

# 2025-26 HEALS Course Objectives

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## Year One

Approved by Preclerkship Curriculum Committee 06-24-2025 & 07-22-2025

Approved by Medical Education Committee 09-12-2025

### Basecamp Course Objectives

1. BC-01: Describe the basic structure of the US medical system and explore patients' experiences with the medical system through narrative.
2. BC-02: Describe how to perform a social determinants and structural analysis of health inequities using Los Angeles based case discussions.
3. BC-03: Describe and value the role of physicians as patient and professional advocates within society especially for vulnerable patient populations.
4. BC-04: Identify and describe the diverse communities' students will serve as members of the DGSOM and UCLA care teams.
5. BC-05: Describe the role of the medical student as an important member of the healthcare team.
6. BC-06: Describe the resources available at the David Geffen School of Medicine.
7. BC-07: Describe the overall curricular structure and goals of a DGSOM education.
8. BC-08: Name and identify ways to embody the values of the DGSOM community and cultural North Star.
9. BC-09: Describe ways advising networks are critical to personal and professional development. Identify and begin to develop a personalized support and advising network.
10. BC-10: Analyze and apply knowledge gained from self-reflection and personal inventories to inform initial coaching meetings and short-term goals.
11. BC-11: Introduce fundamental concepts in human genetics and cell function. Introduce common learning formats used in Scientific Foundations of Medicine (self-study, lecture, large groups, connect the dots, and CBL).
12. BC-12: Assess fundamental knowledge and acquire the necessary knowledge, skills and tools to succeed in Foundations of Practice. Specifically, become familiar with interview communication skills, the basic structure of a medical history. Additionally, to understand and value the role of the standardized patient in DGSOM education and interact with a standardized patient for the first time.

### Foundations of Medical Science Course Objectives

#### FoMS Clinical Experience (FCE) Component

1. FCE-01: Practice and document patient histories under supervision.
2. FCE-02: Demonstrate and document patient physical examinations under supervision.
3. FCE-03: Apply foundational concepts from physiology, microbiology, pharmacology, and pathophysiology to real patient cases.
4. FCE-04: Synthesize patient history and findings into clear and structured assessments and plans that can be presented verbally and in writing by the end of the FoMS Clinical Experience.
5. FCE-05: Collaborate effectively within healthcare teams by adapting to the structure, routines, and culture of various clinical settings.
6. FCE-06: Uphold professional standards including punctuality, accountability, respectful communication, and ethical behavior.

### Foundations of Practice (FOP) Component

1. FOP-01: Demonstrate a comprehensive, structured, and hypothesis-driven history through a patient interview, reviews of secondary sources, and reviews of medical records.
2. FOP-02: Demonstrate an appropriately-focused physical examination relevant to the purpose and setting of the patient encounter, integrating patient history, clinical knowledge, and clinical reasoning.
3. FOP-03: Demonstrate Provider/Patient Interaction skills during the history, physical examination, and patient counseling, through words, body language and active listening, that are caring and compassionate, nonjudgmental and unbiased, trauma informed, motivational and supportive, therapeutic and patient-centered.
4. FOP-04: Communicate, in oral and written formats, a complete, coherent, non-judgmental and accurate patient history and assessments with an appropriately-prioritized differential diagnosis and care plan based on data gathered.
5. FOP-05: Develop a means of educating and counseling patients, families and the public that is evidence-based, humanistic, culturally sensitive, ethical, and jargon-free.
6. FOP-06: Apply evidence-based medicine and clinical reasoning, including domains of data collection, problem representation, hypothesis generation, and data analysis to the development of comprehensive patient care plans with appropriate, justified therapeutic and diagnostic options.
7. FOP-07: Demonstrate the ethical use of health information technology and electronic medical record systems to gather, analyze, and synthesize relevant and accurate information and ensure clear communication.
8. FOP-08: Practice teamwork that is collaborative, interprofessional, and respectful of the role and value of individual healthcare team members.
9. FOP-09: Integrate social and structural determinants of health into the development of comprehensive patient care plans; identify biases and inequities that influence clinical reasoning and potential strategies (e.g., advocacy) to mitigate the impacts of social determinants of health in clinical care.
10. FOP-10: Demonstrate the basic operation of POCUS (point of care ultrasound) to perform diagnostic bedside examinations of the neck, heart, major blood vessels, lungs, abdomen, and musculoskeletal system, focusing on normal findings and beginning to recognize abnormal findings on POCUS.
11. FOP-11: Describe the principles of humanities and biomedical ethics and the foundational concepts used in ethical medicine practice (what are the different conceptions and theories of health, disease, illness, therapy, disability, autonomy, liberty, harm, justice, vulnerability, and bias in clinical, research, and social advocacy settings).
12. FOP-12: Demonstrate professional development with the skills needed to receive and give feedback for growth and improvement (e.g., self-reflection and assessment, self-directed learning, use of the ADAPT model, and adaptability), incorporating learning from coaching sessions and group interaction.

