

Sidney Kimmel Medical College

Graduation Competencies and Medical Education Program Objectives

Sidney Kimmel Medical College has established the following graduation competencies and medical educational program objectives (MEPOs) aligning with the Association of American Medical Colleges (AAMC) Foundational Competencies for medical school graduates. The competency domains are: professionalism, patient care and procedural skills, medical knowledge, practice-based learning and improvement, interpersonal and communication skills, and systems-based practice. The school will ensure that before graduation, every student will have demonstrated to the satisfaction of the faculty competence in these domains and attainment of the MEPOs.

Professionalism

Demonstrates integrity, respect, and ethical reasoning, and promotes inclusion of differences in all interactions to improve health care for patients, communities, and populations.

- P1 Demonstrates respect and compassion for patients, caregivers, families, and team members.
- P2 Safeguards patient privacy, confidentiality, and autonomy.
- P3 Uses ethical principles and reasoning to guide behavior.
- P4 Adapts actions and communication according to the situation.
- P5 Takes ownership of mistakes and acts to address them.
- P6 Identifies personal limits of knowledge and skills and seeks help appropriately.
- P7 Identifies personal biases and strategies to mitigate their effects.
- P8 Demonstrates humility and a willingness to learn from others with different backgrounds and experiences.
- P9 Recognizes and addresses personal well-being needs that may impact professional performance.
- P10 Completes duties and tasks in a thorough, reliable, and timely manner.

Patient Care and Procedural Skills

Demonstrates compassionate, effective, holistic, evidence-informed, equitable, and patient-centered care.

- PC1 Integrates patient and caregiver context, needs, values, preferences, and experiences into patient care.
- PC2 Gathers relevant patient histories from multiple data sources, as necessary.
- PC3 Performs relevant physical examinations using appropriate techniques and tools.
- PC4 Identifies patients in need of urgent or emergent care, seeks assistance, and recommends initial evaluation and management.
- PC5 Creates and prioritizes differential diagnoses.
- PC6 Proposes hypothesis-driven diagnostic testing and interprets results.
- PC7 Formulates therapeutic management plans for commonly encountered clinical conditions.
- PC8 Uses patient-centered language to describe common diagnostic and therapeutic interventions and plans.
- PC9 Demonstrates basic procedural techniques.
- PC10 Incorporates health promotion and disease prevention into patient care plans.
- PC11 Identifies individual and structural factors that impact health and wellness.

Medical Knowledge

Applies and integrates foundational knowledge to improve health care for patients and populations.

- MK1 Demonstrates knowledge of basic, clinical, pathophysiologic, social, and health systems sciences, as well as humanities, needed for clinical practice.
- MK2 Applies foundational knowledge for clinical problem-solving, diagnostic reasoning, and decision-making to clinical scenarios.
- MK3 Discerns the accuracy of information and relevance to clinical problems.
- MK4 Demonstrates knowledge of research design, interpretation, and application to clinical questions.
- MK5 Accesses knowledge relevant to clinical problems using appropriate resources, including emerging technologies.

Practice-Based Learning and Improvement

Integrates feedback, evidence, and reflection to adapt behavior, foster improvement, and cultivate lifelong learning.

- PBLI1 Actively seeks and incorporates feedback and assessment data to improve performance.
- PBLI2 Identifies opportunities for growth in one's own performance through informed self-assessment and reflective practice.
- PBLI3 Develops, implements, and reassesses learning and improvement goals.
- PBLI4 Locates, critically appraises, and synthesizes information to support evidence-informed, patient-centered clinical decisions.
- PBLI5 Demonstrates inquiry and ability to grow and seek new knowledge.

Interpersonal and Communication Skills

Effectively communicates and interacts with patients, caregivers, and the health care team to contribute to high-quality, patient-centered care.

- ICS1 Collaborates with patients, caregivers, and team members to enhance the therapeutic relationship.
- ICS2 Collaborates with health care and administrative team members to enhance team and organizational function.
- ICS3 Demonstrates active listening.
- ICS4 Communicates clearly, accurately, and compassionately in verbal, nonverbal, written, and electronic formats.
- ICS5 Demonstrates skills in educating patients, caregivers, peers, and team members.
- ICS6 Formulates and shares feedback constructively with others.

Systems-Based Practice

Applies knowledge of the larger context of health, including its social and structural determinants, and of systems and resources within and outside of health care, to optimize high-quality care for patients, communities, and populations.

- SBP1 Applies knowledge of social and structural drivers of health.
- SBP2 Recognizes mechanisms to reduce disparities and advance health equity in patient care and health care systems.
- SBP3 Adapts performance to various health care teams, delivery settings, and systems.
- SBP4 Collaborates in transitions and coordination of patient care.
- SBP5 Evaluates the risks and benefits of using current and emerging technologies in patient care.
- SBP6 Identifies patient safety concerns, systems issues, and opportunities for quality improvement.
- SBP7 Describes health policy and the financial context of health care.
- SBP8 Applies knowledge of local population and community health needs, disparities, and resources.