



**College of Medicine**  
**Program Learning Outcomes/ Objectives (PLOs)**

**PLO 1: Patient Care.** Demonstrate ability to provide evidence-based care that is compassionate, respectful of patients’ differences, values, and preferences. Demonstrate the ability to listen, clearly inform, communicate and educate patients for the promotion of health and the treatment of illness; advocate for disease prevention, wellness and the promotion of healthy lifestyles including a focus on population health. Demonstrate ability to accurately evaluate relevant social and clinical information in the context of the patient’s visit.

Indicators	Initial	Developing	Developed	Proficient
<p><b>1.1. Clinical History</b> Demonstrate the ability to obtain and organize all parts of a good clinical history including chief complaint, history of present illness, past medical and surgical history, medications allergy, social and personal history and review of systems</p>	<ul style="list-style-type: none"> <li>• Does not demonstrate ability to obtain and organize any clinical history.</li> <li>• Does not demonstrate ability to listen carefully by accurately communicating information presented</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some ability to obtain and organize most parts of a good clinical history</li> <li>• Demonstrates developing ability to listen; demonstrates awareness of importance of listening attentively</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to obtain and organize all parts of a good clinical history</li> <li>• Demonstrates ability to listen carefully by accurately communicating information presented</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates superior ability to obtain and organize all parts of a clinical history.</li> <li>• Demonstrates superior ability to summarize the clinical history and present to the attending and the patient in an appropriate organized way.</li> <li>• Consistently demonstrates ability to listen carefully by accurately communicating information presented</li> </ul>
<p><b>1.2. Physical Examination</b> Perform a full or focused physical examination on any patient in a logical sequence appropriate for the clinical problem directed from the clinical history and visit type/time.</p>	<ul style="list-style-type: none"> <li>• Does not demonstrate any knowledge of performing an appropriate physical exam.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to perform different parts of a full or focused clinical exam. Learning the skills of different exam techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally demonstrates ability to perform a full or focused physical exam on any patient in a logical sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates ability to perform a full or focused physical examination on any patient in a logical sequence appropriate for the clinical problem directed from the clinical history and visit type/time.</li> </ul>

<p><b>1.3. Prioritization of Testing</b> Utilize clinical findings to prioritize additional anatomical and physiological testing.</p>	<ul style="list-style-type: none"> <li>• Does not demonstrate understanding of the significance of most clinical findings.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the significance and importance of most clinical findings.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally demonstrates ability to understand and utilize clinical findings to prioritize and request additional tests.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates ability to utilize clinical findings to prioritize additional anatomical and physiological testing in a systematic and logical way.</li> </ul>
<p><b>1.4. Differential Diagnoses</b> Complete a written H&amp;P or SOAP note and generate a problem list with differential diagnoses.</p>	<ul style="list-style-type: none"> <li>• Does not demonstrates ability to write any H&amp;P or SOAP note.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to write H&amp;P or SOAP note in a simple way and generate an incomplete problem list.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to complete a written H&amp;P or SOAP note with problem list and differential diagnoses.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to complete a written H&amp;P or SOAP note with a good problem list and careful differential diagnoses.</li> </ul>
<p><b>1.5. Presentation of H &amp;P and SOAP note</b> Accurately and logically present the H&amp;P or SOAP note to an attending without use of note cards including a problem list, differential diagnoses.</p>	<ul style="list-style-type: none"> <li>• Does not demonstrate ability to present an H&amp;P or SOAP note to the attending.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to start presenting H&amp;P or SOAP note to the attending with limited problem list or use of note card.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately and logically presents the H&amp;P or SOAP note to an attending with use of note cards including a problem list, differential diagnoses.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately and logically presents the H&amp;P or SOAP note to an attending without use of note cards including a good problem list, and careful differential diagnoses.</li> </ul>
<p><b>1.6. Plan of Management</b> Describe a well-designed plan of management in any patient with acute or chronic illness.</p>	<ul style="list-style-type: none"> <li>• Does not generate a good differential diagnoses and treatment plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to start generating a problem list, differential diagnoses and some treatment decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to generate a satisfactory problem list and treatment plan for any patient with acute or chronic illness.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to describe a well-designed plan of management in any patient with acute or chronic illness.</li> </ul>
<p><b>1.7. Evidence-Based Approach</b> Demonstrate ability to use evidence- based approach to recommend a stepped approach to the treatment of common or must-see medical</p>	<ul style="list-style-type: none"> <li>• Does not demonstrate knowledge of any evidence-based practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates basic understanding of what constitutes an evidence-based approach but needs to apply this type of approach to common and must-see conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to use an evidence- based practice approach for most common and must-see medical conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to consistently use an evidence-based approach to recommend a stepped approach to the treatment of common or must-see</li> </ul>

