

**Patient, Doctor, and Society**

1. Describe the physician's responsibility to patients, society, and the profession.
2. Describe evidence-based medicine and approaches to accessing the medical literature.
3. Define public health, and how public health relates to clinical medicine.
4. Articulate how one's own identities and privilege can impact one's perspectives and interactions with patients and colleagues
5. Define explicit and implicit bias
6. Describe cultural humility and its importance in working with diverse patient populations, including (but not limited to) diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.
7. Define health equity
8. Explain how social and economic factors can contribute to health outcomes for individuals and communities.
9. Describe how systems and institutions can impact health outcomes for individuals and communities
10. Define the core elements of clinical reasoning when presented with a clinical case.
11. Perform a patient interview to obtain a basic history when encountering a patient.

**Fundamentals of Medicine****Block 1**

1. Apply principles of thermodynamics and discuss the biochemical mechanisms of energy generation, utilization and conservation in the context of human physiology.
2. Understand the concept of energy homeostasis, and distinguish between anabolic and catabolic metabolic pathways.
3. Appreciate the diverse biological functions of biological building blocks (nucleotides, amino acids, lipids, carbohydrates) and explain the biosynthesis and degradation pathways of these molecules during physiologic and pathologic situations.
4. Explain the mechanisms of DNA replication, mutation, repair and recombination.
5. Describe the organization and structure of genes and explain the process of gene expression from transcription to translation, including transcriptional regulation, RNA processing and degradation, structure of tRNA and ribosomes, post-translational modifications, and protein turnover.
6. Perform a patient interview to obtain a history of present illness when encountering a patient.
7. Demonstrate effective communication skills when interacting with patients and colleagues.

**Block 2**

1. Recognize how genetic traits are transmitted in families and populations, and be able to calculate associated risks, and describe how genetic alternations manifest in a phenotype, and explanations for phenotypic variability.
2. Define the concept of genomic medicine, and understand the role of genetics in current and future health care.
3. Describe the early events of embryogenesis, the generation of the three germ layers during gastrulation, and general body patterning that occurs during development.
4. Describe, compare and contrast the four basic tissues (epithelia, connective tissue, muscle tissue and nerve tissue) that make up organ systems of the body in terms of structure, function, and location.
5. Describe the specialized tissues of cartilage, bone, and blood, including associated cells and structures of these tissues.
6. Describe and identify characteristics of arteries, veins and capillaries at the microscopic level and understand the structure and function of the endothelium.
7. Describe the general organization of the major arteries and veins in the human body.
8. Describe the organization of the peripheral nervous system including its distribution, signaling cascade and functions.
9. Describe the organization of the thoracic and abdominal cavities, in particular with respect to cross-sectional anatomy and medical imaging.
10. Define the core elements of clinical reasoning when presented with a clinical case
11. Perform a patient interview to obtain a basic history when encountering a patient.
12. Demonstrate effective communication skills when interacting with patients and colleagues.
13. Operate an ultrasound device to obtain a sonographic image when encountering a patient.

**Block 3**Pharmacology

1. Describe basic pharmacodynamic terms including receptor agonists, antagonists and the differences between the types of antagonists,  $K_D$ , therapeutic index, therapeutic window,  $EC_{50}$  and  $ED_{50}$ . (USMLE 22, 24)
2. Explain concepts of Absorption, Distribution, Metabolism and Excretion; calculate various pharmacokinetic parameters relevant to dosing medications, and explain influences on patient variation to drug response. (USMLE 20, 23)
3. Describe basic mechanism of drug interactions, drug toxicity, and features of major toxidromes. (USMLE 24, 25)
4. Explain the basic process of drug development and the drug approval process.
5. Describe the organization of the autonomic nervous system, the neurotransmitters and receptors associated with the ANS, and pharmacologic activities of drugs used to mimic or inhibit ANS activities. (USMLE 26, 76, 93, 117, 130, 131, 136, 144, 151, 161, 167, 179, 232)

