 2 CK exams (required to pass)
	Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care	Phase 2: Family Medicine, Medicine, Neurology, Obstetrics/Gynecology, Pediatrics, Psychiatry and Surgery NBME Shelf Exams.
	Identify opportunities and advocate for improvement in quality and safety of patient care and optimal patient care systems	Phase 2: ID730 Core Topics (“Intersessions”) Self-Assessment
	Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient- and population-centered care	Phase 2: ID730 Core Topics (“Intersessions”) Self-Assessment
Interprofessional Collaboration	Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust	
	Describe the roles of all members of the healthcare team, including that of a physician, and apply the team’s diverse knowledge to address the health needs of individuals and populations	Phase 1- Interprofessional Forum facilitator evaluations, module completion and pre- and post-assessments
	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	Phase 2: ID730 Core Topics (“Intersessions”) Self-Assessments
	Participate as a team member or leader to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care that is safe, efficient, effective and equitable	
	Demonstrate the qualities required to sustain lifelong personal and professional growth	

General Competency	Medical Education Program Objective(s)	Assessments
Personal and Professional Development	Develop self-awareness of emotional limitations and engage in appropriate help-seeking behaviors	<p>Narrative assessment in Gross Anatomy dissection, PAS500</p> <p>IMC612 Endo and Repro Peer to Peer Narrative Feedback for PBL small groups</p> <p>Phase 2: Family Medicine, Medicine, Neurology, Obstetrics/Gynecology, Pediatrics, Psychiatry, Surgery, and Advanced Medicine clerkship evaluations by Attendings and Residents</p> <p>Phase 2: IDM730 Core Topics (“Intersessions”) Self-Assessment</p>
	Demonstrate healthy coping mechanisms to respond to stress	
	Manage competing demands among personal and professional responsibilities	
	Practice flexibility and maturity in adjusting to change with the capacity to alter one’s behavior	
	Demonstrate trustworthiness that makes patients, families, and the healthcare team feel at ease	
	Provide administrative and leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system	
	Demonstrate an appropriate level of confidence that makes patients, families, and the healthcare team feel at ease	
	Demonstrate organizational and time management skills to optimize work-life balance	
Recognize that uncertainty is part of clinical health care and respond by utilizing appropriate resources in these situations		