

Pre-Clerkship Content Monitoring: Mapping of Educational Program Objectives for Horizontal Integration of the Curriculum AY 2021-22

Educational program objectives (competency objectives)		
1. Gather a history and perform a physical examination.	Domains of competence:	
	<ul style="list-style-type: none"> ● Patient care ● Interpersonal & communication skills 	<ul style="list-style-type: none"> ● Knowledge for practice ● Professionalism
Block/course	Learning objectives	AAMC PCRS competencies
Block 1: Foundations of Medicine	Demonstrate the ability to obtain a pertinent, focused history related to HEENT complaint.	1.2
Block 2: Cardiovascular, Renal, and Respiratory Medicine	Compare atrial and ventricular systole and diastole.	1.4, 1.5, 2.1, 2.2, 2.3, 3.3, 3.6, 3.9
Block 2: Cardiovascular, Renal, and Respiratory Medicine	Relate heart sounds S1 and S2 to the action of heart valves.	1.4, 1.5, 2.1, 2.2, 2.3, 3.3, 3.6, 3.10
Block 2: Cardiovascular, Renal, and Respiratory Medicine	Obtain a supervised history of cardiac risk factors from patient.	1.2, 1.5, 4.1, 5.1, 5.3, 5.5
Block 2: Cardiovascular, Renal, and Respiratory Medicine	Demonstrate the ability to properly use the stethoscope to examine the heart, carotid arteries peripheral blood vessels, and take the blood pressure.	1.2
Block 2: Cardiovascular, Renal, and Respiratory Medicine	Demonstrate the ability to perform a basic pulmonary examination.	1.2
Block 3: Gastrointestinal, Endocrine and Reproductive Health 1	Obtain and document a complete history on patient, including past medical/surgical history and reproductive/sexual history.	1.2, 1.5, 4.1, 4.5, 5.1, 5.3, 5.5
Block 3: Gastrointestinal, Endocrine and Reproductive Health 1	Demonstrate basic physical examination skills for the abdomen, male genitourinary system, and female genitourinary system.	1.2
Block 4: Musculoskeletal Medicine	Demonstrate basic physical examination skills for the musculoskeletal system.	1.2
Block 4: Musculoskeletal Medicine	Screen a patient for intimate partner violence during a history interview.	1.2, 1.5, 2.5, 4.1, 5.1, 5.3, 5.5
Block 5: Clinical Neurosciences 1	Recall the organization of the neurological examination and apply the concept of localization and neurological assessment.	1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.3, 3.4, 3.5, 3.6, 3.7

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Block/course	Learning objectives	AAMC PCRS competencies
Block 5: Clinical Neurosciences 1	Perform a basic physical examination appropriate to a presenting complaint of the nervous system.	1.2
Block 5: Clinical Neurosciences 1	Perform a supervised ophthalmological examination on a patient.	1.2, 1.5, 4.1, 5.1, 5.3, 5.5
Case-Based Learning, Year 1	Obtain the information necessary to determine the correct hypotheses, through a focused inquiry.	1.2
Doctoring/Clinical Skills Year 1	Demonstrate the ability to select and perform physical examination skills appropriate to the presenting complaint.	1.2
Longitudinal Ambulatory Care Experience, Year 1	Perform a supervised history of present illness on a patient.	1.2, 1.5, 4.1, 5.1, 5.3, 5.5
Longitudinal Ambulatory Care Experience, Year 1	Obtain a supervised social history using the HEADSSS method.	1.2
Longitudinal Ambulatory Care Experience, Year 1	Perform and interpret vital signs on a patient.	1.2, 1.5, 4.1, 5.1, 5.3, 5.5
Block 9: Clinical Neurosciences 2	Conduct a basic neuropsychiatric examination and record the diagnostic findings according to DSM-5.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.5, 2.6
Block 9: Clinical Neurosciences 2	Evaluate a patient for mood disorders, anxiety, psychosis, suicidal ideation, memory loss, and cognitive dysfunction.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.5, 2.6
Doctoring/Clinical Skills, Year 2	Demonstrate the ability to take a chronic pain history.	1.2
Doctoring/Clinical Skills, Year 2	Demonstrate the ability to obtain a sexual history.	1.2
Doctoring/Clinical Skills, Year 2	Obtain a pertinent, focused history related to a musculoskeletal system complaint.	1.2
Doctoring/Clinical Skills, Year 2	Demonstrate how to take an accurate medication history.	1.2
Doctoring/Clinical Skills, Year 2	Perform a complete musculoskeletal and skin examination.	1.2, 1.5, 4.1, 5.1, 5.3, 5.5