Cell Biology and Physiology

6. Describe how various signals are transmitted (including second messenger pathways), regulated, and terminated. (USMLE 26)
7. Define homeostasis, give examples of positive and negative feedback and feed-forward mechanisms in the context of physiology and distinguish between the concepts of steady-state and equilibrium. (USMLE 6, 11)
8. Describe the major fluid compartments of the body and calculate volumes of the intracellular and extracellular compartments and the total body water. (USMLE 219)
9. List the factors that influence diffusion of a small molecule: a) in solution and b) across a membrane and distinguish between diffusion and flux. (USMLE 219)
10. Compare and contrast osmotic and hydrostatic pressure, distinguish between osmolarity, osmolality and tonicity, calculate approximate osmotic strengths and predict the effect of solutions of differing osmotic strengths on cell volume. (USMLE 219)
11. Distinguish between penetrating and non-penetrating solutes. (USMLE 219)
12. Describe different fluid replacement solutions and give examples of situations in which these might be used. (USMLE 219)
13. Describe how the principles of diffusion apply to charged solutes, compare and contrast diffusion potentials and reversal potentials and calculate the reversal potentials for ions using the Nernst equation. (USMLE 76, 219)
14. Describe the role of the Na<sup>+</sup>/K<sup>+</sup> ATPase in the generation of the membrane potential and in the maintenance of cell volume. (USMLE 11, 76)
15. Distinguish between channels and pores, passive and facilitated diffusion and primary and secondary active transport and give examples of each. (USMLE 11)
16. Compare and contrast the pathways and fates of cytosolic proteins versus proteins synthesized at the endoplasmic reticulum and destined for the secretory pathway. (USMLE 11)
17. Describe processing, sorting and trafficking of proteins as they progress through the secretory pathway and explain how a cell recognizes proteins that are destined for degradation. (USMLE 11)
18. Describe the organization and function of cytoskeletal elements. (USMLE 11)
19. Describe apical and basolateral specializations, including location and function of each. (USMLE 11)
20. Describe the specialized junctions involved in cell communication, cell-to-cell adhesion and cell-to-matrix interactions. (USMLE 11)
21. Explain the components and mechanisms of the cell cycle, including checkpoints and regulation of progression through the stages, and recognize the components and regulation of apoptosis. (USMLE 8, 9)
22. Describe the movement of ions during an action potential. (USMLE 76)

**Block 4**

1. Integrate general pathology, microbiology, immunology, and pharmacology principles.
2. Build a repository of knowledge scientifically and clinically relevant to medical practice.

3. Obtain knowledge, skills, and experiences necessary for your future success as a health professional.
4. Develop and strengthen critical thinking and problem solving skills.
5. Promote the development of self-directed learning, group learning, and life-long learning skills.
6. Define the core elements of clinical reasoning when presented with a clinical case.
7. Obtain and interpret vital signs when encountering a patient.
8. Perform a patient interview to obtain a basic history when encountering a patient.
9. Demonstrate effective communication skills when interacting with patients and colleagues.

### **Block 5**

1. Distinguish key principles of microbial structure, physiology, and genetics for each of the four major microbes: bacteria, viruses, fungi, and parasites.
2. Differentiate and understand host immune response to pathogens for common infections
3. Explain the epidemiology of infectious diseases and key methods for diagnosis for each of the four major microbes: bacteria, viruses, fungi, parasites
4. Describe pharmacology of antimicrobial agents and subsequent development of antimicrobial resistance.

### **Cardiovascular**

1. Describe the anatomy of the cardiovascular system and understand the function of the various components.
2. Draw or trace the normal transit of blood through the cardiovascular system, labeling typical pressures at each point.
3. Draw the normal conduction pathway of the heart and correlate that conduction with the ECG waveform.
4. Describe the factors that control the cardiovascular system's response to changes in demand.
5. Recognize the common imaging modalities used in cardiovascular medicine and list the uses, benefits and limitations of each.
6. For each major disease state discussed, describe the epidemiology and typical presenting features of that disease or condition.
7. Link the pathophysiologic features of a disease state with the treatments discussed (e.g. why are ACE inhibitors beneficial in heart failure?).
8. Identify common pathologic conditions from either specimens or imaging studies demonstrating the pathology.
9. List the common risk factors for atherosclerotic disease and describe appropriate therapies or lifestyle changes to deal with each.