conditions				medical conditions
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**PLO 2: Medical and Scientific Knowledge.** Demonstrate knowledge about established and evolving biomedical and clinical sciences. Demonstrate ability to apply this knowledge to the practice of medicine. Demonstrate ability to appraise and assimilate scientific evidence into their own ongoing learning, research, and patient care.

Indicators	Initial	Developing	Developed	Proficient
<p><b>2.1. Knowledge of Medical Practice</b> Evaluates major organ systems to explain their relationships to health and diseases, explain organ system pathophysiology in CP algorithms, construct CP algorithms, and communicate to stakeholders the clinical responses to various medications and drug interactions.</p>	<ul style="list-style-type: none"> <li>• Demonstrates basic knowledge of the functions of organ systems</li> <li>• Demonstrates understanding of the concept that organ system pathophysiology is reflected in the CP algorithms but demonstrates difficulty in explaining this concept (see course-outcomes for Phase A.)</li> <li>• Does not demonstrate ability to design CP algorithms</li> <li>• Demonstrates ability to understand that treatment medications alters/assists the human body in response to clinical conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates expanded knowledge of the major organ systems and how they contribute to both health and disease</li> <li>• Demonstrates minimal ability to explain how the organ system pathophysiology is reflected in the CP algorithms (see course outcomes for Phase A.)</li> <li>• Demonstrates ability to minimally design CP algorithms for new Phase A systems following course pathophysiology lectures</li> <li>• Demonstrates ability to understand how treatment medications alters/assists the human body in response to clinical conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates expanded and detailed understanding of the major organ systems and how they contribute to both health and disease across all organ systems</li> <li>• Demonstrates ability to explain how the organ system pathophysiology is reflected in the CP algorithms</li> <li>• Demonstrates ability to construct CP algorithms</li> <li>• Demonstrates ability to explain the anticipated clinical response to correctly selected medications for routine medical clinical conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to evaluate how the major organ systems contribute to both health and disease <b>(1.2, 1.3, 1.4)</b></li> <li>• Demonstrates ability to thoroughly and accurately explain how the organ system pathophysiology is reflected in the CP algorithms and can relate this information to a clinical team <b>(1.2, 1.3, 1.4)</b></li> <li>• Demonstrates ability to effectively construct CP algorithms <b>(1.2, 1.3, 1.4)</b></li> <li>• Demonstrates ability to explain the anticipated clinical response to correctly selected medications for an expanded number of medical conditions to patients, family members and team members <b>1.2, 1.3, 1.4, 1.7)</b></li> <li>• Demonstrates ability to</li> </ul>