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Block/course	Learning objectives	AAMC PCRS competencies
Longitudinal Ambulatory Care Experience, Year 2	Perform a complete abdominal and genitourinary examination on a patient	1.2, 1.5, 4.1, 4.5, 5.1, 5.3, 5.5
2. Prioritize a differential diagnosis following a clinical encounter.	Domains of competence: <ul style="list-style-type: none"> ● Patient care ● Practice-based learning & improvement ● Personal & professional development ● Knowledge for practice ● Interpersonal & communication skills 	
Block/course	Learning objectives	AAMC PCRS competencies
Block 5: Clinical Neurosciences 1	Apply knowledge of neuroanatomy to the localization of neurological disorders.	1.4, 2.1, 2.2, 2.3, 2.4, 3.3, 3.4, 3.5, 3.6, 3.7
Case-Based Learning, Year 1	Generate a number of hypotheses to explain the patient's problem including anatomical locations, pathophysiological or disease processes, etiological mechanisms down to the organ, tissue, cellular, or molecular level.	2.1, 2.2, 2.3
Case-Based Learning, Year 1	Analyze the data obtained in light of the hypotheses considered, in terms of the basic mechanisms responsible for all symptoms and signs and laboratory findings.	1.4
Block 7: Cardiovascular, Renal, and Respiratory Medicine 2	Use the principles of diagnostic reasoning to make a diagnosis.	1.4, 1.5, 2.1, 2.2, 2.3, 3.3, 3.6, 3.7
Block 9: Clinical Neurosciences 2	Use the patient history, and the findings from neurological and psychiatric examinations, to describe and diagnose disorders of the nervous system.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.4, 2.5, 2.6
3. Recommend and interpret common diagnostic and screening tests.	Domains of competence: <ul style="list-style-type: none"> ● Patient care ● Practice-based learning & improvement ● Personal & professional development ● Knowledge for practice ● Systems-based practice 	
Block/course	Learning objectives	AAMC PCRS competencies
Block 4: Musculoskeletal Medicine	Review and interpret the basic parts of a radiograph.	1.4, 2.1, 2.2, 2.3
Block 5: Clinical Neurosciences 1	Recall the normal location, organization and function of the major regions of the nervous system, and identify these regions in gross material, slabs and MRI scans.	1.4, 3.3, 3.4, 3.5, 3.6, 3.7

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Doctoring/Clinical Skills Year 1	Interpret the results of the hematological laboratory study.	1.4, 1.5, 2.1, 2.2, 2.3
Doctoring/Clinical Skills Year 1	Interpret the results of an infection culture.	1.4, 1.5, 2.1, 2.2, 2.3
Longitudinal Ambulatory Care Experience, Year 1	Interpret characteristics of diagnostic tests using sensitivity, specificity, and predictive value.	1.2, 1.4, 2.4
Block 6: Foundations of Medicine 2	Apply the appropriate major laboratory methods to identify the common pathogenic bacteria, viruses, fungi and parasites.	1.9, 2.1, 2.2, 2.3, 2.4
Block 7: Cardiovascular, Renal, and Respiratory Medicine 2	Apply clinical laboratory and diagnostic imaging to the diagnosis of illness.	1.4, 1.5, 2.1, 2.2, 2.3, 3.3, 3.6, 3.7
Block 9: Clinical Neurosciences 2	Recognize the neuropathology of space-occupying lesions, demyelinating diseases, degenerative diseases of the basal ganglia, and stroke in imaging studies.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.4, 2.5, 2.6
Longitudinal Ambulatory Care Experience, Year 2	Review and interpret an electrocardiogram.	1.4, 1.5, 2.1, 2.2, 2.3
Longitudinal Ambulatory Care Experience, Year 2	Review and interpret an abdominal/pelvic imaging study.	1.4, 1.5, 2.1, 2.2, 2.3
4. Enter and discuss orders and prescriptions.	Domains of competence: <ul style="list-style-type: none"> ● Patient care ● Interpersonal & communication skills ● Personal & professional development ● Practice-based learning & improvement ● Systems-based practice 	
Block/course	Learning objectives	AAMC PCRS competencies
Block 4: Musculoskeletal Medicine	Explain the basic principles underlying the pharmacology of pain.	1.4, 1.5, 2.2, 2.3
Block 6: Foundations of Medicine 2	Describe the basic pharmacology and side effects of the antimicrobial agents.	1.4, 1.5, 1.6, 1.7, 1.8, and 1.9, 2.1, 2.2, 2.3, 2.4
Block 9: Clinical Neurosciences 2	Apply the neurochemical basis of psychiatric symptoms to common clinical applications of psychopharmacology.	1.4, 2.2, 2.3
Doctoring/Clinical Skills Year 2	Demonstrate how to take a medical history and perform a physical examination in a logical sequence.	1.2

