



## CNUCOM EDUCATIONAL PROGRAM OBJECTIVES (EPO)

The Curriculum Committee has developed and approved these standards of student achievement (mastery) of the EPOs for each academic phase of our curriculum.

### 1) PATIENT CARE [PC]

**Scope:** Students must be able to provide evidence-based care that is compassionate, respectful of patients' differences, values, and preferences. They should demonstrate the ability to listen, clearly inform, communicate, and educate patients for the promotion of health and the treatment of illness; they must advocate for disease prevention, wellness, and the promotion of healthy lifestyles including a focus on population health. They must be able to accurately evaluate relevant social and clinical information in the context of the patient's visit.

#### Assessment Methods to Evaluate the Achievement of the "Patient Care" Competency:

1. Faculty feedback in pre-clerkship settings including Clinical Cases Sessions, The Colloquium, Clinical Case Based Learning (SDL), and Medical Skills courses.
2. Faculty and resident direct observation and evaluations during clinical clerkships.
3. Patient case logs.
4. Objective Structured Clinical Exam (OSCE).
5. Medical Skills: standardized patient and simulation exercises.
6. USMLE Step 1 and 2 Exam.

Educational Program Objective	Description	Assessment
<b>PC1.1: Clinical History Taking</b>	Gather essential and accurate information with the use of laboratory data, imaging, and other tests.	1, 2, 4, 5
<b>PC1.2: Patient Examination</b>	Perform or assist in all medical, diagnostic, and surgical procedures.  Interpret laboratory data, imaging studies, and other tests required for the area of practice.	1, 2, 4, 5, 6
<b>PC1.3: Medical Notes</b>	Communicate effectively with colleagues via written medical records.  Maintain comprehensive, timely, and legible medical records (4.5).	1, 2, 4, 5, 6

<b>PC1.4: Oral Presentations</b>	<p>Communicate effectively with colleagues.</p> <p>Work effectively with others as a member or leader of a health care team or other professional group.</p>	1, 4, 5
<b>PC1.5: Medical Skills</b>	<p>Perform or assist in medical, diagnostic, and surgical procedures.</p> <p>Organize and prioritize responsibilities to provide care that is safe, effective, and efficient.</p> <p>Perform administrative and practice management responsibilities commensurate with one's role, abilities, and qualifications.</p>	1, 2, 4, 5
<b>PC1.6: Patient Care Teams</b>	<p>Develop and carry out patient management plans (1.6).</p> <p>Provide appropriate referral of patients including ensuring continuity of care.</p> <p>Work effectively in various health care delivery settings and systems.</p>	1, 2, 5
<b>PC1.7: Patient Management</b>	<p>Organize and prioritize responsibilities to provide care that is safe, effective, and efficient (1.3).</p> <p>Make informed decisions about diagnostic and therapeutic interventions.</p> <p>Develop and carry out patient management plans (1.6).</p> <p>Provide counseling and education to patients and their families to facilitate engagement in care, support shared decision-making, and integrate nutritional considerations into health care (1.7).</p>	1, 2, 4, 5
<b>PC1.8: Cost Effective Comparison in Treatment</b>	<p>Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment (1.5).</p> <p>Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care (6.3).</p>	1, 2, 5

## 2) MEDICAL AND SCIENTIFIC KNOWLEDGE [MSK]

**Scope:** Students must demonstrate knowledge of established and evolving biomedical and clinical sciences and understand how/when to apply this knowledge to their practice of medicine. The students must demonstrate their ability to appraise and assimilate scientific evidence into their own ongoing learning, research, and patient care as part of a life-long medical education process.

### **Spectrum of Assessment Methods to Evaluate the Achievement of the “Medical & Scientific Knowledge” Competency:**

1. Written examinations (both individual and team-based) in basic science courses and clinical clerkships.
2. NBME shelf exams.
3. Faculty feedback in pre-clerkship settings including small groups, Clinical Cases sessions, Clinical Case Based Learning (SDL), The Colloquium, and Medical Skills courses.
4. Self-Directed Student Scholarly Project.
5. Faculty and resident evaluations during clinical clerkships.
6. Written and oral case presentations.
7. Medical Skills: standardized patient and simulation exercises.
8. Objective Structured Clinical Examination (OSCE).
9. USMLE Step 1 and Step 2.