				<p>recognize the most common drug interactions and their likely signs of presentation in the elderly and can explain them to patient and family <b>(1.2, 1.3, 1.4)</b></p> <ul style="list-style-type: none"> <li>• Demonstrates ability to recognize what types of medical knowledge are specific to individual members of the PCT (patient care team) <b>(6.1, 6.2)</b></li> </ul>
<p><b>2.2. Problem Solving and Diagnosis</b> Demonstrates ability to order appropriate diagnostic tests, correlate the findings of a patient at clinical presentation with specific CP algorithms, and prioritize therapeutic interventions</p>	<ul style="list-style-type: none"> <li>• Demonstrates ability to understand the need to relate the findings of a patient at clinical presentation with specific organ systems and CP algorithms (Phase A level)</li> <li>• Demonstrates ability to construct simple problem lists</li> <li>• Demonstrates awareness that additional information will be needed for patient treatment</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to correlate the findings of a patient at clinical presentation with specific organ systems and CP algorithms (Phase A level)</li> <li>• Demonstrates ability to construct extensive problem lists</li> <li>• Demonstrates minimal ability to construct lists of additional information needed for patient treatment and prioritize using considerations of both cost and time to receive results</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to correlate the findings of a patient at clinical presentation with specific organ systems and CP algorithms-(Phase B level)</li> <li>• Demonstrates ability to recognize both typical and atypical presentations for common medical conditions specific to the Phase B clerkships</li> <li>• Demonstrates ability to construct more extensive problem lists and hypotheses</li> <li>• Demonstrates ability to develop a reasonable list of additional diagnostic tests needed to facilitate both diagnosis and evaluative response to therapy</li> <li>• Demonstrates ability to recognize the cost and sensitivity/specificity of the major diagnostic tests utilized in the Phase B</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to correlate the findings of a patient at clinical presentation with specific CP algorithms and prioritize the conditions in the order of most to least likely <b>(1.1, 2.1)</b></li> <li>• Demonstrates ability to recognize and explain both typical and atypical presentations for commonly seen clinical conditions in Phase C clerkships <b>(1.1, 2.1)</b></li> <li>• Demonstrates ability to construct comprehensive problem lists categorized as both acute versus chronic conditions and prioritize therapeutic interventions <b>(1.6, 1.5)</b></li> <li>• Demonstrates ability to order appropriate diagnostic tests needed to facilitate both diagnosis and evaluative response to</li> </ul>

			clerkship rotations	therapy in a cost- and time-effective manner (1.5) <ul style="list-style-type: none"> <li>• Demonstrates ability to analyze the interpretation of diagnostic tests in regards to sensitivity/specificity (1.1, 2.1, 2.3)</li> </ul>
<b>2.3. Medical Treatment</b> Demonstrates ability to select and defend therapeutic recommendations for preventative, curative, and palliative therapies	<ul style="list-style-type: none"> <li>• Recognizes that there should be a difference between preventive, curative, and palliative therapeutic strategies for the management of common clinical conditions relevant to the major organ systems covered in Phase A</li> <li>• Demonstrates basic capability to detect how cost and social/cultural issues affect the selection of therapeutic interventions*</li> <li>• Cannot select and defend basic choices for preventive, curative and palliative therapies for CP conditions discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes the difference between preventive, curative, and palliative therapeutic strategies for the management of common clinical conditions relevant to the major organ systems covered in Phase A</li> <li>• Demonstrates extensive capabilities to detect how cost and social/cultural issues affect the selection of therapeutic interventions*</li> <li>• Selects and defends basic choices for preventive, curative and palliative therapies for CP conditions discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes and is able to explain the difference between preventive, curative, and palliative therapeutic strategies for the management of common clinical conditions seen on Phase B clerkships</li> <li>• Identifies and judges, from first-hand experience, how cost and social/cultural issues affect the selection of therapeutic interventions</li> <li>• Selects and defends basic therapeutic recommendations for preventive, curative and palliative therapies seen in the Phase B clerkships</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies preventive, curative, and palliative therapeutic strategies</li> <li>• Identifies and judges, from first-hand experience, how cost and social/cultural issues affect the selection of therapeutic interventions (6.3)</li> <li>• Selects and defends basic therapeutic recommendations for preventive, curative and palliative therapies seen in the Phase C clerkships</li> <li>• Effectively-utilizes ongoing diagnostic tests to modify recommended therapeutic strategies</li> </ul>
<b>2.4 Life-Long Learning</b> Demonstrates life-long learning skills needed to stay informed of relevant scientific findings needed to improve patient care	<ul style="list-style-type: none"> <li>• Utilizes study design and data analysis to evaluate the scientific rigor of original scientific publications.</li> <li>• Is not able to discuss why therapeutic efficacy for new therapies seems to change from what was published in original double-blinded studies to early clinical use</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizes study design and data analysis to evaluate the scientific rigor of original scientific publications and appraises how/when findings are translated from bench to bedside.</li> <li>• Demonstrates ability to discuss why therapeutic efficacy for new therapies seems to change from what was published in</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to discuss on Phase B clerkship rounds the study design, data analysis and scientific findings of a journal article relevant to their patient's medical condition</li> <li>• Routinely reads at least one medical journal relevant to their long-term medical interests</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates ability to discuss on clinical rounds the study design, data analysis and scientific findings of a journal article relevant to their patient's medical condition (2.1, 2.2, 2.3, 3.6)</li> <li>• Routinely reads medical journals (2.1)</li> <li>• Demonstrates a self-educating approach for</li> </ul>

