1. Gather a history and	Domains of competence:	
perform a physical	 Patient care Interpersonal & communication skills Professionalism 	
examination.		
Block/course	Learning objectives	AAMC PCRS competencies
Block 1:	Demonstrate the ability to obtain a	1.2
Foundations of Medicine	pertinent, focused history related to	
	HEENT complaint.	
Block 2: Cardiovascular,	Compare atrial and ventricular	1.4, 1.5, 2.1, 2.2, 2.3, 3.3, 3.6, 3.9
Renal, and Respiratory	systole and diastole.	
Medicine		
Block 2: Cardiovascular,	Relate heart sounds S1 and S2 to the	1.4, 1.5, 2.1, 2.2, 2.3, 3.3, 3.6, 3.10
Renal, and Respiratory	action of heart valves.	
Medicine		
Block 2: Cardiovascular,	Obtain a supervised history of	1.2, 1.5, 4.1, 5.1, 5.3, 5.5
Renal, and Respiratory	cardiac risk factors from patient.	, -, ,- ,,
Medicine		
Block 2: Cardiovascular,	Demonstrate the ability to properly	1.2
Renal, and Respiratory	use the stethoscope to examine the	
Medicine	heart, carotid arteries peripheral	
	blood vessels, and take the blood	
	pressure.	
Block 2: Cardiovascular,	Demonstrate the ability to perform	1.2
Renal, and Respiratory	a basic pulmonary examination.	
Medicine		
Block 3:	Obtain and document a complete	1.2, 1.5, 4.1, 4.5, 5.1, 5.3, 5.5
Gastrointestinal, Endocrine	history on patient, including past	
and Reproductive Health 1	medical/surgical history and	
	reproductive/sexual history.	
Block 3:	Demonstrate basic physical	1.2
Gastrointestinal, Endocrine	examination skills for the abdomen,	
and Reproductive Health 1	male genitourinary system, and	
	female genitourinary system.	
Block 4:	Demonstrate basic physical	1.2
Musculoskeletal Medicine	examination skills for the	
	musculoskeletal system.	
Block 4:	Screen a patient for intimate partner	1.2, 1.5, 2.5, 4.1, 5.1, 5.3, 5.5
Musculoskeletal Medicine	violence during a history interview.	
Block 5:	Recall the organization of the	1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.3, 3.4, 3.5, 3.6,
Clinical Neurosciences 1	neurological examination and apply	3.7
	the concept of localization and	
	neurological assessment.	

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

Block/course	Learning objectives	AAMC PCRS competencies
Longitudinal Ambulatory	Perform a complete abdominal and	1.2, 1.5, 4.1, 4.5, 5.1, 5.3, 5.5
Care Experience,	genitourinary examination on a	
Year 2	patient	
2. Prioritize a differential	Domains of competence:	
diagnosis following a	Patient care	 Knowledge for practice
clinical encounter.	 Practice-based learning & improvem 	ent • Interpersonal & communication
	skills	
	 Personal & professional development 	nt
Block/course	Learning objectives	AAMC PCRS competencies
Block 5:	Apply knowledge of neuroanatomy	1.4, 2.1, 2.2, 2.3, 2.4, 3.3, 3.4, 3.5, 3.6, 3.7
Clinical Neurosciences 1	to the localization of neurological	
	disorders.	
Case-Based Learning,	Generate a number of hypotheses	2.1, 2.2, 2.3
Year 1	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,	Analyze the data obtained in light of	1.4
Year 1	the hypotheses considered, in terms	
	of the basic mechanisms responsible	
	for all symptoms and signs and	
	laboratory findings.	
Block 7:	Use the principles of diagnostic	1.4, 1.5, 2.1, 2.2, 2.3, 3.3, 3.6, 3.7
Cardiovascular, Renal, and	reasoning to make a diagnosis.	