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Block/course	Learning objectives	AAMC PCRS competencies
Doctoring/Clinical Skills Year 2	Describe the proper use of opioid medications in the treatment of chronic pain.	5.6, 2.3
Doctoring/Clinical Skills Year 2	Demonstrate how to assess for possible medication interactions.	3.7
Longitudinal Ambulatory Care Experience, Year 2	Review of patient medication list for nephrotoxic agents.	1.2, 1.5, 2.3, 4.1, 5.1, 5.3, 5.5
5. Document a clinical encounter in the patient record.	Domains of competence:	
	<ul style="list-style-type: none"> ● Patient care ● Professionalism 	<ul style="list-style-type: none"> ● Interpersonal & communication skills ● Systems-based practice
Block/course	Learning objectives	AAMC PCRS competencies
Block 9: Clinical Neurosciences 2	Conduct a basic neuropsychiatric examination and record the diagnostic findings according to DSM-5.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.5, 2.6
Doctoring/Clinical Skills Year 2	Produce a patient encounter note that documents the history and physical findings.	4.2
Doctoring/Clinical Skills Year 2	Refine written documentation and oral presentation skills.	4.5
6. Provide an oral presentation of a clinical encounter.	Domains of competence:	
	<ul style="list-style-type: none"> ● Patient care ● Interpersonal & communication skills ● Personal & professional development 	<ul style="list-style-type: none"> ● Practice-based learning & improvement ● Professionalism
Block/course	Learning objectives	AAMC PCRS competencies
Doctoring/Clinical Skills Year 2	Refine written documentation and oral presentation skills.	4.5
7. Form clinical questions and retrieve evidence to advance patient care.	Domains of competence:	
	<ul style="list-style-type: none"> ● Patient care ● Practice-based learning & improvement 	<ul style="list-style-type: none"> ● Knowledge for practice ● Interpersonal & communication skills
Block/course	Learning objectives	AAMC PCRS competencies
Block 3: Gastrointestinal, Endocrine and Reproductive Health 1	Describe and identify principles and applications of biostatistics.	1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.6, 3.7
Block 3: Gastrointestinal, Endocrine and Reproductive Health 1	Define potential heuristic errors and implicit bias in clinical reasoning.	2.5, 5.5, 8.8
Block 4: Musculoskeletal Medicine	Describe the fundamental principles relating to the critical analysis of published data from clinical trials.	1.5, 2.2, 2.3, 2.6, 3.6

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Block/course	Learning objectives	AAMC PCRS competencies
Case-Based Learning, Year 1	Organize new knowledge into an overall understanding of the different organ systems.	2.3, 2.4
Case-Based Learning, Year 1	Review new knowledge in the light of related problems from the past to see if larger principles can be derived.	2.1, 2.3, 2.4
Case-Based Learning, Year 1	Recognize when more knowledge is needed to better define and understand the pathophysiological mechanisms responsible for the patient's problem, and how they might be managed.	3.1, 3.3, 3.6, 3.7
Doctoring/Clinical Skills Year 1	Generate a core body of knowledge about health behavior, human development, and medical ethics and apply this knowledge to patient care with the standardized patient.	1.2, 2.4, 2.5, 4.6, 5.6
Block 7: Cardiovascular, Renal, and Respiratory Medicine 2	Apply principles of epidemiology to medical care.	1.4, 1.5, 2.1, 2.2, 2.3, 3.3, 3.6, 3.7
Longitudinal Ambulatory Care Experience, Year 2	Gather patient and population data in the process of quality improvement.	2.6, 3.4, 3.9
8. Give or receive a patient handover to transition care responsibility.	Domains of competence: <ul style="list-style-type: none"> ● Patient care ● Interpersonal & communication skills 	<ul style="list-style-type: none"> ● Practice-based learning & improvement ● Professionalism
Block/course	Learning objectives	AAMC PCRS competencies
Case-Based Learning, Year 1	Actively contribute to the group problem-solving process.	3.8, 5.0
Case-Based Learning, Year 1	Learn from and accept help from others in the group.	3.5
Case-Based Learning, Year 1	Teach and help others in the group as appropriate in the learning process.	3.6
Case-Based Learning, Year 1	Take responsibility for tasks required in the group's ongoing work.	5.4
Doctoring/Clinical Skills Year 2	Refine written documentation and oral presentation skills.	4.5

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9. Collaborate as a member of an inter-professional team.	Domains of competence: <ul style="list-style-type: none"> ● Interpersonal & communication skills ● Systems-based practice ● Personal & professional development <ul style="list-style-type: none"> ● Professionalism ● Interprofessional collaboration 	
Block/course	Learning objectives	AAMC PCRS competencies
Case-Based Learning, Year 1	Actively contribute to the group problem-solving process.	3.8, 5.0
Case-Based Learning, Year 1	Learn from and accept help from others in the group.	3.5
Case-Based Learning, Year 1	Teach and help others in the group as appropriate in the learning process.	3.6
Case-Based Learning, Year 1	Take responsibility for tasks required in the group's ongoing work.	5.4
Doctoring/Clinical Skills Year 1	Work and learn effectively with others as a member of the team.	3.5, 3.8, 4.1, 4.2, 7.1, 7.2
Longitudinal Ambulatory Care Experience, Year 1	Demonstrate professionalism and ethical behavior in a clinical setting.	1.1, 1.7, 4.1, 5.1, 7.1, 7.3, 8.5
Block 9: Clinical Neurosciences 2	Demonstrate skills and teamwork and leadership.	1.3, 1.5, 1.10, 7.1, 7.2, 7.4, 8.1, 8.6
Longitudinal Ambulatory Care Experience, Year 2	Describe an interdisciplinary approach to identifying and ameliorating health disparities.	2.5, 5.3, 5.5, 7.2
10. Recognize a patient requiring urgent or emergent care and initiate evaluation and management.	Domains of competence: <ul style="list-style-type: none"> ● Patient care ● Systems-based practice ● Personal & professional development <ul style="list-style-type: none"> ● Interpersonal & communication skills ● Interprofessional collaboration 	
Block/course	Learning objectives	AAMC PCRS competencies
Block 2: Cardiovascular, Renal, and Respiratory Medicine 1	Identify electrocardiography changes associated with myocardial ischemia and common arrhythmias.	1.4, 1.5, 2.1, 2.2, 2.3, 3.3, 3.6, 3.9
Block 2: Cardiovascular, Renal, and Respiratory Medicine 1	Define the terms cardiac output, stroke volume, ejection fraction, venous return, ventricular compliance, afterload, and preload.	1.4, 1.5, 2.1, 2.2, 2.3, 3.3, 3.6, 3.11