## **Pulmonary**

1. Students will be able to identify normal histologic structures at various levels of the respiratory system from the upper airway down to the alveolar spaces.
2. Students will be able to identify anatomic structures of the respiratory system, their relationships to each other, and functional deficits associated with abnormalities of these structures.
3. Students will be able to identify key components of the history in patients with respiratory symptoms and explain the meaning of abnormal signs from the physical exam to develop differential diagnoses and to explain the underlying pathophysiology of the disease process(es).
4. Students will be able to recognize normal respiratory physiology including the seven key difficult concepts. The students will then be able to apply their knowledge of basic physiology to understand the pathophysiologic mechanisms of disease states of the respiratory system.
5. Students will be able to identify disease states from examining gross anatomic sections, as well as, histologic/microbiologic slides. Students should be able to:
  - a. Define the entity or process
  - b. Recognize the histologic hallmark of the disease
  - c. Identify the functional deficit created by the entity or process
  - d. Predict the temporal profile (timeline) this process will have
6. Students will be able to recognize various disease processes of the respiratory system: (obstructive lung diseases, restrictive lung diseases, vascular diseases, sleep disorders, pleural diseases, neoplastic diseases, and infectious diseases). Students should be able to:
  - a. Identify typical symptoms associated with each pathologic process
  - b. Identify typical signs of the process on physical exam
  - c. Be able to identify basic radiographic findings for the disease state
  - d. Explain the underlying pathophysiology/pathology of the disease
  - e. Formulate initial diagnostic/treatment plans for the disease
7. Students will be able to interpret the various diagnostic tests used in Pulmonary Medicine including:
  - a. Pulmonary function tests
  - b. Chest radiography
  - c. Arterial blood gases for analysis of acid/base status & alveolar-arterial oxygen
8. Students will be able to integrate information from prior course modules (Fundamentals of Medicine, Cardiovascular Module) and the ongoing Introduction to Clinical Medicine course with respiratory medicine to critically assess clinical case presentations

9. Students will demonstrate professional behavior, interprofessional collaboration, history and physical exam techniques, patient and family education skills during a simulated patient experience.
10. Students will be able to apply the scientific concepts gained toward preventive health care regarding smoking cessation.

### **Gastrointestinal**

1. Describe in your own words the normal function of each part of the GI tract at the tissue, cellular and molecular levels.
2. Explain causes and identify symptoms associated with the GI pathologies discussed during the module or covered in non-classroom assignments.
3. Compare and contrast pathological states with normal gut function.
4. Analyze and interpret laboratory test results and diagnostic images of the gut.
5. Explain how GI related conditions impact whole body homeostasis and functioning of other organ systems.
6. Propose strategies for diagnosing and treating GI related conditions in patients at all stages of life.
7. Identify and discuss nutritional, psychosocial and economic factors that influence and impinge upon GI related health care at all stages of life.
8. Perform a hypothesis driven gastrointestinal history when presented with a patient.
9. Perform a hypothesis driven gastrointestinal physical examination, including specific maneuvers and/or POCUS when presented with a patient.

### **Renal**

1. Identify the functional anatomy and structure of the urinary system and to apply the knowledge in understanding physiology and pathology
2. Recall the embryology and development of the urinary system and to apply the knowledge in understanding associated developmental defects
3. Explain important histological features of the kidney, especially as they apply to function
4. Analyze core content in understanding normal and abnormal urinary system function particularly in the areas of genetics, cell biology, physiology, pharmacology, and immunology
5. Assess body fluid homeostasis and to analyze associated disturbances
6. Correlate the fundamentals of kidney physiology with the regulation of fluid, electrolyte, acid-base, and blood pressure homeostasis in an integrative fashion with other organ systems
7. Assess and integrate clinical history and physical examination data for the diagnosis and treatment of water, electrolyte, and acid-base homeostasis disorders
8. Assess and integrate histology, clinical history, and physical examination data for the diagnosis and treatment of urinary system pathologies

9. Identify abnormal urinary system processes associated with changes in life style (e.g., diet and environment) or life cycle (e.g., aging and pregnancy)
10. Appraise the epidemiology of kidney disease
11. Perform a hypothesis-driven urinary system history when presented with a patient
12. Perform a hypothesis-driven urinary system physical exam including specific maneuvers and/or POCUS when presented with a patient
13. Apply the core elements of clinical reasoning when presented with a clinical case

## **Neurosciences**

1. Identify the basic cellular and molecular processes of neurons and glia.
2. Describe the functional organization of the pathways in the nervous system that mediate sensory input, central integration and decision-making, and motor output.
3. Form an integrated understanding of normal and abnormal behavior based on molecular, cellular and systems neuroscience.
4. Recognize the genetic and environmental mechanisms that control the normal development of the nervous system and regulate the response of the nervous system to injury or disease.
5. Identify the anatomical site and physiological deficit based on a set of signs and symptoms. Predict the functional deficit(s) given a specific neuroanatomical lesion.
6. Describe the behavioral manifestations of psychiatric disorders and understand their anatomical and neurochemical basis.
7. Perform a differential diagnosis of neurological and psychiatric disorders and plan intervention / treatment strategies (including pharmacological approaches).
8. Describe the three dimensional anatomy of the neck, cranial cavity, face and orbit. Identify key anatomical features of each.
9. Describe the pharmacology of drugs used in the treatment of diseases of the nervous system, including their major mechanism, major adverse effects, and key drug interactions.
10. Identify and describe brain pathology as it relates to damage and disease.
11. Summarize how the scientific method is used to evaluate and treat nervous system diseases and to solve research questions.
12. Foster and develop individual and team-based problem-solving, information assimilation and presentation skills.
13. Describe the behavioral stages of human development.
14. Understand the cultural and societal influences and impact on disease.