Respiratory Medicine 2		
Block 9:	Use the patient history, and the	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.4, 2.5, 2.6
Clinical Neurosciences 2	findings from neurological and	
	psychiatric examinations, to	
	describe and diagnose disorders of	
2. De service en d'an d	the nervous system.	
3. Recommend and	Domains of competence:	• Knowledge for practice
interpret common	Patient care Practice based learning & improvement	Knowledge for practice Sustems based practice
diagnostic and screening tests.	 Practice-based learning & improvem Personal & professional development 	
Block/course	Learning objectives	AAMC PCRS competencies
Block 4:	Review and interpret the basic parts	1.4, 2.1, 2.2, 2.3
Musculoskeletal Medicine	of a radiograph.	1.4, 2.1, 2.2, 2.3
Block 5:	Recall the normal location,	1.4, 3.3, 3.4, 3.5, 3.6, 3.7
Clinical Neurosciences 1	organization and function of the	
	major regions of the nervous	
	system, and identify these regions in	
	gross material, slabs and MRI scans.	

		1
Doctoring/Clinical Skills	Interpret the results of the	1.4, 1.5, 2.1, 2.2, 2.3
Year 1	hematological laboratory study.	
Doctoring/Clinical Skills	Interpret the results of an infection	1.4, 1.5, 2.1, 2.2, 2.3
Year 1	culture.	
Longitudinal Ambulatory	Interpret characteristics of	1.2, 1.4, 2.4
Care Experience,	diagnostic tests using sensitivity,	
Year 1	specificity, and predictive value.	
Block 6:	Apply the appropriate major	1.9, 2.1, 2.2, 2.3, 2.4
Foundations of Medicine 2	laboratory methods to identify the	
	common pathogenic bacteria,	
	viruses, fungi and parasites.	
Block 7:	Apply clinical laboratory and	1.4, 1.5, 2.1, 2.2, 2.3, 3.3, 3.6, 3.7
Cardiovascular, Renal, and	diagnostic imaging to the diagnosis	
Respiratory Medicine 2	of illness.	
Block 9:	Recognize the neuropathology of	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.4, 2.5, 2.6
Clinical Neurosciences 2	space-occupying lesions,	
	demyelinating diseases,	
	degenerative diseases of the basal	
	ganglia, and stroke in imaging	
	studies.	
Longitudinal Ambulatory	Review and interpret an	1.4, 1.5, 2.1, 2.2, 2.3
Care Experience,	electrocardiogram.	
Year 2		
Longitudinal Ambulatory	Review and interpret an	1.4, 1.5, 2.1, 2.2, 2.3
Care Experience,	abdominal/pelvic imaging study.	
Year 2		
4. Enter and discuss orders	Domains of competence:	
and prescriptions.	 Patient care 	 Practice-based learning & improvement
	 Interpersonal & communication skill 	Is • Systems-based practice
	 Personal & professional development 	nt
Block/course	Learning objectives	AAMC PCRS competencies
Block 4:	Explain the basic principles	1.4, 1.5, 2.2, 2.3
Musculoskeletal Medicine	underlying the pharmacology of	
	pain.	
Block 6:		
	Describe the basic pharmacology	1.4, 1.5, 1.6, 1.7, 1.8, and 1.9, 2.1, 2.2, 2.3,
Foundations of Medicine 2	Describe the basic pharmacology and side effects of the antimicrobial	1.4, 1.5, 1.6, 1.7, 1.8, and 1.9, 2.1, 2.2, 2.3, 2.4
	and side effects of the antimicrobial agents.	
Block 9:	and side effects of the antimicrobial agents. Apply the neurochemical basis of	
	and side effects of the antimicrobial agents. Apply the neurochemical basis of psychiatric symptoms to common	2.4
Block 9:	and side effects of the antimicrobial agents. Apply the neurochemical basis of psychiatric symptoms to common clinical applications of	2.4
Block 9: Clinical Neurosciences 2	and side effects of the antimicrobial agents. Apply the neurochemical basis of psychiatric symptoms to common clinical applications of psychopharmacology.	2.4 1.4, 2.2, 2.3
Block 9: Clinical Neurosciences 2 Doctoring/Clinical Skills	and side effects of the antimicrobial agents. Apply the neurochemical basis of psychiatric symptoms to common clinical applications of psychopharmacology. Demonstrate how to take a medical	2.4
Block 9: Clinical Neurosciences 2	and side effects of the antimicrobial agents. Apply the neurochemical basis of psychiatric symptoms to common clinical applications of psychopharmacology.	2.4 1.4, 2.2, 2.3

Block/course	Learning objectives	AAMC PCRS competencies
Doctoring/Clinical Skills	Describe the proper use of opioid	5.6, 2.3
Year 2	medications in the treatment of	0.0,0
	chronic pain.	