Educational Program Objective	Description	Assessment
<b>MSK2.1: Knowledge of Medical Practices</b>	<p>Interpret laboratory data, imaging studies, and other tests required for the area of practice (1.4).</p> <p>Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment (1.5).</p>	1, 2, 3, 5, 6, 7, 8, 9
<b>MSK2.2: Problem Solving &amp; Diagnosis</b>	<p>Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment (1.5).</p> <p>Develop and carry out patient management plans (1.6).</p> <p>Demonstrate an investigatory and analytic approach to clinical situations (2.1).</p>	1, 2, 3, 5, 7, 8, 9

<b>MSK2.3: Medical Treatment</b>	<p>Develop and carry out patient management plans (1.6).</p> <p>Demonstrate an investigatory and analytic approach to clinical situations (2.1).</p> <p>Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care (6.3).</p>	<p>1, 2, 3, 5, 6, 7, 8, 9</p>
<b>MSK2.4: Life-Long Learning</b>	<p>Demonstrate an investigatory and analytic approach to clinical situations (2.1).</p> <p>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 (2.3).</p> <p>Contribute to the creation, dissemination, application, and translation of new health care knowledge and practices (2.6).</p> <p>Set learning and improvement goals (3.2).</p>	<p>3, 4, 5, 6</p>
<b>MSK2.5: Research or Knowledge Expansion</b>	<p>Contribute to the creation, dissemination, application, and translation of new health care knowledge and practices (2.6).</p>	<p>4, 5, 6, 8</p>

### 3) COMMUNICATION AND INTERPERSONAL SKILLS [C]

**Scope:** Students must demonstrate compassionate and effective interpersonal communication skills with the healthcare team, patients, families, and the community to deliver effective medical care and promote shared decision making. Students must be able to articulate information and ideas (written and oral) in an organized and clear manner to educate or inform patients, families, colleagues, and community.

#### **Spectrum of Assessment Methods to Evaluate the Achievement of the “Communication & Interpersonal Skills” Competency:**

1. Faculty feedback in pre-clerkship settings including Clinical Cases Sessions, The Colloquium, Clinical Case Based Learning (SDL), and Medical Skills courses.
2. Faculty resident direct observation and evaluations during clinical clerkships.
3. Presentation of written and oral clinical information.
4. Standardized patient evaluations, simulation, and inter-professional exercises.
5. Objective Structured Clinical Examination (OSCE).

Educational Program Objective	Description	Assessment
<b>C3.1: Communication with Medical Team</b>	<p>Communicate and work effectively with colleagues and other health professionals, and health related agencies (4.2).</p> <p>Establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust (7.1).</p>	1, 3, 4, 5
<b>C3.2: Communication with Patient, Family Members, and Community</b>	<p>Communicate effectively with patients, families, and the public across a broad range of socioeconomic and cultural backgrounds.</p> <p>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.</p> <p>Educate and counsel patients, family, members, and the community.</p>	1, 2, 3, 4, 5

#### 4) PROFESSIONALISM [P]

**Scope:** Students must demonstrate a commitment to the highest standards of professional responsibility and adherence to ethical principles. Students must display the personal attributes of compassion, honesty, integrity, and cultural competence in all interactions with patients, families, and the medical community.

#### **Spectrum of Assessment Methods to Evaluate the Achievement of the “Professionalism”**

##### **Competency:**

1. Faculty feedback in pre-clerkship settings including Clinical Cases Sessions, The Colloquium, Clinical Case Based Learning (CCBL), and Medical Skills courses.
2. Faculty and resident direct observation and evaluations during clinical clerkships.
3. Completion of HIPAA training.
4. Objective Structured Clinical Examination (OSCE).
5. Praise/concern professionalism incident reports.