## **Musculoskeletal and Skin**

1. Identify the muscular, ligamentous and osseous structures governing movement and stability of the spine and extremities.
2. Describe basic skin structure, microanatomy, and physiology
3. Explain the biochemical and physiologic mechanisms regulating the normal contraction and relaxation of skeletal muscle.
4. Describe the underlying disease mechanisms and clinical presentations of patients with inherited and acquired metabolic disorders impacting skeletal muscle, joint disease, and integrity of bone.
5. Explain the biochemical and physiologic basis of bone development, remodeling, and the response to fracture and the disorders associated with abnormal bone remodeling, mineralization, and growth.
6. Recognize abnormal ranges of peripheral and axial joint motion and understand the mechanisms whereby inflammatory and degenerative disorders affect joint function.
7. Apply a systematic approach to describing skin eruptions and communicate skin examination findings using appropriate dermatologic terms
8. Differentiate infectious, nutritional, phototoxic, inflammatory and neoplastic skin conditions.
9. Explain the epidemiology, clinical manifestations, diagnostic evaluation, and therapeutic strategies for the management of patients with rheumatologic diseases.
10. Describe the mechanisms of action and toxicities of medications employed in the management of patients with musculoskeletal, articular, and cutaneous disorders
11. Develop empathy for patients with disabilities.

## **Endocrine**

1. The students will have acquired knowledge of the principles and mechanisms of neuroendocrine and endocrine structure and function.
2. The students will develop an integrative approach to learning that addresses
  - (a) endocrine glands and their hormones
  - (b) hormone sites of biosynthesis, action, and metabolism
  - (c) hormone impact on overall body physiology and metabolism
  - (d) disease states resulting from various endocrinopathies.
3. The students will have an understanding of physiology and pathophysiology of the endocrine system as it affects development, growth, metabolism and reproduction.
4. The students will have acquired the skills to utilize the knowledge of basic physiology to explain normal and abnormal neuroendocrine and endocrine function and to apply this information to recognizing, understanding, and addressing clinical endocrine disorders.



## **Reproductive Systems**

1. Identify the anatomy of the male and female pelvis and correlate anatomic structures with corresponding radiologic images. Be able to identify anatomic landmarks and organs/structures in a dissected pelvis.
2. Describe normal and abnormal histology of the male and female reproductive organs.
3. Describe normal male and female development, causes of abnormal development, and the implications of abnormal development.
4. Identify benign and malignant lesions of the following organs. Explain the differential diagnosis based on the clinical symptoms of a patient with diseases that affect each of the listed organs. Discuss the treatment and prognosis of these diseases  
Female reproductive organs:
  - a. Uterus
  - b. Cervix
  - c. Vagina
  - d. Ovary
  - e. Fallopian tube
  - f. VulvaMale reproductive organs:
  - a. Testis
  - b. Epididymis
  - c. Prostate
  - d. Penis
  - e. Scrotum
5. Discuss the risk factors, pathophysiology, diagnostic methods, and treatments for sexually transmitted diseases (STD).
6. Describe the anatomy of the breast. Discuss the common benign and malignant breast diseases. Be able to correlate radiologic images of the breast with the disease. Discuss the treatment and prognosis.
7. Describe the normal menstrual cycle and the causes of menstrual disorders. Be able to discuss the differential diagnosis and to review therapeutic options.
8. Discuss physiological changes across the menopausal transition and their treatment.
9. Describe sexual function and the major causes of sexual dysfunction in the male.
10. Discuss the mechanism of action, failure rate, and contraindications of the different types of contraception.
11. Discuss the physiology and pathophysiology of pregnancy, labor and delivery, and lactation.
12. Describe the indications, techniques available, and potential complications for termination of pregnancy
13. Discuss the causes, diagnostic methods, and the treatment of early pregnancy failure
14. Describe normal and abnormal development of the placenta and of placental tumors.
15. Describe the process of fetal development and normal labor and delivery.