### Scientific Foundations of Medicine (SFM) Component

1. SFM-01: Apply fundamental concepts and mechanisms from biomedical sciences in the

context of medical conditions affecting one or more organ systems through one or more stages of life.

2. SFM-02: Identify anatomical and histological structures of the human body that are relevant to the practice of medicine and state their physiological functions.

#### Medicine and Society (M&S) Component

1. MS1-01: Demonstrate effective, evidence-based and community grounded dialogue across difference
2. MS1-02: Demonstrate skills in critical thinking, perception, interpretation, perspective-taking, and navigating ambiguity
3. MS1-03: Recognize the inherent variety in experiences of health and illness and seek to understand how people perceive and make meaning of those experiences
4. MS1-04: Describe the value of working in an interprofessional team, including and centering patients, families and communities, to identify and address social risk factors influencing health (eg., food security, housing, utilities, transportation)
5. MS1-05: Describe the sociological concepts of race and gender and articulate their potential effects on health outcomes
6. MS1-06: Compare and contrast structural and social drivers of health and their relationship to each other and health outcomes
7. MS1-07: Demonstrate proficiency in applying a structural competency lens to patient care in the clinical setting
8. MS1-08: Describe ways in which the medical system interacts with other structures in the United States and impacts health on the individual, community and societal levels
9. MS1-09: Define the foundational concepts and principles of medical ethics, including autonomy, confidentiality, beneficence, justice, informed consent, shared decision making, and non-abandonment
10. MS1-10: Recognize, effectively communicate and analyze the ethical dimensions of common clinical and research cases
11. MS1-11: Show appreciation for uncertainty, diverse perspectives, and pluralism in evaluating ethics cases
12. MS1-12: Demonstrate a willingness to talk openly, respectfully, and curiously about ethics with faculty and peers

## Year Two

Approved by Clerkship Curriculum Committee 08-15-2024

Approved by Medical Education Committee 09-12-2025

## Intersessions

1. INT-01: Explain the roles and expectations of medical students on the core clinical clerkships, as well as the policies, standards, and resources in place at DGSOM to promote student success, development, and wellbeing during the clinical years.
2. INT-02: Demonstrate essential clinical skills and knowledge needed to provide appropriate and effective care on upcoming core clinical clerkships.
3. INT-03: Apply systematic methods for searching and critically appraising primary literature to inform evidence-based clinical practice.
4. INT-04: Utilize problem representation, diagnostic schemas, and illness scripts to effectively reason through and solve clinical problems, while minimizing cognitive biases and diagnostic errors.
5. INT-05: Utilize bioethical principles and reasoning to understand and navigate common ethical situations encountered in clinical medicine.
6. INT-06: Employ strategies for effective communication and collaboration within the interprofessional team.
7. INT-07: Discuss the effects of healthcare systems and finance on the practice of medicine.
8. INT-08: Describe systems and employ best practices that support patient safety and quality improvement in the healthcare environment.
9. INT-09: Discuss the impact that social determinants of health have on patient access to care and outcomes, as well as develop strategies that can be used to optimize care for individuals facing these challenges.
10. INT-10: Utilize humanities and narrative medicine education to cultivate deeper empathy, strengthen personal resilience and refine observation, communication, and clinical reasoning skills.
11. INT-11: Utilize feedback, critical reflection, goal setting, and coaching to promote identity formation, personal and professional development, resilience, and wellbeing during the clinical years
12. INT-12: Formulate a plan to engage in a scholarly experience during upcoming DGSOM Discovery.