Doctoring/Clinical Skills	Demonstrate how to assess for	3.7
Year 2	possible medication interactions.	5.7
Longitudinal Ambulatory	Review of patient medication list for	1.2, 1.5, 2.3, 4.1, 5.1, 5.3, 5.5
Care Experience,	nephrotoxic agents.	1.2, 1.3, 2.3, 4.1, 3.1, 5.3, 5.3
Year 2		
5. Document a clinical	Domains of competence:	
encounter in the patient	Patient care	 Interpersonal & communication skills
record.	Professionalism	Systems-based practice
Block/course	Learning objectives	AAMC PCRS competencies
Block 9:	Conduct a basic neuropsychiatric	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.8, 2.5, 2.6
Clinical Neurosciences 2	examination and record the	1.1, 1.2, 1.3, 1.4, 1.5, 1.0, 1.8, 2.5, 2.0
Clinical Neurosciences 2		
	diagnostic findings according to	
Destaring (Clinical Cliff)	DSM-5.	4.2
Doctoring/Clinical Skills	Produce a patient encounter note	4.2
Year 2	that documents the history and	
	physical findings.	
Doctoring/Clinical Skills	Refine written documentation and	4.5
Year 2	oral presentation skills.	
6. Provide an oral	Domains of competence:	
musses intertions of a allinity in		
presentation of a clinical	Patient care	 Practice-based learning & improvement
encounter.	Interpersonal & communication skill	ls • Professionalism
encounter.	 Interpersonal & communication skill Personal & professional development 	ls • Professionalism nt
encounter. Block/course	 Interpersonal & communication skill Personal & professional development Learning objectives 	s • Professionalism nt AAMC PCRS competencies
encounter. Block/course Doctoring/Clinical Skills	 Interpersonal & communication skill Personal & professional development Learning objectives Refine written documentation and 	ls • Professionalism nt
encounter. Block/course Doctoring/Clinical Skills Year 2	 Interpersonal & communication skill Personal & professional development Learning objectives Refine written documentation and oral presentation skills. 	s • Professionalism nt AAMC PCRS competencies
encounter. Block/course Doctoring/Clinical Skills Year 2 7. Form clinical questions	 Interpersonal & communication skill Personal & professional development Learning objectives Refine written documentation and oral presentation skills. Domains of competence: 	 AAMC PCRS competencies 4.5
encounter. Block/course Doctoring/Clinical Skills Year 2 7. Form clinical questions and retrieve evidence to	 Interpersonal & communication skill Personal & professional development Learning objectives Refine written documentation and oral presentation skills. Domains of competence: Patient care 	 Professionalism AAMC PCRS competencies 4.5 Knowledge for practice
encounter. Block/course Doctoring/Clinical Skills Year 2 7. Form clinical questions and retrieve evidence to advance patient care.	 Interpersonal & communication skill Personal & professional development Learning objectives Refine written documentation and oral presentation skills. Domains of competence: Patient care Practice-based learning & improvement 	 AAMC PCRS competencies 4.5 Knowledge for practice Interpersonal & communication skills
encounter. Block/course Doctoring/Clinical Skills Year 2 7. Form clinical questions and retrieve evidence to advance patient care. Block/course	 Interpersonal & communication skill Personal & professional development Learning objectives Refine written documentation and oral presentation skills. Domains of competence: Patient care Practice-based learning & improvemtication and service services 	 Professionalism AAMC PCRS competencies 4.5 Knowledge for practice
encounter. Block/course Doctoring/Clinical Skills Year 2 7. Form clinical questions and retrieve evidence to advance patient care. Block/course Block 3:	 Interpersonal & communication skill Personal & professional development Learning objectives Refine written documentation and oral presentation skills. Domains of competence: Patient care Practice-based learning & improvement 	 AAMC PCRS competencies 4.5 Knowledge for practice Interpersonal & communication skills
encounter. Block/course Doctoring/Clinical Skills Year 2 7. Form clinical questions and retrieve evidence to advance patient care. Block/course	 Interpersonal & communication skill Personal & professional development Learning objectives Refine written documentation and oral presentation skills. Domains of competence: Patient care Practice-based learning & improvemtication and service services 	 AAMC PCRS competencies 4.5 Knowledge for practice Interpersonal & communication skills AAMC PCRS competencies