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Block/course	Learning objectives	AAMC PCRS competencies
Block 3: Gastrointestinal, Endocrine and Reproductive Health 1	Identify how disruption of normal physiology drives the pathophysiological basis of disease, clinical diagnosis and treatment of disorders that affect the G.I., endocrine and reproductive systems.	1.4, 1.5, 2.1, 2.2, 2.3, 3.3, 3.6, 3.7
Block 5: Clinical Neurosciences 1	Recognize the pathophysiology, clinical signs and pharmacological treatment of disorders of each region of the nervous system, and apply this knowledge to clinical cases.	1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.3, 3.4, 3.5, 3.6, 3.7
11. Obtain informed consent for tests and/or procedures.	Domains of competence: <ul style="list-style-type: none"> ● Patient care ● Interpersonal & communication skills ● Personal & professional development ● Knowledge for practice ● Professionalism 	
Block/course	Learning objectives	AAMC PCRS competencies
Block 6: Foundations of Medicine 2	Evaluate a patient's suitability for transplantation based on medical necessity, surgical risk and post-transplantation compliance.	2.3
12. Perform general procedures of a physician.	Domains of competence: <ul style="list-style-type: none"> ● Patient care ● Professionalism ● Interpersonal & communication skills ● Personal & professional development 	
Block/course	Learning objectives	AAMC PCRS competencies
Block 1: Foundations of Medicine 1	Perform and interpret vital signs on a patient.	1.2, 1.5, 4.1, 5.1, 5.3, 5.5
Longitudinal Ambulatory Care Experience, Year 2	Review and interpret an electrocardiogram.	1.4, 1.5, 2.1, 2.2, 2.3
13. Identify system failures and contribute to a culture of safety and improvement.	Domains of competence: <ul style="list-style-type: none"> ● Knowledge for practice ● Interpersonal & communication skills ● Systems-based practice ● Practice-based learning & improvement ● Professionalism ● Personal & professional development 	
Block/course	Learning objectives	AAMC PCRS competencies
Block 1: Foundations of Medicine 1	Determine the epidemiological, patient care, healthcare, moral or ethical issues that may be involved in the diagnosis and treatment of a patient.	2.5

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Block/course	Learning objectives	AAMC PCRS competencies
Block 4: Musculoskeletal Medicine	Perform literature review in the process of quality improvement.	2.6, 3.4, 3.9
Case-Based Learning, Year 1	Determine what epidemiological, patient care, healthcare, moral or ethical issues might be involved in the diagnosis or treatment of a patient.	2.5
Longitudinal Ambulatory Care Experience, Year 1	Participate in reflective writing as part of professional identity formation.	4.7, 8.1, 8.2, 8.4
Longitudinal Ambulatory Care Experience, Year 2	Gather patient and population data in the process of quality improvement.	2.6, 3.4, 3.9
14. Conduct empathic and effective conversations with patients, families and colleagues of diverse backgrounds to promote health equity, social justice and anti-racism.	Domains of competence: <ul style="list-style-type: none"> ● Patient care ● Practice-based learning & improvement ● Professionalism ● Systems-based practice 	<ul style="list-style-type: none"> ● Knowledge for practice ● Interpersonal & communication skills ● Interprofessional collaboration ● Personal & professional development
Block/course	Learning objectives	AAMC PCRS competencies
Block 1: Foundations of Medicine 1	Explain how the combined effects of genes and environment cause multifactorial diseases.	1.4, 1.5, 2.2, 2.3, 2.4, 2.5
Block 1: Foundations of Medicine	Explain the major clinical manifestations of cancer, its impact on patients, and the general approach is used clinically for diagnosis, treatment, and communicating with patients.	1.4, 1.5, 2.2, 2.3
Doctoring/Clinical Skills Year 1	Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients across a broad range of socioeconomic and cultural backgrounds.	1.2, 1.7, 1.8, 3.9, 4.7, 5.5
Block 7: Cardiovascular, Renal, and Respiratory Medicine 2	Describe how illness affects a patient, family group and society.	1.4, 1.5, 2.1, 2.2, 2.3, 3.3, 3.6, 3.7
Longitudinal Ambulatory Care Experience, Year 2	Describe an interdisciplinary approach to identifying and ameliorating health disparities.	2.5, 5.3, 5.5, 7.2

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NARRATIVE COMMENTS: HORIZONTAL INTEGRATION OF THE CURRICULUM

Course objectives will be linked to the new EPOs again in the next academic year.