## Emergency Medicine Clerkship

1. EM-01: Demonstrate the approach to the undifferentiated patient in the Emergency Department (ED).
2. EM-02: Recognize the clinical approach to an unstable patient, including the assessment and monitoring of airway, breathing and circulatory status, the purpose of establishing an IV, O2, and placing them on the monitor.
3. EM-03: Perform focused history and physical examinations for ED patients and specifically for patients presenting with the essential chief complaints/diagnoses.
4. EM-04: Document pertinent positives and negatives and list possible life-threatening illnesses for ED patients and specifically for patients presenting with the essential chief complaints/diagnoses.

5. EM-05: Engage in effective teamwork in the ED by using closed loop communication with the primary nurse for your patients, communicating effectively with residents, attendings, consultants, and with other ED staff when indicated, and also assisting with procedures, and other needs for your patients or the department.
6. EM-06: Demonstrate an understanding of how the ED functions in the context of the broader healthcare system including pre-hospital care, the function of the ED as the safety net, 24/7 care, challenges surrounding the uninsured/underinsured and how social determinants of health impact access and treatment/disposition plan.
7. EM-07: Describe the indications and uses of common ED laboratory studies (i.e. CBC, BMP, coagulation studies, “liver function tests”, cardiac enzymes, lactate) and emergent radiographic studies (US, X-ray, CT, MRI) and distinguish between emergent diagnostics and non-emergent diagnostics.
8. EM-08: Describe strategies for managing pain using common oral and parenteral medications in the ED.
9. EM-09: Describe the approach to a patient in cardiac arrest, differences in management of shockable and non-shockable rhythms, demonstrate high quality chest compressions, and how to perform manual defibrillation
10. EM-10: Describe the clinical approach to a patient in each category of shock (Hypovolemic, cardiogenic, Distributive, Obstructive shock) and list the differential diagnosis.
11. EM-11: State the indications/contraindications/complications of basic procedures in the ED as well as the steps of procedural consent with reinforcement of the ethical underpinnings of medical consent (capacity, autonomy).
12. EM-12: Perform common ED procedures.
13. EM-13: Perform point of care ultrasound (POCUS) for common ED chief complaints/indications.
14. EM-14: Demonstrate an approach to Electrocardiogram (ECG) interpretation by systematically analyzing an ECG and appreciating a “normal ECG”
15. EM-15: Demonstrate ability to navigate the literature to find evidence-based answers to clinical questions.
16. EM-16: Describe a “medical screening exam” and highlight some of the legal requirements, ethical underpinnings, and nuances of some of the vulnerable populations that may require this exam.

### Family Medicine Clerkship

1. FM-01: Understand the role of the Family Physician in the health care system, as it pertains to:
  - a. Continuity and comprehensiveness of care.
  - b. Use of appropriate referrals.
  - c. Health promotion and disease prevention.
2. FM-02: Understand the Family Physician’s role in the community as a leader in addressing health equity and in coordinating various health care personnel in patient care
3. FM-03: Encounter and learn management of common acute and chronic problems seen in an outpatient setting.
4. FM-04: Demonstrate understanding of gender and age specific preventive health measures and apply these skills in patient care when appropriate.
5. FM-05: Demonstrate proficiency in obtaining a focused history, performing an appropriate

- physical exam, and presenting cases in a complete yet focused manner.
6. FM-06: Assist in common clinic-based procedures.
  7. FM-07: Develop strong communication skills to engage patients in shared decision-making and to ensure that care plans align with patient values and preferences.
  8. FM-08: Account for structural determinants of health and other barriers to health when developing patient-focused management plans.
  9. FM-09: Demonstrate cultural sensitivity and the ability to adapt care to meet the diverse cultural and linguistic needs of patients.
  10. FM-10: Demonstrate awareness of the larger context and system of health care, including optimally coordinating care for all patients, including those facing barriers in access to care.
  11. FM-11: Acquire proficiency in using healthcare technology and electronic health records for documentation, communication, and data analysis.
  12. FM-12: Learn the basics of practicing cost effective care and considering the effects of the individual physician on the health care system.