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encounter. Block/course Doctoring/Clinical Skills Year 2 7. Form clinical questions and retrieve evidence to advance patient care. Block/course Block 3: Gastrointestinal, Endocrine	 Interpersonal & communication skill Personal & professional development Learning objectives Refine written documentation and oral presentation skills. Domains of competence: Patient care Practice-based learning & improvemt Learning objectives Describe and identify principles and 	 AAMC PCRS competencies 4.5 Knowledge for practice Interpersonal & communication skills AAMC PCRS competencies
encounter. Block/course Doctoring/Clinical Skills Year 2 7. Form clinical questions and retrieve evidence to advance patient care. Block/course Block 3: Gastrointestinal, Endocrine and Reproductive Health 1	 Interpersonal & communication skill Personal & professional development Learning objectives Refine written documentation and oral presentation skills. Domains of competence: Patient care Practice-based learning & improvemt Learning objectives Describe and identify principles and applications of biostatistics. 	 AMC PCRS competencies 4.5 Knowledge for practice Interpersonal & communication skills AAMC PCRS competencies 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.6, 3.7
encounter. Block/course Doctoring/Clinical Skills Year 2 7. Form clinical questions and retrieve evidence to advance patient care. Block/course Block 3: Gastrointestinal, Endocrine and Reproductive Health 1 Block 3:	 Interpersonal & communication skill Personal & professional development Learning objectives Refine written documentation and oral presentation skills. Domains of competence: Patient care Practice-based learning & improvemtion Learning objectives Describe and identify principles and applications of biostatistics. Define potential heuristic errors and 	 AMC PCRS competencies 4.5 Knowledge for practice Interpersonal & communication skills AAMC PCRS competencies 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.6, 3.7
encounter. Block/course Doctoring/Clinical Skills Year 2 7. Form clinical questions and retrieve evidence to advance patient care. Block/course Block 3: Gastrointestinal, Endocrine and Reproductive Health 1 Block 3: Gastrointestinal, Endocrine	 Interpersonal & communication skill Personal & professional development Learning objectives Refine written documentation and oral presentation skills. Domains of competence: Patient care Practice-based learning & improvemtion Learning objectives Describe and identify principles and applications of biostatistics. Define potential heuristic errors and 	AAMC PCRS competencies 4.5 • Knowledge for practice ent • Interpersonal & communication skills AAMC PCRS competencies 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.6, 3.7 2.5, 5.5, 8.8
encounter. Block/course Doctoring/Clinical Skills Year 2 7. Form clinical questions and retrieve evidence to advance patient care. Block/course Block/si Gastrointestinal, Endocrine and Reproductive Health 1 Block 3: Gastrointestinal, Endocrine and Reproductive Health 1	 Interpersonal & communication skill Personal & professional development Learning objectives Refine written documentation and oral presentation skills. Domains of competence: Patient care Practice-based learning & improvemtion Learning objectives Describe and identify principles and applications of biostatistics. Define potential heuristic errors and implicit bias in clinical reasoning. Describe the fundamental principles 	 AMC PCRS competencies 4.5 Knowledge for practice Interpersonal & communication skills AAMC PCRS competencies 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.6, 3.7
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encounter. Block/course Doctoring/Clinical Skills Year 2 7. Form clinical questions and retrieve evidence to advance patient care. Block/course Block 3: Gastrointestinal, Endocrine and Reproductive Health 1 Block 3: Gastrointestinal, Endocrine and Reproductive Health 1 Block 4:	 Interpersonal & communication skill Personal & professional development Learning objectives Refine written documentation and oral presentation skills. Domains of competence: Patient care Practice-based learning & improvemtion Learning objectives Describe and identify principles and applications of biostatistics. Define potential heuristic errors and implicit bias in clinical reasoning. Describe the fundamental principles 	AAMC PCRS competencies 4.5 • Knowledge for practice ent • Interpersonal & communication skills AAMC PCRS competencies 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.6, 3.7 2.5, 5.5, 8.8
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Block/course	Learning objectives	AAMC PCRS competencies
Case-Based Learning,	Organize new knowledge into an	2.3, 2.4
Year 1	overall understanding of the	
	different organ systems.	