		original double-blinded studies to early clinical use		life-long learning* (3.1, 3.2, 2.1)
<b>2.5. Research or Knowledge Expansion</b> Develops, applies, and articulates medical knowledge to peers and/or community stakeholders through research and/ or community service opportunities.	<ul style="list-style-type: none"> <li>• Demonstrates some ability in developing and applying medical knowledge, but has difficulty translating and/or communicating medical knowledge to peers and/or community</li> </ul>	<ul style="list-style-type: none"> <li>• Through research and/or community service, in the context of the “Self-Directed Student Scholarly Project”, develops, applies, translates and/or communicates medical knowledge to peers and/or community (A and C2.6)</li> </ul>	<ul style="list-style-type: none"> <li>• Through research and/or community service, develops, applies, translates and/or communicates medical knowledge to peers and/or community (A and C2.6)</li> </ul>	<ul style="list-style-type: none"> <li>• Through research and/or community service, develops, applies, translates and/or communicates medical knowledge to peers and/or community (A and C2.6)</li> </ul>

**PLO 3: Communication and Interpersonal Skills.** Demonstrate compassionate and effective interpersonal communication skills toward patients and families. Demonstrate ability to articulate information (written and oral) in an organized and clear manner in order to educate and inform patients, families, and colleagues.

Indicators	Initial	Developing	Developed	Proficient
<b>3.1. Communication Skills</b> Utilizes communication strategies involving nonverbal, verbal and written modalities to communicate with patients and family.	<ul style="list-style-type: none"> <li>• Does not effectively or compassionately communicate with patients and family. (in verbal, nonverbal, and/or written modalities)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of communication strategies needed to communicate effectively with patients and family in each modality</li> <li>• Demonstrates ability to utilize communication strategies to effectively communicate with patients and families in one or two modalities (nonverbal, verbal, or written) yet does not yet demonstrate proficiency in all</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to communicate effectively and compassionately with patients and family in all three modalities (nonverbal, verbal, and written) most of the time</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently communicates effectively and compassionately with patients and family in all three modalities (nonverbal, verbal, and written)</li> </ul>
<b>3.2. Rapport and Empathy</b>	<ul style="list-style-type: none"> <li>• Does not demonstrate ability to create and/or</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to create good rapport with</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to create and maintain good</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates ability to</li> </ul>