CONTENT MONITORING: MAPPING OF EDUCATIONAL PROGRAM OBJECTIVES FOR VERTICAL INTEGRATION OF THE CURRICULUM

Educational program objectives (competency objectives)		
1. Gather a history and perform a physical examination.	Domains of competence:	
	<ul style="list-style-type: none"> ● Patient care ● Interpersonal & communication skills 	<ul style="list-style-type: none"> ● Knowledge for practice ● Professionalism
Block/course	Integration in year 1	Integration in year 2
Block 1: Foundations of Medicine	Demonstrate the ability to obtain a pertinent, focused history related to HEENT complaint.	
Block 2: Cardiovascular, Renal, and Respiratory Medicine	Compare atrial and ventricular systole and diastole.	
Block 2: Cardiovascular, Renal, and Respiratory Medicine	Relate heart sounds S1 and S2 to the action of heart valves.	
Block 2: Cardiovascular, Renal, and Respiratory Medicine	Obtain a supervised history of cardiac risk factors from patient.	
Block 2: Cardiovascular, Renal, and Respiratory Medicine	Demonstrate the ability to properly use the stethoscope to examine the heart, carotid arteries peripheral blood vessels, and take the blood pressure.	
Block 2: Cardiovascular, Renal, and Respiratory Medicine	Demonstrate the ability to perform a basic pulmonary examination.	
Block 3: Gastrointestinal, Endocrine and Reproductive Health 1	Obtain and document a complete history on patient, including past medical/surgical history and reproductive/sexual history.	
Block 3: Gastrointestinal, Endocrine and Reproductive Health 1	Demonstrate basic physical examination skills for the abdomen, male genitourinary system, and female genitourinary system.	
Block 4: Musculoskeletal Medicine	Demonstrate basic physical examination skills for the musculoskeletal system.	

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Block/course	Integration in year 1	Integration in year 2
Block 4: Musculoskeletal Medicine	Screen a patient for intimate partner violence during a history interview.	
Block 5: Clinical Neurosciences 1	Recall the organization of the neurological examination and apply the concept of localization and neurological assessment.	
Block 5: Clinical Neurosciences 1	Perform a basic physical examination appropriate to a presenting complaint of the nervous system.	
Block 5: Clinical Neurosciences 1	Perform a supervised ophthalmological examination on a patient.	
Case-Based Learning, Year 1	Obtain the information necessary to determine the correct hypotheses, through a focused inquiry.	
Doctoring/Clinical Skills Year 1	Demonstrate the ability to select and perform physical examination skills appropriate to the presenting complaint.	
Longitudinal Ambulatory Care Experience, Year 1	Perform a supervised history of present illness on a patient.	
Longitudinal Ambulatory Care Experience, Year 1	Obtain a supervised social history using the HEADSSS method.	
Longitudinal Ambulatory Care Experience, Year 1	Perform and interpret vital signs on a patient.	
Block 9: Clinical Neurosciences 2		Conduct a basic neuropsychiatric examination and record the diagnostic findings according to DSM-5.
Block 9: Clinical Neurosciences 2		Evaluate a patient for mood disorders, anxiety, psychosis, suicidal ideation, memory loss, and cognitive dysfunction.
Doctoring/Clinical Skills, Year 2		Demonstrate the ability to take a chronic pain history.
Doctoring/Clinical Skills, Year 2		Demonstrate the ability to obtain a sexual history.
Doctoring/Clinical Skills, Year 2		Obtain a pertinent, focused history related to a musculoskeletal system complaint.

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Block/course	Integration in year 1	Integration in year 2
Doctoring/Clinical Skills, Year 2		Demonstrate how to take an accurate medication history.
Doctoring/Clinical Skills, Year 2		Perform a complete musculoskeletal and skin examination.
Longitudinal Ambulatory Care Experience, Year 2		Perform a complete abdominal and genitourinary examination on a patient
Curricular threads		
Health equity, social justice and anti-racism	<p>Communicate bidirectionally with members of all constituent societal groups to prioritize fair opportunities for every patient and family member to attain their full health potential (health equity).</p> <p>Demonstrate a recognition of cultural strengths and resources and an ability to incorporate them into conversations with patients and family members.</p>	
2. Prioritize a differential diagnosis following a clinical encounter.	<p>Domains of competence:</p> <ul style="list-style-type: none"> ● Patient care ● Practice-based learning & improvement ● Personal & professional development ● Knowledge for practice ● Interprofessional & communication skills 	
Block/course	Integration in year 1	Integration in year 2
Block 5: Clinical Neurosciences 1	Apply knowledge of neuroanatomy to the localization of neurological disorders.	
Case-Based Learning, Year 1	Generate a number of hypotheses to explain the patient's problem including anatomical locations, pathophysiological or disease processes, etiological mechanisms down to the organ, tissue, cellular, or molecular level.	
Case-Based Learning, Year 1	Analyze the data obtained in light of the hypotheses considered, in terms of the basic mechanisms responsible for all symptoms and signs and laboratory findings.	
Block 7: Cardiovascular, Renal, and Respiratory Medicine 2		Use the principles of diagnostic reasoning to make a diagnosis.
Block 9: Clinical Neurosciences 2		Use the patient history, and the findings from neurological and psychiatric examinations, to describe and diagnose disorders of the nervous system.
Curricular threads		
Health equity, social justice and anti-racism	Explain how factors such as privilege, bias, and intergroup misunderstanding can contribute to health inequities and identify strategies for addressing these challenges.	