Case-Based Learning,	Review new knowledge in the light	2.1, 2.3, 2.4
Year 1	of related problems from the past to	
	see if larger principles can be	
	derived.	
Case-Based Learning,	Recognize when more knowledge is	3.1, 3.3, 3.6, 3.7
Year 1	needed to better define and	
	understand the pathophysiological	
	mechanisms responsible for the	
	patient's problem, and how they	
	might be managed.	
Doctoring/Clinical Skills	Generate a core body of knowledge	1.2, 2.4, 2.5, 4.6, 5.6
Year 1	about health behavior, human	
	development, and medical ethics	
	and apply this knowledge to patient	
	care with the standardized patient.	
Block 7:	Apply principles of epidemiology to	1.4, 1.5, 2.1, 2.2, 2.3, 3.3, 3.6, 3.7
Cardiovascular, Renal, and	medical care.	
Respiratory Medicine 2		
Longitudinal Ambulatory	Gather patient and population data	2.6, 3.4, 3.9
Care Experience,	in the process of quality	
Year 2	improvement.	
8. Give or receive a patient	Domains of competence:	
handover to transition	Patient care	Practice-based learning & improvement
care responsibility.	 Interpersonal & communication skill 	
Block/course	Learning objectives	AAMC PCRS competencies
Case-Based Learning, Year 1	Actively contribute to the group problem-solving process.	3.8, 5.0
	Learn from and accept help from	3.5
Case-Based Learning, Year 1		3.5
		3.6
Case-Based Learning, Year 1	Teach and help others in the group as appropriate in the learning	5.0
	process.	
Case-Based Learning,	Take responsibility for tasks	5.4
Year 1	required in the group's ongoing	5.4
	work.	
Doctoring/Clinical Skills	Refine written documentation and	4.5
Year 2	oral presentation skills.	
i cai z	orar presentation skins.	