16. Discuss maternal physiological changes and common complications of pregnancy and delivery
17. Discuss medical ethics as it applies to reproductive medicine
18. Describe normal fertility and the major causes of infertility in the male and female
19. Understand pharmacology of drugs associated with reproductive medicine

### **Hematology/Oncology**

1. Form an integrated understanding of the physiology, biochemistry of hematopoiesis and production/function of hematopoietic cells (erythrocytes, leukocytes, and platelets)
2. Recognize peripheral blood and bone marrow cellular morphology.
3. Distinguish between the different types of anemia.
4. Describe the production and function of the coagulation and fibrinolytic processes.
5. Differentiate nutritional factors and vitamins affecting hematopoiesis
6. Recognize the different blood products and describe how they are used.
7. Recognize transfusion reactions and describe the pathophysiology and prevention strategies.
8. Describe the principles of neoplasia.
9. Describe the pathophysiologic basis of pediatric / adult benign and malignant hematologic disorders and be able to create a differential diagnosis and plan intervention / treatment strategies.
10. Describe basic principles of chemotherapy, radiation, tumor board consultation, anticoagulants and pharmacogenomics.
11. Describe basic imaging modalities in diagnosis of hematopoietic tumors.

### **Evidence-Based Medicine**

- Describe biases that can affect the results of observational, diagnostic, screening, and therapeutic studies.
- Correctly interpret results of statistical testing.
- Choose among diagnostic tests based on the patient's pretest probability of disease and the operating characteristics of the tests.
- Recognize the principles of screening and how it differs from diagnosis.
- Correctly calculate and interpret sensitivity, specificity, post-test probability, and likelihood ratios.
- Correctly calculate and interpret measures of benefit and harm of treatments and exposures.
- Recognize the impact of confounding and ways that it can be controlled and accounted for in the design and analysis phases of a study.
- Correctly interpret the results of systematic reviews
- Correctly interpret figures, graphs, and tables demonstrating study results

**ICM-2**

1. Demonstrate effective communication skills with patients and colleagues
2. Demonstrate comfort with patient interactions and effective techniques to establish and maintain rapport.
3. Perform a patient interview and a basic physical examination following the expected format
4. Perform an oral case presentation and create a patient write-up following the standard format
5. Demonstrate the application of clinical reasoning skills and basic science knowledge to evaluating actual patients
6. Demonstrate the professional behavior expected of physicians in all interactions with patients, colleagues and staff
7. Demonstrate self-directed learning and self-awareness

**Learning Communities 1****Professional and Personal Identity (One Small Step)**

- Reflect upon aspects of professional and personal identity
- Describe the background and values of a fellow student
- With a fellow student, discuss a topic on which you disagree, using civil and respectful dialogue
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**Discussing Differences (One Small Step Debrief)**

- Articulate how one's own identity affects one's perceptions and behavior in both personal and professional settings.
- Define civil discourse: conversation intended to enhance understanding, not to "win" an argument or put down an opposing point of view. Civil means being nice, but it also means behaving in ways that are necessary for democratic societies to work well.

**Recognizing and Responding to Microaggressions**

- Define microaggressions
- Discuss how to intervene on microaggressions
- Participate in brainstorming how to be inclusive

**Ethics: Incapacitated Patients**

- Describe the criteria for determining whether or not a person is competent to make a health care decision
- Describe the standards for surrogate decision making and how to identify the surrogate decision maker
- List major surgical procedures for which surrogate decision makers cannot consent without court approval

### **Working with a Mentor**

1. Define the terms mentorship, sponsorship, and coaching
2. Identify current mentor relationships already available within the SOM
3. Recognize common challenges in the mentor-mentee relationship

### **Year-End Reflections**

- Identify strengths, deficiencies, and limits in one's knowledge and skills
- Demonstrate ability to thoughtfully reflect on wellness and self-care
- Set personal learning and improvement goals

### **Learning Communities 2**

#### **Navigating Transition to Dedicated**

- Identify upcoming barriers to academic success
- Demonstrate the ability to set learning and improvement goals focused on using healthy coping mechanisms to respond to stress

#### **Resilience & Year-End Wrap Up**

- Demonstrate ability to thoughtfully reflect on wellness and self-care
- Recognize a time when resilience was demonstrated
- Identify strategies to help reduce burnout

#### **Secrets to Success in Clerkships**

- Develop the ability to use self-awareness of knowledge, skills and emotional limitations to engage in appropriate help-seeking behaviors
- Practice flexibility and maturity in adjusting to change
- Learn skills to work effectively in various health care delivery settings
- Serve as a role model, mentor, and educator for peers