<p>Creates rapport with the patient in order to generate an effective environment for counseling on wellness and disease prevention strategies</p>	<p>maintain good rapport with the patient in order to generate an effective environment for counseling on wellness and disease prevention strategies Does not demonstrate empathy or compassion for patient's situation Does not demonstrate appropriate level of respect (appears distracted, does not listen to questions posed, rushes through explanations, etc.)</p>	<p>the patient in some instances</p> <ul style="list-style-type: none"> <li>• Does not always demonstrate appropriate degree of empathy or compassion for patient's situation</li> <li>• Demonstrates basic level of respect</li> </ul>	<p>rapport with the patient in most instances</p> <ul style="list-style-type: none"> <li>• Demonstrates appropriate degree of empathy or compassion for patient's situation in most instances</li> <li>• Demonstrates appropriate level of respect in most instances (focuses on patient, listens carefully and demonstrates responsiveness and concern for patient and patient's well being)</li> </ul>	<p>create and maintain good rapport with the patient</p> <ul style="list-style-type: none"> <li>• Consistently demonstrates appropriate degree of empathy or compassion for patient's situation</li> <li>• Consistently demonstrates respect (focuses on patient, listens carefully and demonstrates responsiveness and concern for patient and patient's well being)</li> </ul>
<p><b>3.3. Coaching Strategies</b> Effectively uses health coaching strategies</p>	<ul style="list-style-type: none"> <li>• Does not demonstrate effective health coaching strategies (does not break down instructions in clear and understandable terms, does not check for patient understanding, does not effectively respond to patient's concerns and questions)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of effective health coaching strategies</li> <li>• Demonstrates ability to break down instructions in clear and understandable terms but does not always check for understanding or respond appropriately to patient's concerns and/or questions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to use effective health coaching strategies (breaks down instructions in clear and understandable terms, checks for understanding, responds appropriately to patient's concerns and questions) in most instances</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates ability to use effective health coaching strategies (breaks down instructions in clear and understandable terms, checks for understanding, responds appropriately to patient's concerns and questions)</li> </ul>
<p><b>3.4. Communication of Errors</b> Effectively communicates medical errors to patients and family members</p>	<ul style="list-style-type: none"> <li>• Does not effectively communicate medical errors to patients and family members (i.e., does not demonstrate sensitivity or compassion, does not take the time to respond to patient's questions or concerns, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates medical errors to patients and family members in a manner that demonstrates some degree of sensitivity and compassion</li> <li>• Does not always respond appropriately to patient's questions and concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates medical errors to patients and family members in a manner that demonstrates sensitivity and compassion in most instances</li> <li>• Responds appropriately to patient's questions and concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently communicates medical errors to patients and family members in a manner that demonstrates sensitivity and compassion</li> <li>• Responds appropriately to patient's questions and concerns</li> </ul>

<p><b>3.5. Communication of Legal Limitations</b> Recognizes and effectively communicates his/her legal limitations due to patient privacy</p>	<ul style="list-style-type: none"> <li>• Does not recognize or effectively communicate his/her legal limitations due to patient privacy</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates his/her legal limitations due to patient privacy</li> <li>• Does not always demonstrate clear and understandable language</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates his/her legal limitations due to patient privacy in a manner that is clear and understandable in most instances</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently communicates his/her legal limitations due to patient privacy in a manner that is clear and understandable</li> </ul>
<p><b>3.6. Communication within Healthcare Teams</b> Effectively communicates new patient problems or complaints in healthcare and effectively share relevant information with the medical team</p>	<ul style="list-style-type: none"> <li>• Does not demonstrate ability to communicate new patient problems or complaints in healthcare to message recipients</li> <li>• Does not demonstrate ability to share relevant information with the medical team</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates minimal ability to communicate new patient problems or complains in healthcare, but such information may be inadvertently misrepresented to message recipients</li> <li>• Demonstrates ability to share information with the medical team, but information shared is not effective or relevant</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to communicate new patient problems or complains in healthcare where the information presented is generally sufficient and accurate to the message recipients</li> <li>• Demonstrates ability to share information with the medical team, and the information shared is generally effective and relevant, but some important details may be excluded where inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to communicate new patient problems or complains in healthcare where the information presented is sufficient, accurate, and necessary to the message recipients for informational and decision-making purposes</li> <li>• Demonstrates ability to share information with the medical team, and the information shared is consistently effective, relevant, and detailed where appropriate</li> </ul>
<p><b>3.7. Cultural and Social Sensitivity</b> Demonstrates ability to ask clarifying questions in a way that is socially and culturally sensitive and discuss personal ethical/social or cultural issues with family members to resolve any personal conflicts that may arise in the management or treatment decisions made</p>	<ul style="list-style-type: none"> <li>• Does not demonstrate ability to ask clarifying questions in a way that is socially and culturally sensitive</li> <li>• Does not demonstrate ability to discuss personal ethical/social or cultural issues with family members</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to ask clarifying questions in a way that is generally appropriate and that</li> <li>• Demonstrates knowledge of the importance of communicating personal ethical/ social and cultural issues with family members to resolve any personal</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to ask clarifying questions in a way that is socially and culturally sensitive</li> <li>• Demonstrates ability to effectively and sensitively communicate in discussing personal ethical/social or cultural issues with family members to resolve any personal conflicts that may arise in the</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates superb ability to ask clarifying questions in a way that is socially and culturally sensitive and appropriately compassionate</li> <li>• Demonstrates superb ability to effectively and sensitively communicate in discussing personal ethical/social or</li> </ul>