member of an inter- professional team.• Interpersonal & communication skills• ProfessionalismSystems-based practice• Interprofessional collaboration• Personal & professional developmentBlock/courseLearning objectivesAAMC PCRS competenciesCase-Based Learning, Year 1Actively contribute to the group problem-solving process.3.8, 5.0Case-Based Learning, Year 1Learn from and accept help from others in the group.3.6Case-Based Learning, Year 1Teach and help others in the group's ongoing work.3.6Case-Based Learning, Year 1Teach and learn effectively with others as a member of the team.3.5, 3.8, 4.1, 4.2, 7.1, 7.2,Doctoring/Clinical Skills Year 1Work and learn effectively with others as a member of the team.3.5, 3.8, 4.1, 4.2, 7.1, 7.3, 8.5,Longitudinal Ambulatory Year 1Demonstrate professionalism and ethical behavior in a clinical setting.1.1, 1.7, 4.1, 5.1, 7.1, 7.3, 8.5, 1.3, 1.5, 1.10, 7.1, 7.2, 7.4, 8.1, 8.6,Clinical Neurosciences 2Demonstrate 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 2Describe an interdisciplinary approach to identifying and ameliorating health disparities.2.5, 5.3, 5.5, 7.2	9. Collaborate as a	Domains of competence:	
professional team.• Systems-based practice• Interprofessional collaborationBlock/courseLearning objectivesAAMC PCRS competenciesCase-Based Learning, Year 1Actively contribute to the group problem-solving process.3.8, 5.0Case-Based Learning, Year 1Learn from and accept help from others in the group.3.5Case-Based Learning, Year 1Teach and help others in the group process.3.6Case-Based Learning, Year 1Teach and help others in the group process.3.6Case-Based Learning, Year 1Take responsibility for tasks required in the group's ongoing work.5.4Doctoring/Clinical Skills Year 1Work and learn effectively with others as a member of the team.3.5, 3.8, 4.1, 4.2, 7.1, 7.2Longitudinal Ambulatory Year 1Demonstrate professionalism and ethical behavior in a clinical setting.1.1, 1.7, 4.1, 5.1, 7.1, 7.3, 8.5Clinical Neurosciences 2Demonstrate skills and teamwork and leadership.1.3, 1.5, 1.10, 7.1, 7.2, 7.4, 8.1, 8.6Longitudinal Ambulatory Care Experience, Acre Experience, AreaDescribe an interdisciplinary approach to identifying and ameliorating health disparities.2.5, 5.3, 5.5, 7.2		•	
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Year 1problem-solving process.Case-Based Learning, Year 1Learn from and accept help from others in the group.3.5Case-Based Learning, Year 1Teach and help others in the group as appropriate in the learning process.3.6Case-Based Learning, Year 1Take responsibility for tasks required in the group's ongoing work.5.4Doctoring/Clinical Skills Year 1Work and learn effectively with others as a member of the team.3.5, 3.8, 4.1, 4.2, 7.1, 7.2Longitudinal Ambulatory Year 1Demonstrate professionalism and ethical behavior in a clinical setting.1.1, 1.7, 4.1, 5.1, 7.1, 7.3, 8.5Elongitudinal Ambulatory Year 1Demonstrate skills and teamwork and leadership.1.3, 1.5, 1.10, 7.1, 7.2, 7.4, 8.1, 8.6Longitudinal Ambulatory Year 1Describe an interdisciplinary approach to identifying and ameliorating health disparities.2.5, 5.3, 5.5, 7.2	Block/course	Learning objectives	AAMC PCRS competencies
Case-Based Learning, Year 1Learn from and accept help from others in the group.3.5Case-Based Learning, Year 1Teach and help others in the group as appropriate in the learning process.3.6Case-Based Learning, Year 1Take responsibility for tasks required in the group's ongoing work.5.4Doctoring/Clinical Skills Year 1Work and learn effectively with others as a member of the team.3.5, 3.8, 4.1, 4.2, 7.1, 7.2Longitudinal Ambulatory Year 1Demonstrate professionalism and ethical behavior in a clinical setting.1.1, 1.7, 4.1, 5.1, 7.1, 7.3, 8.5Elonck 9: Clinical Neurosciences 2Demonstrate skills and teamwork and leadership.1.3, 1.5, 1.10, 7.1, 7.2, 7.4, 8.1, 8.6Longitudinal Ambulatory Care Experience, Year 2Describe an interdisciplinary approach to identifying and ameliorating health disparities.2.5, 5.3, 5.5, 7.2	Case-Based Learning,	Actively contribute to the group	3.8, 5.0
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Care Experience, Year 1ethical behavior in a clinical setting.Block 9: Clinical Neurosciences 2Demonstrate skills and teamwork and leadership.1.3, 1.5, 1.10, 7.1, 7.2, 7.4, 8.1, 8.6Longitudinal Ambulatory Care Experience, Year 2Describe an interdisciplinary approach to identifying and ameliorating health disparities.2.5, 5.3, 5.5, 7.2		others as a member of the team.	
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Care Experience, approach to identifying and Year 2 ameliorating health disparities.			