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3. Recommend and interpret common diagnostic and screening tests.	Domains of competence: <ul style="list-style-type: none"> ● Patient care ● Practice-based learning & improvement ● Personal & professional development ● Knowledge for practice ● Systems-based practice 	
Block/course	Integration in year 1	Integration in year 2
Block 4: Musculoskeletal Medicine	Review and interpret the basic parts of a radiograph.	
Block 5: Clinical Neurosciences 1	Recall the normal location, organization and function of the major regions of the nervous system, and identify these regions in gross material, slabs and MRI scans.	
Doctoring/Clinical Skills Year 1	Interpret the results of the hematological laboratory study.	
Doctoring/Clinical Skills Year 1	Interpret the results of an infection culture.	
Longitudinal Ambulatory Care Experience, Year 1	Interpret characteristics of diagnostic tests using sensitivity, specificity, and predictive value.	
Block 6: Foundations of Medicine 2		Apply the appropriate major laboratory methods to identify the common pathogenic bacteria, viruses, fungi and parasites.
Block 7: Cardiovascular, Renal, and Respiratory Medicine 2		Apply clinical laboratory and diagnostic imaging to the diagnosis of illness.
Block 9: Clinical Neurosciences 2		Recognize the neuropathology of space-occupying lesions, demyelinating diseases, degenerative diseases of the basal ganglia, and stroke in imaging studies.
Longitudinal Ambulatory Care Experience, Year 2		Review and interpret an electrocardiogram.
Longitudinal Ambulatory Care Experience, Year 2		Review and interpret an abdominal/pelvic imaging study.

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Curricular threads		
Radiology/ultrasound	Interpret common pathology seen on ultrasound in various organ systems including: Obtain ultrasound views of various organ systems including: cardiopulmonary, vascular, gastrointestinal track, hepatobiliary, genitourinary, thyroid, ocular, and musculoskeletal.	
4. Enter and discuss orders and prescriptions.	Domains of competence: <ul style="list-style-type: none"> ● Patient care ● Interpersonal & communication skills ● Personal & professional development ● Practice-based learning & improvement ● Systems-based practice 	
Block/course	Integration in year 1	Integration in year 2
Block 4: Musculoskeletal Medicine	Explain the basic principles underlying the pharmacology of pain.	
Block 6: Foundations of Medicine 2		Describe the basic pharmacology and side effects of the antimicrobial agents.
Block 9: Clinical Neurosciences 2		Apply the neurochemical basis of psychiatric symptoms to common clinical applications of psychopharmacology.
Doctoring/Clinical Skills Year 2		Demonstrate how to take a medical history and perform a physical examination in a logical sequence.
Curricular threads		
Palliative care	Describe key issues and principles of pain management with opioids.	
5. Document a clinical encounter in the patient record.	Domains of competence: <ul style="list-style-type: none"> ● Patient care ● Professionalism ● Interpersonal & communication skills ● Systems-based practice 	
Block/course	Integration in year 1	Integration in year 2
Block 9: Clinical Neurosciences 2		Conduct a basic neuropsychiatric examination and record the diagnostic findings according to DSM-5.
Doctoring/Clinical Skills Year 2		Produce a patient encounter note that documents the history and physical findings.
Doctoring/Clinical Skills Year 2		Refine written documentation and oral presentation skills.
6. Provide an oral presentation of a clinical encounter.	Domains of competence: <ul style="list-style-type: none"> ● Patient care ● Interpersonal & communication skills ● Personal & professional development ● Practice-based learning & improvement ● Professionalism 	
Block/course	Integration in year 1	Integration in year 2
Doctoring/Clinical Skills Year 2		Refine written documentation and oral presentation skills.

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7. Form clinical questions and retrieve evidence to advance patient care.	Domains of competence: <ul style="list-style-type: none"> ● Patient care ● Practice-based learning & improvement ● Knowledge for practice ● Interpersonal & communication skills 	
Block/course	Integration in year 1	Integration in year 2
Block 3: Gastrointestinal, Endocrine and Reproductive Health 1	Describe and identify principles and applications of biostatistics.	
Block 3: Gastrointestinal, Endocrine and Reproductive Health 1	Define potential heuristic errors and implicit bias in clinical reasoning.	
Block 4: Musculoskeletal Medicine	Describe the fundamental principles relating to the critical analysis of published data from clinical trials.	
Case-Based Learning, Year 1	Organize new knowledge into an overall understanding of the different organ systems.	
Case-Based Learning, Year 1	Review new knowledge in the light of related problems from the past to see if larger principles can be derived.	
Case-Based Learning, Year 1	Recognize when more knowledge is needed to better define and understand the pathophysiological mechanisms responsible for the patient's problem, and how they might be managed.	
Doctoring/Clinical Skills Year 1	Generate a core body of knowledge about health behavior, human development, and medical ethics and apply this knowledge to patient care with the standardized patient.	
Block 7: Cardiovascular, Renal, and Respiratory Medicine 2		Apply principles of epidemiology to medical care.
Longitudinal Ambulatory Care Experience, Year 2		Gather patient and population data in the process of quality improvement.