### Medicine Clerkship

1. IM-01: Obtain a complete, accurate and relevant history.
2. IM-02: Perform a clinically relevant, appropriately thorough physical exam.
3. IM-03: Develop and prioritize a differential diagnosis for the following chief complaints: Abdominal pain, altered mental status, chest pain, constipation/diarrhea, cough, fatigue, fever, headache, joint pain, lower back pain, shortness of breath, weight concern.
4. IM-04: Direct the physical exam, laboratory, and diagnostic imaging pursuant to the differential and update the differential as information emerges.
5. IM-05: Contribute to the formulation of an evidence-based, cost-effective, patient-centered treatment plan that includes consideration of a wide array of interventions (including medical, surgical, psychosocial).
6. IM-06: Describe how to assess and monitor the response to, tolerance of and adherence to treatment interventions (including symptoms, exam, labs, imaging).
7. IM-07: Identify the aspects of a patient's life that may affect disease presentation and response to treatment.
8. IM-08: Recognize an urgent or emergent situation and know when to seek assistance.
9. IM-09: Describe the approach to diagnosis and treatment of the following patient concerns: Abdominal pain, altered mental status, chest pain, constipation/diarrhea, cough, fatigue, fever, headache, joint pain, lower back pain, shortness of breath, weight concern.
10. IM-10: Relate knowledge of pathophysiology and foundational biomedical sciences to the care of patients with the following common medical conditions: Acute kidney injury/chronic kidney disease, anemia, asthma/chronic obstructive pulmonary disease, cardiac arrhythmia, cancer, cirrhosis, coronary artery disease, depression/anxiety, diabetes mellitus, deep venous thrombosis/pulmonary embolism, electrolyte/acid-base disorders, end-of-life issues, gastroesophageal reflux disease, gastrointestinal bleeding, heart failure, hyperlipidemia, hypertension, pneumonia, skin and soft tissue infection, substance use disorder, thyroid disease, urinary tract infection/sexually transmitted infection.
11. IM-11: Integrate health maintenance, individualized risk assessment, preventive health, and age-specific health promotion into treatment plans and patient education.
12. IM-12: Recognize the interplay of structural and social determinants of health in patient

illnesses and integrate the concepts into patient-centered care.

13. IM-13: Deliver a clear, concise oral case presentation tailored to the setting and situation (ambulatory, inpatient new and follow-up cases, consultation requests).
14. IM-14: Write accurate, timely, complete notes in the medical record to document key information and a problem-oriented assessment and plan supported by clinical reasoning.
15. IM-15: Identify and address the patient's primary concerns, goals, and emotions.
16. IM-16: Communicate effectively with patients and family members from diverse backgrounds with cultural and structural humility.
17. IM-17: Describe the roles and responsibilities of different members of the interprofessional team (including nurses and nurse assistants, dietitians, laboratory, social work, pharmacists, ward clerk and ancillary staff) and recognize the treating physician's role and responsibility to communicate with these team members.
18. IM-18: Communicate and collaborate effectively with the interprofessional team in a professional and respectful manner.
19. IM-19: Treat patients, colleagues and staff with kindness, compassion, and respect.
20. IM-20: Demonstrate integrity, responsibility, and accountability in patient care.
21. IM-21: Display timeliness, preparation, and active participation in required clerkship activities.
22. IM-22: Apply basic concepts in medical ethics (including confidentiality, informed consent, decision-making capacity, appropriate care) to care of patients.
23. IM-23: Identify and attend to personal emotional responses to patients and patient care.  
Practice-Based Learning and Improvement
24. IM-24: Summarize, interpret, and critique scientific literature that is relevant to the care of a patient, and apply the evidence to the treatment plan.
25. IM-25: Demonstrate intellectual curiosity and a spirit of lifelong learning to identify and fill gaps in knowledge and skills.
26. IM-26: Reflect on own strengths and areas for growth. Demonstrate receptiveness to feedback and the ability to integrate feedback to improve performance.
27. IM-27: Contribute to a culture of safety and improvement by identifying system failures and, if experienced, reporting significant near-misses or adverse events.
28. IM-28: Identify challenges patients face in navigating the healthcare system in order to obtain acute, chronic, and preventive care.
29. IM-29: In the development of patient-centered treatment plans, consider issues such as cost, insurance and funding, resources, barriers to care, and the need to coordinate care.
30. IM-30: Demonstrate a patient-centered mindset and advocate on behalf of patients.

### Neurology Clerkship

1. NE-01: Perform a complete neurologic exam.
2. NE-02: Perform an appropriately focused neurologic history and screening exam based on presenting symptoms.
3. NE-03: Localize a lesion based on history and exam findings.
4. NE-04: Generate an appropriate basic differential diagnosis for common neurologic presentations and diagnoses.
5. NE-05: Recognize neurological emergencies and describe initial steps in their evaluation and management.
6. NE-06: State the indications for an LP and describe expected results for common infectious

and immunologic conditions.