for the benefit of the patient		<p>conflicts that may arise in the management or treatment decisions made for the benefit of the patient</p> <ul style="list-style-type: none"> <li>•</li> </ul>	management or treatment decisions made for the benefit of the patient	cultural issues with family members to resolve any personal conflicts that may arise in the management or treatment decisions made for the benefit of the patient
<p><b>3.8. Communication within the Community</b> Communicate medical knowledge to the community at large in a professional manner</p>	<ul style="list-style-type: none"> <li>• Does not demonstrate ability to communicate medical knowledge to the community</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some ability to communicate medical knowledge to the community, but may do so in a manner that lacks diplomacy.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to communicate medical knowledge to the community, but the communication of the knowledge may not always be effective or accurate</li> <li>• Generally demonstrates professionalism in communication</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to effectively communicate medical knowledge to the community</li> <li>• Demonstrates a high degree of professionalism in communication</li> </ul>

**PLO 4: Professionalism.** Demonstrate a commitment to the highest standards of professional responsibility and adhere to ethical principles. Students should display the personal attributes of compassion, honesty, integrity, and cultural empathy in all interactions with patients, families, and the medical community.

Indicators	Initial	Developing	Developed	Proficient
<p><b>4.1. Sensitivity to Diversity</b> Form doctor-patient relationships demonstrating sensitivity and responsiveness to culture, race/ethnicity, age, socioeconomic status, gender, sexual orientation, spirituality, disabilities, and other aspects of diversity and identity, and</p>	<ul style="list-style-type: none"> <li>• Identify aspects of doctor patient relationship with patients from different cultural, racial, and ethnic, gender and sexual orientation.</li> <li>• Can justify the need for advocacy for care for the underserved.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate ability to form good doctor patient relationship is some aspects of cultural, racial, and ethnic, gender and sexual orientation in a simulated environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate ability to form good doctor patient relationship with patients from different cultural, racial, ethnic, gender and sexual orientation most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate ability to form excellent doctor patient relationship with patients from different cultural, racial, and ethnic, gender and sexual orientation consistently.</li> <li>• Demonstrate ability as an advocate for the underserved (i.e., gathering information, lobbying on behalf of</li> </ul>

advocate for care for the underserved.				patient needs, providing information and directing the patient to Governmental/ other organization where the patient can seek help )
<b>4.2. Respect</b> Demonstrate respect, compassion, when interacting with peers, healthcare providers, patients, and families.	<ul style="list-style-type: none"> <li>Identify aspects of respect, compassion, when interacting with peers, healthcare providers, patients, and families.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate some aspects of respect, compassion, when interacting with peers and simulated patients.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate respect, compassion, when interacting with peers, patients, and families most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate respect, compassion, accountability, dependability, and integrity when interacting with peers, healthcare providers, patients, and families consistently.</li> </ul>
<b>4.3. Responsiveness to Needs of Patient and Society</b> Responds to the needs of the patient and Society.	<ul style="list-style-type: none"> <li>Identify the need to be responsive to the needs of patients and society.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate responsiveness to the needs of patients in a simulated environment.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate responsiveness to the needs of patients and society most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate responsiveness to the needs of patients and society all the time.</li> </ul>
<b>4.4. Accountability and Reliability</b> Demonstrate accountability and reliability in interactions with patients, families, and other health professionals	<ul style="list-style-type: none"> <li>Identify the need to be accountable and reliable in interactions with patients and other health professionals all the time.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate accountability and reliability in interactions with students and faculty.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate accountability and reliability in interactions with patients, families, and other health professionals most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate accountability and reliability in all interactions with patients, families, and other health professionals consistently.</li> </ul>
<b>4.5. Ethical Practice</b> Practice ethically and with integrity, including maintaining patient confidentiality, obtaining appropriate informed consent, and responding to medical errors	<ul style="list-style-type: none"> <li>Describe ethical principles, patient confidentiality, informed consent, and identify medical errors</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ethical behavior, maintaining patient confidentiality and obtaining informed consent in a simulated environment.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ethical behavior, maintain patient confidentiality and obtain informed consent.</li> <li>Identify medical errors.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate ability to practice ethically and with integrity, including maintaining patient confidentiality, obtaining appropriate informed consent, and responding to medical errors</li> </ul>