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Curricular threads		
Health equity, social justice and anti-racism	Identify when and how racial factors affecting health care systems and patient management plans must be actively addressed for equitable health care outcomes (anti-racism).	
8. Give or receive a patient handover to transition care responsibility.	Domains of competence: <ul style="list-style-type: none"> ● Patient care ● Interpersonal & communication skills ● Practice-based learning & improvement ● Professionalism 	
Block/course	Integration in year 1	Integration in year 2
Case-Based Learning, Year 1	Actively contribute to the group problem-solving process.	
Case-Based Learning, Year 1	Learn from and accept help from others in the group.	
Case-Based Learning, Year 1	Teach and help others in the group as appropriate in the learning process.	
Case-Based Learning, Year 1	Take responsibility for tasks required in the group's ongoing work.	
Doctoring/Clinical Skills Year 2		
9. Collaborate as a member of an inter-professional team.	Domains of competence: <ul style="list-style-type: none"> ● Interpersonal & communication skills ● Systems-based practice ● Personal & professional development ● Professionalism ● Interprofessional collaboration 	
Block/course	Integration in year 1	Integration in year 2
Case-Based Learning, Year 1	Actively contribute to the group problem-solving process.	
Case-Based Learning, Year 1	Learn from and accept help from others in the group.	
Case-Based Learning, Year 1	Teach and help others in the group as appropriate in the learning process.	
Case-Based Learning, Year 1	Take responsibility for tasks required in the group's ongoing work.	
Doctoring/Clinical Skills Year 1	Work and learn effectively with others as a member of the team.	
Longitudinal Ambulatory Care Experience, Year 1	Demonstrate professionalism and ethical behavior in a clinical setting.	
Block 9: Clinical Neurosciences 2		
Longitudinal Ambulatory Care Experience, Year 2		Describe an interdisciplinary approach to identifying and ameliorating health disparities.

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Curricular threads		
Health equity, social justice and anti-racism	Demonstrate respect, humility, and effectiveness when communicating with and advocating for patients, families, and colleagues of diverse backgrounds.	
Palliative care	Compare the roles of members of an interdisciplinary palliative care team including nurses, social workers, case managers, chaplains and pharmacists.	
10. Recognize a patient requiring urgent or emergent care and initiate evaluation and management.	Domains of competence: <ul style="list-style-type: none"> ● Patient care ● Systems-based practice ● Personal & professional development ● Interpersonal & communication skills ● Interprofessional collaboration 	
Block/course	Integration in year 1	Integration in year 2
Block 2: Cardiovascular, Renal, and Respiratory Medicine 1	Identify electrocardiography changes associated with myocardial ischemia and common arrhythmias.	
Block 2: Cardiovascular, Renal, and Respiratory Medicine 1	Define the terms cardiac output, stroke volume, ejection fraction, venous return, ventricular compliance, afterload, and preload.	
Block 3: Gastrointestinal, Endocrine and Reproductive Health 1	Identify how disruption of normal physiology drives the pathophysiological basis of disease, clinical diagnosis and treatment of disorders that affect the gastrointestinal, endocrine and reproductive systems.	
Block 5: Clinical Neurosciences 1	Recognize the pathophysiology, clinical signs and pharmacological treatment of disorders of each region of the nervous system, and apply this knowledge to clinical cases.	
Curricular threads		
Palliative care	<ul style="list-style-type: none"> ● Demonstrate approaches to handling emotion in patients and families facing serious illness. ● Practice communication techniques with patients, families and other team members, incorporating cultural sensitivity and cultural humility. ● Demonstrate empathic communication to family of patient regarding what to expect at end-of-life. ● Identify signs of imminently dying patient. ● Assess and manage symptoms of dying patient. <p>Summarize the communication tasks of a physician when a patient dies, such as pronouncement, family notification and support, and request for autopsy.</p>	