7. NE-07: Describe indications for CT and MR imaging of the CNS and recognize common imaging findings.
8. NE-08: Describe ethical and psychosocial issues encountered in the care of neurologically ill patients.
9. NE-09: Describe differential diagnosis, initial evaluation, and basic management of the 10 chief complaints using experience gained through patient interactions or case-based didactics.

### Obstetrics & Gynecology Clerkship

1. OBG-01: Develop competence in the medical interview and physical examination of women, and incorporate ethical, social and diversity perspectives to provide culturally competent health care.
2. OBG-02: Apply recommended prevention strategies to women throughout the lifespan.
3. OBG-03: Describe common problems in obstetrics (see list of common obstetrical conditions).
4. OBG-04: Demonstrate knowledge of preconception care, prenatal care, intrapartum care, and postpartum care.
5. OBG-05: Describe menstrual cycle physiology, discuss puberty and menopause, and explain normal and abnormal bleeding.
6. OBG-06: Demonstrate knowledge of common benign gynecological conditions, contraception, and abortion (see list of common gynecological conditions).
7. OBG-07: Formulate a differential diagnosis of the acute and chronic pelvic pain.
8. OBG-08: Demonstrate knowledge of perioperative care and familiarity with gynecological procedures.
9. OBG-09: Formulate a differential diagnosis of the acute and chronic pelvic pain.
10. OBG-10: Describe gynecological malignancies, including risk factors, signs and symptoms and initial evaluation.
11. OBG-11: Recognize his/her/their role as a leader and advocate for women.

### Pediatrics Clerkship

1. PE-01: Obtain pertinent historical data from a parent and/or child interview enabling you to develop the historical basis for a comprehensive evaluation of clinical problems.
2. PE-02: Skillfully perform a physical examination on any age child, including an assessment of physical growth and psychomotor development, while mastering the skills to clearly and concisely record your findings.
3. PE-03: Critically evaluate and integrate data in seeking solutions to clinical problems (i.e., synthesizing and analyzing the information gathered to develop an approach to the differential diagnosis, and the subsequent formulation of evaluation and management plans).
4. PE-04: Acquire a core fund of knowledge in general pediatrics that may be applied to the evaluation and management of children in both inpatient and outpatient settings.
5. PE-05: Practice both your written and verbal communication skills in multiple settings.

6. PE-06: Address the care of each child with an appreciation of health care systems and the resources available to the patient.
7. PE-07: Assess the impact of psychosocial factors and stresses (for example, family, domestic violence, chronic illness) on the well-being and subsequent evaluation and management of children.
8. PE-08: Gain skills in team-based approach to care in the clinical setting.

### Psychiatry Clerkship

1. PS-01: Elicit and accurately document a complete psychiatric history, including the identifying data, chief complaint, history of the present illness, past psychiatric history, medications, general medical history, review of systems, substance use history, social history, and family history of psychiatric illness.
2. PS-02: Conduct a culturally-sensitive interview that builds rapport and trust.
3. PS-03: Develop an effective repertoire of interviewing skills including the ability to discuss sensitive topics and manage behavioral or emotional difficulties encountered in the psychiatric interview.
4. PS-04: Perform a psychiatric diagnostic workup, to include: acquiring and organizing the psychiatric history; performing the mental status and physical exam; making decisions regarding further diagnostic studies.
5. PS-05: Develop a ranked differential diagnosis based on clinical history and presentation based on DSM-5 criteria.
6. PS-06: Provide clear and concise oral presentations and documentation of initial psychiatric evaluations and daily progress of patients being treated for psychiatric disorders.
7. PS-07: Develop and help execute an initial treatment plan and ongoing treatment plans for patients being treated for psychiatric disorders.
8. PS-08: Identify and account for stereotypes, bias and prejudices towards patients from various cultural groups.
9. PS-09: Discuss the mental health care disparities experienced by racial and ethnic groups, sexual and gender diverse groups and the psychosocial factors that contribute to them.
10. PS-10: Describe the major psychiatric diagnoses as defined in DSM-5 and incorporate biopsychosocial formulations, social determinants of health, minority stress, and systemic racism into diagnostic formulations.
11. PS-11: Explain the range of psychiatric interventional therapeutics, specifically: indications for and possible side effects and complications of somatic treatments including psychopharmacologic agents, electroconvulsive therapies and TMS; indications for and general principles of evidence-based psychotherapies.
12. PS-12: Identify LPS criteria for an involuntary psychiatric hold in the state of California.
13. PS-13: Discuss clinical presentations and appropriate treatment of substance use disorders in general medical and psychiatric clinical settings.
14. PS-14: Demonstrate and apply clinical knowledge using self-assessments and standardized NBME shelf exam.
15. PS-15: Discuss the elements of informed consent and describe the elements of decision-making capacity.
16. PS-16: Collect and incorporate cultural information in the assessment and treatment