<p><b>4.6. Adherence to Institutional and Professional Standards</b> Adhere to institutional and professional standards and regulation for personal, patient and public safety, adhere to principles of ethical research, and manage conflicts of interest.</p>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of institutional standards, and patient safety and conflict of interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate adhering to institutional regulations and principles of ethical research.</li> </ul>	<ul style="list-style-type: none"> <li>• Adhere to institutional and professional standards and regulation for personal, patient and public safety, adhere to principles of ethical research.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate adherence to institutional and professional standards and regulation for personal, patient and public safety, adhere to principles of ethical research, and manage conflicts of interest.</li> </ul>
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**PLO 5: Healthcare Systems.** Demonstrate knowledge of and responsibility to the larger context of health care (social, behavioral, economic factors). Demonstrate the ability to effectively call on system resources to provide optimal care.

Indicators	Initial	Developing	Developed	Proficient
<p><b>5.1. Patient Care Team</b> Demonstrates knowledge and roles of all individuals of an effective patient-care team.</p>	<ul style="list-style-type: none"> <li>• Does not demonstrate ability to identify or demonstrate knowledge and roles of any individuals of a patient-care team.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to identify some individuals, but not all, of a patient-care team, and demonstrates knowledge of minimal functional aspects of their roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to identify all members of an effective patient-care team, and demonstrates ability to identify some functional aspects of their roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to identify all members of a patient-care team, and demonstrates ability to accurately identify all functional aspects of their roles.</li> </ul>
<p><b>5.2. Components of a Healthcare Delivery System</b> Demonstrates knowledge of all components of a fundamentally sound and complete healthcare delivery system.</p>	<ul style="list-style-type: none"> <li>• Does not demonstrate knowledge of a complete healthcare delivery system.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to identify some components of an effective healthcare delivery system.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates ability to identify most aspects of a complete healthcare delivery system and their corresponding components.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates the ability to identify all components of an effective and complete healthcare delivery system.</li> </ul>
<p><b>5.3. Healthcare Organization and Finance</b> Demonstrates understanding and</p>	<ul style="list-style-type: none"> <li>• Does not demonstrate knowledge of healthcare administration and finance.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates some knowledge of healthcare administration and finance, but demonstrates difficulty in</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of most aspects of a healthcare organization's administration and financial management,</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of a healthcare organization's administration, and demonstrates</li> </ul>

knowledge of the administrative aspects of a healthcare organization and fundamental aspects of sound financial management with respect to cost control.		understanding the importance of sound financial management.	and demonstrates some awareness of cost control as a critical aspect of financial management.	understanding of its financial management with respect to cost control.
<b>5.4. Current Standards of Practice Performance Evaluations, Benchmarking, Incentives, and Enhancements</b> Demonstrates understanding of national or federal standards to evaluate practice performance based on quality benchmarking and accepted systems to enhance clinical outcomes.	<ul style="list-style-type: none"> <li>Does not demonstrate knowledge of national or federal standards to evaluate, benchmark, or enhance practice performance.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates minimal knowledge by being able to identify only some federal or national standards that evaluate, benchmark, and enhance practice performance.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates knowledge by being able to identify most federal or national standards that evaluate, benchmark, and enhance practice performance.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates comprehensive knowledge by being able to accurately identify accepted federal or national standards used to effectively evaluate, benchmark, incentivize, and enhance practice performance.</li> </ul>
<b>5.5. Role of Electronic Medical Records and Federal CHiP Compliance Standards</b> Demonstrates knowledge of the role of an effective electronic medical record (EMR) in the healthcare delivery system, and demonstrates knowledge of federal standards (CHiP).	<ul style="list-style-type: none"> <li>Does not demonstrate knowledge of the role of an effective EMR, or federal CHiP standards.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies very few aspects of an effective EMR, and demonstrates minimal understanding of CHiP standards</li> </ul>	<ul style="list-style-type: none"> <li>Identifies most aspects of the role of an effective EMR, and demonstrates knowledge of most federal CHiP standards</li> </ul>	<ul style="list-style-type: none"> <li>Identifies all aspects of the role of an effective EMR in a healthcare delivery system, and demonstrates in-depth knowledge of all aspects of federal CHiP standards</li> </ul>