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11. Obtain informed consent for tests and/or procedures.	Domains of competence:	
	<ul style="list-style-type: none"> ● Patient care ● Interpersonal & communication skills ● Personal & professional development 	<ul style="list-style-type: none"> ● Knowledge for practice ● Professionalism
Block/course	Integration in year 1	Integration in year 2
Block 6: Foundations of Medicine 2		Evaluate a patient's suitability for transplantation based on medical necessity, surgical risk and post-transplantation compliance.
Curricular threads		
Palliative care	<ul style="list-style-type: none"> ● Explore patient and family understanding of illness, concerns, goals and values that inform the plan of care. ● Demonstrate patient-centered communication techniques when giving difficult/serious news, discussing resuscitation preferences and identifying a surrogate decision-maker. ● Discuss advanced care planning with patients and families, including organ donation. ● Interpret ethical and legal issues that inform decision-making in serious illness, including euthanasia and physician-assisted death, the right to forgo or withdraw life-sustaining treatment (including life support, fluids, antibiotics, CPR, artificial nutrition) and the rationale for obtaining a surrogate decision maker. 	
12. Perform general procedures of a physician.	Domains of competence:	
	<ul style="list-style-type: none"> ● Patient care ● Professionalism 	<ul style="list-style-type: none"> ● Interpersonal & communication skills ● Personal & professional development
Block/course	Integration in year 1	Integration in year 2
Block 1: Foundations of Medicine 1	Perform and interpret vital signs on a patient.	
Doctoring/Clinical Skills Year 1	Use correct technique to place simple interrupted and running sutures in a simulated model.	
Doctoring/Clinical Skills Year 1	Use correct technique to perform phlebotomy on a simulated model.	
Doctoring/Clinical Skills Year 2		Use correct technique to place deep dermal and mattress sutures in a simulated model.
Longitudinal Ambulatory Care Experience, Year 2		Review and interpret an electrocardiogram.

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Curricular threads		
Radiology/ultrasound	<ul style="list-style-type: none"> • Perform limited ultrasound applications to answer clinical questions for various organ systems: cardiopulmonary, vascular, gastrointestinal track, hepatobiliary, genitourinary, thyroid, ocular, and musculoskeletal. • Obtain ultrasound views of various organ systems. • Teach others how to obtain ultrasound views of various organ systems. • Interpret common pathology seen on ultrasound. 	
13. Identify system failures and contribute to a culture of safety and improvement.	Domains of competence: <ul style="list-style-type: none"> • Knowledge for practice • Interpersonal & communication skills • Systems-based practice • Practice-based learning & improvement • Professionalism • Personal & professional development 	
Block/course	Integration in year 1	Integration in year 2
Block 1: Foundations of Medicine 1	Determine the epidemiological, patient care, healthcare, moral or ethical issues that may be involved in the diagnosis and treatment of a patient.	
Block 4: Musculoskeletal Medicine	Perform literature review in the process of quality improvement.	
Case-Based Learning, Year 1	Determine what epidemiological, patient care, healthcare, moral or ethical issues might be involved in the diagnosis or treatment of a patient.	
Longitudinal Ambulatory Care Experience, Year 1	Participate in reflective writing as part of professional identity formation.	
Longitudinal Ambulatory Care Experience, Year 2		
		Gather patient and population data in the process of quality improvement.
Curricular threads		
Health equity, social justice and anti-racism	<ul style="list-style-type: none"> • Identify and effectively address racial factors affecting health care systems, patient management plans, and health care outcomes. • Describe how multiple intersectional aspects of diversity (such as race, ethnicity, culture, birth sex, age, faith practice, sexual orientation, language facility, differential abilities and disabilities, gender identity, and immigration status) may interact with the health care process and affect health outcomes. • Identify inequities within health care-related systems, cultures, and structures (SCS). • Prescribe actions that can reduce these systemic, cultural, and structural obstacles to health equity, social justice, and racial equality. 	

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Palliative care	<ul style="list-style-type: none"> Describe hospice and palliative care history and mission. Define the philosophy and role of palliative care across the life cycle. 	
14. Conduct empathic and effective conversations with patients, families and colleagues of diverse backgrounds to promote health equity, social justice and anti-racism.	Domains of competence: <ul style="list-style-type: none"> Patient care Practice-based learning & improvement Professionalism Systems-based practice Knowledge for practice Interpersonal & communication skills Interprofessional collaboration Personal & professional development 	
Block/course	Integration in year 1	Integration in year 2
Block 1: Foundations of Medicine 1	Explain how the combined effects of genes and environment cause multifactorial diseases.	
Block 1: Foundations of Medicine	Explain the major clinical manifestations of cancer, its impact on patients, and the clinical approach to diagnosis, treatment, and communicating with patients.	
Doctoring/Clinical Skills Year 1	Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients across a broad range of socioeconomic and cultural backgrounds.	
Block 7: Cardiovascular, Renal, and Respiratory Medicine 2		Describe how illness affects a patient, family group and society.
Longitudinal Ambulatory Care Experience, Year 2		Describe an interdisciplinary approach to identifying and ameliorating health disparities.
Curricular threads		
Health equity, social justice and anti-racism	<ul style="list-style-type: none"> Communicate bidirectionally with members of all constituent societal groups to prioritize fair opportunities for every patient and family member to attain their full health potential (health equity). Identify when and how racial factors affecting health care systems and patient management plans must be actively addressed for equitable health care outcomes (anti-racism). Serve and advocate for patients from all backgrounds by recognizing their common humanity as well as the unique intersectional differences that reflect the various societal groups to which they belong (social justice). 	

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Palliative care	Assess patients' and families' cultural values, beliefs and practices related to serious illness and end-of-life care.
Public health and social media	Analyze how community values and health are present in the clinical setting and shape patients' physical health and their communication with physicians.

NARRATIVE COMMENTS: VERTICAL INTEGRATION OF THE CURRICULUM

Course objectives will be linked again to the new EPOs in the next academic year.