planning of patients.

17. PS-17: Demonstrate scholarship in the form of contributing to a positive learning environment, collaborating with colleagues, incorporating evidence-based literature into treatment plans, and performing self-assessment and self-directed learning.
18. PS-18: Self-assess individual strengths and weaknesses, and actively seek and accept supervision and constructive feedback from residents and faculty.
19. PS-19: Demonstrate an awareness of the larger context and system of health care and effectively call on system resources to provide optimal care.
20. PS-20: Discuss the roles of different physician specialties and non-physician healthcare disciplines, demonstrate respect for interdisciplinary colleagues, and work collaboratively in the care of patients and their families.
21. PS-21: Discuss the importance of working successfully with patient's families and other agencies in the patient's life (e.g. schools, employers, outpatient providers, etc.) to bring about an optimal clinical outcome
22. PS-22: Discuss management strategies and propose appropriate community resources as part of a comprehensive treatment plan for each patient including use of psychiatric hospitalization, detoxification and rehabilitative programs, case management, partial hospitalization, intensive outpatient, and residential treatment.
23. PS-23: Demonstrate integrity, responsibility, and accountability in the care of assigned patients.
24. PS-24: Identify and account for personal emotional responses to patients.
25. PS-25: Demonstrate active listening skills, empathy, responsiveness, and concern regardless of the patient's problems, personal characteristics, or cultural background.
26. PS-26: Demonstrate sensitivity to differences in gender, cultural background, sexual orientation, gender identity, socioeconomic status, level of disability and/or neurodiversity, primary language, educational level, political views, and personality traits.
27. PS-27: Discuss the prevalence and barriers to recognition and treatment of psychiatric illnesses, and recognition of general medical conditions in patients with known psychiatric illness.
28. PS-28: Reflect on personal biases about mental illness and assess individual well-being and strategies to promote self-care and wellness.

### Surgery Clerkship

1. SU-01: Recognize the risks and benefits of operative interventions as an approach to disease management.
2. SU-02: Utilize clinical, radiologic, and interventional resources to diagnose surgical problems.
3. SU-03: Construct and communicate a plan for the pre- and post-operative care of patients, with appropriate consideration for both the planned operation and the patient's underlying medical problems.
4. SU-04: Evaluate the interplay among clinical parameters, surgical pathology, and the physiological changes resulting from surgical intervention.
5. SU-05: Articulate the role of surgical specialists in healthcare systems, and identify appropriate opportunities for primary surgical management and surgical consultation.
6. SU-06: Identify systemic disparities in surgical health care delivery among a variety of

institutional settings (e.g., private, public, academic, primary community, etc.)

7. SU-07: Determine appropriateness of inpatient or outpatient settings for patients with various surgical conditions, analyzing the benefits and limitations of each setting.
8. SU-08: Coordinate and perform daily tasks that contribute to the team-based practice of inpatient surgical care delivery.
9. SU-09: Demonstrate skills in performing supervised simple procedures and basic operative tasks.
10. SU-10: Ensure treatment plans are shared among members of the surgical service, consulting services, nursing staff, patients and families.

### Longitudinal Radiology

1. RAD-01: Develop basic skills in radiological diagnoses (how to read an x-ray).
2. RAD-02: Be familiar with the scope of different imaging modalities and be aware of patients' experience in undergoing radiological procedures.
3. RAD-03: Know the indications, contraindications, and cost effectiveness of radiological examination.
4. RAD-04: Know orderly imaging workup for common clinical disorders.
5. RAD-05: Learn how to use the radiologist as a consultant.