Educational Program Objective	Description	Assessment
<b>P4.1: Ethical Behavior</b>	<p>Demonstrate integrity, sensitivity, honesty, and compassion in difficult conversations.</p> <p>Demonstrate insight and understanding about emotions and human responses to emotions.</p>	1, 2, 3, 4, 5

<p><b>P4.2: Ethical Responsibility</b></p>	<p>Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment (1.5).</p> <p>Demonstrate compassion, integrity, and respect for others (5.1).</p>	<p>1, 2, 3, 4, 5</p>
<p><b>P4.3: Ethical Principles and Boundaries</b></p>	<p>Demonstrate respect for patient privacy and autonomy (5.3).</p> <p>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 (5.5).</p> <p>Identify the strengths and areas of improvement in one's own role to appropriately assess and address the health care needs of the patients.</p>	<p>1, 2, 3, 4, 5</p>
<p><b>P4.4: Professional Relationships</b></p>	<p>Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust (7.1).</p> <p>Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients (8.5).</p>	<p>1, 2, 4, 5</p>

## 5) HEALTH CARE SYSTEMS [HC]

**Scope:** Students must demonstrate knowledge of the larger context of health care (social, behavioral, economic factors) and the ability to effectively call on system resources to provide care that is of optimal value to the health of the individual and of the community.

### **Spectrum of Assessment Methods to Evaluate the Achievement of the “Health Care Systems”**

#### **Competency:**

1. Faculty feedback in pre-clerkship settings including Clinical Cases Sessions, The Colloquium, Clinical Case Based Learning (SDL), and Medical Skills courses.
2. Faculty and resident direct observations and evaluations during clinical clerkships.

Educational Program Objective	Description	Assessment
<b>HC5.1: Healthcare Delivery Systems</b>	<p>Use information technology to optimize learning (3.7).</p> <p>Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care (6.3).</p>	1, 2
<b>HC5.2: Delivery Systems Improvement</b>	<p>Identify strengths, deficiencies, and limits in one's knowledge and expertise (3.1).</p> <p>Systematically analyze practice using quality improvement methods and implement changes with the goal of practice improvement (3.4).</p> <p>Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes (3.10).</p>	2

## 6) REFLECTIVE PRACTICE AND PERSONAL DEVELOPMENT [RP]

**Scope:** Students must demonstrate habits of self-assessment that result in the identification of learning needs, leading to the integration and synthesis of new learning. Students must also demonstrate habits of analyzing experiences that affect their well-being, productive relationships with groups and individuals, and self-motivation and limitations.

### **Spectrum of Assessment Methods to Evaluate the Achievement of the “Reflective Practice and Personal Development” Competency:**

1. Self-assessment writing.
2. Evaluation by team members and peers in small group activities/clinical teams.
3. Faculty feedback in pre-clerkship settings including Clinical Cases Sessions, The Colloquium, Clinical Case Based Learning (SDL), and Medical Skills courses.
4. Faculty and resident evaluations and feedback during clinical clerkships.

Educational Program Objective	Description	Assessment
<b>RP6.1: Personal Assessment</b>	<p>Identify strengths, deficiencies, and limits in one's knowledge and expertise (3.1).</p> <p>Incorporate feedback into daily practice (3.5).</p> <p>Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors (8.1).</p>	1, 2, 3

<b>RP6.2: Time Management</b>	Set learning and improvement goals (3.2). Exhibit adaptability and maturity in adjusting to change.	2, 3, 4
<b>RP6.3: Stress/Wellness Management</b>	Identify strengths, deficiencies, and limits in one's knowledge and expertise (3.1). Demonstrate healthy coping mechanisms to respond to stress (8.2).	2, 4
<b>RP6.4: Conflict Resolution</b>	Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making (1.7). Manage conflict between personal and professional responsibilities (8.3).	2, 3, 4

**Approved: Curriculum Committee 8/7/2024**  
**Curriculum Committee 3/19/2026**