**PLO 6: Reflective Practice and Personal Development.** Demonstrate ability to reflect upon their experiences with the goal of continual improvement. Demonstrate habits of analyzing experiences that affect their well-being and their relationships with groups and individuals. Demonstrate self-motivation and awareness of and responsiveness to their own limitations.

Indicators	Initial	Developing	Developed	Proficient
<p><b>6.1. Self-Reflection</b> Demonstrates reflective practice through accurate self-assessment, ability to analyze one’s experiences, ability to identify limitations and areas for self-improvement and further education.</p>	<ul style="list-style-type: none"> <li>• Does not demonstrate use of self-assessment and reflections skills necessary for growth and development</li> <li>• Does not identify areas for self-improvement</li> <li>• Does not demonstrates ability to analyze experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Uses self-assessment to identify gaps in knowledge and skill sets</li> <li>• Identifies limitations</li> <li>• Demonstrates minimal ability to analyze experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Uses self-assessment to identify gaps in knowledge and skill sets and finds an approach to fill such gaps.</li> <li>• Identifies own limitations and actively works to overcome them</li> <li>• Demonstrates ability to reflectively analyze own experiences and demonstrates ability to apply what is learned</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates the use of self-assessment and reflections skills necessary for growth and development.</li> <li>• Implements corrective actions/changes to correct deficiencies and/or promote personal growth</li> <li>• Demonstrates ability to thoroughly and reflectively analyze own experiences and demonstrates ability to apply what is learned</li> </ul>
<p><b>6.2. Self-Corrective Behavior and Self-Motivation</b> Demonstrates self-corrective behavior, self-motivation, and ability to act on plans for self-improvement</p>	<ul style="list-style-type: none"> <li>• Does not accept and respond appropriately to suggestions/constructive criticisms of performance</li> <li>• Demonstrates immature or disrespectful behavior</li> <li>• Does not self-correct</li> <li>• Does not demonstrate self-motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Generally accepts and responds appropriately to suggestions/constructive criticisms of performance but demonstrates lapses in appropriate responses.</li> <li>• Demonstrates desire to make self-improvements and some efforts at self-correcting</li> <li>• Demonstrates some degree of self-motivation but sometimes waits until directed by others to act</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts and responds appropriately to suggestions/constructive criticisms of performance including changing when necessary and discarding inappropriate feedback.</li> <li>• Self-corrects and makes self-improvements</li> <li>• Demonstrates self-motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently accepts and responds appropriately to suggestions/constructive criticisms of performance including changing when necessary and discarding inappropriate feedback.</li> <li>• Consistently self-corrects and makes self-improvements</li> <li>• Consistently demonstrates self-motivation</li> </ul>
<p><b>6.3. Mental Health and Well Being</b> Demonstrates ability to recognize triggers for stress</p>	<ul style="list-style-type: none"> <li>• Does not identify the signs, symptoms and triggers of personal stress and anxiety</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies signs, symptoms and triggers of personal stress and anxiety</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the signs, symptoms and triggers of personal stress and anxiety and identifies an</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the signs, symptoms and triggers of personal stress and anxiety.</li> </ul>

<p>and anxiety and demonstrates ability to take care of mental health and well being.</p>	<ul style="list-style-type: none"> <li>• Does not recognize and identify when to ask for help.</li> <li>• Does not demonstrate ability to attend to aspects of own health</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes and identifies when to ask for help.</li> <li>• Demonstrates awareness of importance of attending to one's own health</li> </ul>	<p>outlet for personal stress and anxiety.</p> <ul style="list-style-type: none"> <li>• Recognizes and identifies when to ask for help.</li> <li>• Demonstrates ability to attend to aspects of own health</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes and identifies when to ask for help.</li> <li>• Develops a personalized program for physical/mental health.</li> </ul>
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