## Year Three

Approved by Discovery/LCE Curriculum Committee 08/20/2024

Approved by Medical Education Committee 09-12-2025

## Discovery Preparation

1. DIPR-01: Demonstrate ethically responsible conduct of scientific discovery methods.
2. DIPR-02: Generate a scholarly question.
3. DIPR-03: Prepare a project proposal.
4. DIPR-04: Create individual goals and objectives for their Discovery experience.
5. DIPR-05: Identify the principles of ethical decision-making and conduct in research and scholarship, including IRB training.
6. DIPR-06: Identify appropriate methods for scholarly work.
7. DIPR-07: Demonstrate knowledge of foundational statistical concepts.
8. DIPR-08: Establish relationships with faculty and peers in their area of interest.

## Discovery Course

1. DISC-01: Demonstrate ethically responsible conduct of scientific discovery methods.
2. DISC-02: Generate a scholarly question.
3. DISC-03: Search the literature to answer clinical or scholarly questions.
4. DISC-04: Prepare a scholarly research proposal.
5. DISC-05: Approach rigorous methods to complete a scholarly project in their area of interest.
6. DISC-06: Disseminate their scholarly work through written and oral communication to educate and inform others.
7. DISC-07: Participate effectively in mentorship relationships.
8. DISC-08: Initiate development of their professional niche.

## Longitudinal Clinical Experience

1. LCE-01: Self-assess areas for growth in clinical skills and personal/professional behaviors and attitudes.
  - Utilize feedback from multiple sources to self-assess areas/skills for growth.
  - Create SMART goals and action plans for self-improvement.
  - Self-advocate for opportunities and feedback from Preceptor-Coaches.
  - Deliberately practice self-identified skills after sharing desired growth areas with Preceptor-Coach.
  - Develop longitudinal relationships with patients and with faculty Preceptor-Coaches."
2. LCE-02: Improve skill and performance of entrustable activities required to diagnose infirmities and promote health during patient encounters:
  - Gather complete and accurate histories.
  - Perform pertinent physical examinations.
  - Generate, narrow, and prioritize differentials.
  - Conduct focused evidence-based workups.
  - Present orally to supervising faculty and document in the medical record findings and clinical assessments.
  - Create plans that utilize best practice and evidence to advance patient care.
  - Improve clinical decision-making in primary and specialty fields.

- Advocate for patient safety and well-being.
3. LCE-03: Engage in career exploration and development:
- Enhance self-identified skills needed for successful patient care in specialty and sub-specialty fields.
  - Improve specialty-specific skills needed for sub-internships as identified by expert leaders in each field.
  - Experience the rewards and demands of generalist and specialist clinical practice.
  - Augment knowledge of sub-specialties to enhance future generalist care.
  - Augment knowledge of generalist care to enhance future sub-specialty care.
  - Explore the breadth and diversity of professional opportunities in different specialties of interest.
  - Self-advocate for career exploration opportunities.

## Year Four

Approved by Medical Education Committee 09-12-2025

## Capstone

1. CPSTN-01: Perform at least 1 basic procedures on a mannequin such as: lumbar puncture (LP), central venous catheterization (CVC), arterial blood gas (ABG), cardiopulmonary resuscitation (CPR), or bag valve-mask ventilation (BVM)
2. CPSTN-02: Demonstrate proficiency in obtaining informed consent for basic treatments and procedures. Begin to navigate difficult discussions regarding diagnostic uncertainty.
3. CPSTN-03: Recognize patients requiring urgent evaluation and initiate management of patients with common complaints and core diseases based on specialty.
4. CPSTN-04: Perform and receive a complete patient handoff.
5. CPSTN-05: Complete basic admission orders for core diseases based on specialty.
6. CPSTN-06: Collaborate as a team in the care of critically ill patients.
7. CPSTN-07: Communicate effectively with other healthcare professionals in patient management, demonstrating professionalism throughout.
8. CPSTN-08: Initiate appropriate management of patients over the phone in response to pages.
9. CPSTN-09: Prioritize a differential diagnosis after a patient encounter, utilizing diagnostic schemas in the evaluation and management of patients.
10. CPSTN-10: Accurately interpret basic radiographic images and ECGs.
11. CPSTN-11: Reflect on past mentorship and support and identify continued opportunities for mentorship and guidance in future training.