



# SCHOOL of MEDICINE

## Governing Documents of the Curriculum Committee

Title	Educational Program Objectives
Administrative note	See EPOs and Milestone Levels spreadsheet for full record of approval dates. This document is provided for easy viewing of just the EPOs.
Approval date	May 10, 2022

The School of Medicine defines 24 educational program objectives (EPOs) in seven domains.

### **Patient-Centered Care (PCC)**

1. Conduct a comprehensive and problem-focused history and physical exam.
2. Elicit and synthesize diagnostic data and contextual factors to develop an accurate differential diagnosis.
3. Develop evidence-based and patient-centered care plans to prevent, treat, and manage acute and chronic diseases.
4. Perform basic procedural skills with gathering of consent, use of universal precautions and attention to patient comfort.

### **Medical Knowledge (MK)**

1. Apply established and emerging principles of biomedical and clinical science to diagnostic and therapeutic decision making, clinical problem solving, and other aspects of evidence-based health care.
2. Apply established and emerging principles of social and behavioral science to health maintenance, including the impact of psychosocial-cultural influences on health and disease.
3. Apply established and emerging principles of epidemiological science to the identification of health problems, risk factors, and disease prevention/health promotion efforts for patients and populations.

### **Communication and Collaboration (CC)**

1. Demonstrate empathy and clarity to develop a therapeutic relationship with patients and their families.
2. Collaborate as a member of a health care team in shared decision-making.
3. Provide accurate and relevant written documentation and oral presentation and confirm understanding.
4. Consider others' perspectives in the context of role, experience, and circumstance.

### **Professionalism (P)**

1. Demonstrate empathy, compassion, respect, altruism, and integrity in all interactions.
2. Demonstrate ethical judgment and support policies, protocols, and procedures (e.g. privacy and confidentiality) in the care and protection of patients and/or research participants.
3. Demonstrate respect for the diversity and uniqueness of others and promote a culture of inclusive excellence.

**Critical Appraisal and Life-long Learning (CALL)**

1. Critically appraise and evaluate literature to discover and implement new knowledge and skills.
2. Demonstrate skills associated with lifelong learning to improve the delivery of patient-centered and evidence-based care.
3. Utilize technology to advance one's own learning or that of others.

**Systems and Service (SS)**

1. Apply principles of patient safety, quality improvement, and cost-effective care to prevent adverse events and improve health care outcomes using an integrated approach.
2. Describe and assess systems in communities and health care settings to identify gaps and support continuous quality improvement.
3. Describe strategies for advocating and engaging with communities in a leadership role to address factors in population health.

**Personal and Professional Formation (PPF)**

1. Accept responsibility, follow through on tasks, and utilize resources to seek help.
2. Evaluate one's own progress and wellness through reflection and goal setting.
3. Provide and respond to constructive feedback in a receptive manner.
4. Demonstrate self-preservation techniques in routine and stressful encounters.