The student graduating with a Doctor of Medicine degree from MUSM will be prepared for entry into the profession of medicine. Demonstration of the following competencies will provide evidence of readiness to enter residency training:

**I. PATIENT CARE**

Students must be able to participate in the provision of family-centered patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health. Students are expected to be able to:

1. Demonstrate caring and respectful behaviors when interacting with patients and their families.
2. Demonstrate consideration of patients’ privacy, dignity and psychological needs.
3. Obtain an appropriate medical history accurately and efficiently.
4. Perform an appropriate physical examination accurately, efficiently and respectfully.
5. Identify the extent of evaluation needed, appropriate to the patient presentation.
6. Perform bedside clinical and laboratory diagnostic procedures from a core skills list defined by the faculty.
7. Interpret results of common diagnostic studies.
8. Use information technology to support patient care decisions and patient education.
10. Recognize the importance of relieving pain and suffering in patients and demonstrate knowledge of appropriate means to relieve pain and suffering.
11. Recognize life-threatening emergencies and know appropriate initial intervention.
12. Apply emerging information on individuals’ biologic, genetic, and population-level risks to support prevention and treatment decisions.
II. MEDICAL KNOWLEDGE

Students must demonstrate knowledge about established and evolving biomedical, clinical, and cognate (epidemiological and social-behavioral) sciences and the application of this knowledge to patient care. Students are expected to be able to:

1. Demonstrate an investigatory and analytic thinking method that approaches clinical problems in a logical, efficient, and evidence-based manner.

2. Demonstrate knowledge of the normal structure and function of the body and of each of its major organ systems, across the life span.

3. Demonstrate knowledge of the mechanisms important in maintaining homeostasis.

4. Identify general mechanisms of disease.

5. Identify the altered structure and function (pathology and pathophysiology) of the body and its major organ systems resulting from disease.

6. Utilize the scientific method in diagnosing diseases or conditions and in determining the efficacy of conventional and nonconventional therapies.

7. Describe the role of non-biological determinants of health and illness including socioeconomic, environmental, familial, cultural and psychosocial.

8. Demonstrate knowledge of the epidemiology of common diseases within a defined population and the approaches useful in reducing the incidence and prevalence of those diseases.

9. Demonstrate knowledge of the principles of pharmacology, therapeutics, and therapeutic decision-making.

10. Demonstrate knowledge of the principles of bioethics.

11. Identify the natural history, clinical presentation, diagnostic findings, treatment, management strategies, prevention and prognosis for common medical problems.

12. Demonstrate an understanding of the principles of health promotion and wellness.

III. PRACTICE-BASED LEARNING AND IMPROVEMENT

Students must be able to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their patient care practices. These relate to the areas of lifelong learning, self-directed learning, critical thinking, evidence-based practice, quality improvement and informatics. Students are expected to be able to:
1. Analyze clinical experiences and scientific information and use this information to systematically improve care.

2. Locate, appraise, assimilate, and apply evidence from peer-reviewed medical and public health literature for care of patients and populations.

3. Apply the knowledge of study designs and statistical methods to the appraisal of clinical studies.

4. Use technology to access and manage medical information, and support life-long learning.

5. Demonstrate self-directed learning and progressive professional development.

6. Demonstrate knowledge of patient safety issues and quality improvement methods that will improve medical care and population health.

IV. INTERPERSONAL AND COMMUNICATION SKILLS

Students must be able to demonstrate interpersonal and communication skills with patients, patient families, peers, and other members of the health care team. Students are expected to be able to:

1. Create and sustain therapeutic professional relationships with patients and their families.

2. Demonstrate effective education/counseling skills with patients and their families.

3. Demonstrate effective verbal and nonverbal communication skills, using technologies appropriately.

4. Work effectively with others as a member and leader of a health care team.

5. Honor patient autonomy by eliciting patient preference and incorporating it into the care plan.

6. Teach and present effectively.

V. PROFESSIONALISM

Students must demonstrate professional behavior, adherence to ethical principles, and sensitivity to patients and their families. Students are expected to be able to:

1. Demonstrate respect (tolerance), compassion, altruism and integrity when interacting with peers, staff, faculty, patients, and patients’ family members.

2. Demonstrate reliability by being present, on time and prepared for all educational,
administrative, and patient care activities.

3. Understand and maintain proper professional boundaries (physical, sexual, financial, emotional and confidentiality) with patients, patients’ family members, peers, faculty, other members of the health care team and the public at large.

4. Be truthful about medical data, appropriately deal with medical errors, convey information honestly and tactfully to, patients, patients’ family members, peers, faculty, and staff.

5. Maintain their physical and mental wellness and recognize and avoid impairment.

6. Recognize limitations, when to seek consultation and to continually assess their own level of competency while actively pursuing knowledge, skills, and attitudes necessary to be a physician.

7. Recognize and manage situations that present a potential conflict of interest, including balancing obligations to patients with one’s self interest.

8. Maintain clear, accurate and timely medical records.

**VI. SYSTEMS-BASED PRACTICE**

Students must demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value. Students are expected to be able to:

1. Describe the organization and financing of the U.S. health care system and the effects of both on access, utilization, and quality of care for individuals and populations.

2. Compare and contrast types of medical practice and delivery systems, including methods of controlling health care costs, allocating resources and maintaining quality of care.

3. Discuss the ethical implications of health care resource allocation and emerging technologies on population health.

4. Demonstrate an awareness of the contextual role family and relationships play in the health care system, identify family assets and resources, and recommend family-based strategies to improve patient health.

5. Describe ways in which a physician can engage the community, contribute to the reduction of health disparities and advocate for quality patient care.

6. Demonstrate ability to assist patients and their families as they navigate through available medical and non-medical community resources.
7. Demonstrate the ability to help patients and their families navigate end-of-life issues.

8. Assess the health status of populations, identify community assets and resources and recommend community-based strategies to improve the health of individuals and populations.

9. Describe the public health responsibilities of the physician including disease surveillance, reporting adverse events, emergency preparedness, and prevention of chronic conditions.