Year 2 ameliorating health disparities.			2.5, 5.3, 5.5, 7.2
10 Pacagniza a nationt Domaine at compatance			
	10. Recognize a patient	Domains of competence:	
requiring urgent or • Patient care • Interpersonal & communication skills			•
emergent care and initiate evaluation and• Systems-based practice • Personal & professional development• Interprofessional collaboration	-		•
management.		• Personal & professional developme	nt
Block/course Learning objectives AAMC PCRS competencies	-	Learning objectives	AAMC PCRS competencies
Block 2: Cardiovascular,Identify electrocardiography1.4, 1.5, 2.1, 2.2, 2.3, 3.3, 3.6, 3.9	-		
Renal, and Respiratory changes associated with myocardial	-	, , , , , , , , , , , , , , , , , , , ,	
Medicine 1 ischemia and common arrhythmias.		0	
Block 2: Cardiovascular, Define the terms cardiac output, 1.4, 1.5, 2.1, 2.2, 2.3, 3.3, 3.6, 3.11			1.4. 1.5. 2.1. 2.2. 2.3. 3.3. 3.6. 3.11
Renal, and Respiratory stroke volume, ejection fraction,	•		
Medicine 1 venous return, ventricular		· · ·	
compliance, afterload, and preload.		-	

Block/course	Learning objectives	AAMC PCRS competencies
Block 3:	Identify how disruption of normal	1.4, 1.5, 2.1, 2.2, 2.3, 3.3, 3.6, 3.7
Gastrointestinal, Endocrine	physiology drives the	
and Reproductive Health 1	pathophysiological basis of disease,	
	clinical diagnosis and treatment of	
	disorders that affect the G.I.,	
	endocrine and reproductive	
	systems.	
Block 5:	Recognize the pathophysiology,	1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.3, 3.4, 3.5, 3.6,
Clinical Neurosciences 1	clinical signs and pharmacological	3.7
	treatment of disorders of each	
	region of the nervous system, and	
	apply this knowledge to clinical	
	cases.	
11. Obtain informed	Domains of competence:	
consent for tests and/or	Patient care	 Knowledge for practice
procedures.	 Interpersonal & communication skil 	ls • Professionalism
	 Personal & professional development 	
Block/course	Learning objectives	AAMC PCRS competencies
Block 6:	Evaluate a patient's suitability for	2.3
Foundations of Medicine 2	transplantation based on medical	
	necessity, surgical risk and post-	
	transplantation compliance.	
12. Perform general	Domains of competence:	
procedures of a physician.	 Patient care 	 Interpersonal & communication skills
	Professionalism	 Personal & professional development
Block/course	Learning objectives	AAMC PCRS competencies
Block/Course 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	Review and interpret an	1.4, 1.5, 2.1, 2.2, 2.3
Care Experience,	electrocardiogram.	1.4, 1.3, 2.1, 2.2, 2.3
•		
Year 2		
Year 2 13. Identify system failures	Domains of competence:	
13. Identify system failures	Domains of competence: • Knowledge for practice	Practice-based learning & improvement
13. Identify system failures and contribute to a culture	Knowledge for practice	 Practice-based learning & improvement Professionalism
13. Identify system failures and contribute to a culture of safety and	 Knowledge for practice Interpersonal & communication skil 	ls • Professionalism
13. Identify system failures and contribute to a culture of safety and improvement.	 Knowledge for practice Interpersonal & communication skil Systems-based practice 	 Professionalism Personal & professional development
13. Identify system failures and contribute to a culture of safety and improvement. Block/course	 Knowledge for practice Interpersonal & communication skil Systems-based practice Learning objectives 	 Professionalism Personal & professional development AAMC PCRS competencies
13. Identify system failures and contribute to a culture of safety and improvement. Block/course Block 1:	 Knowledge for practice Interpersonal & communication skil Systems-based practice Learning objectives Determine the epidemiological, 	 Professionalism Personal & professional development
13. Identify system failures and contribute to a culture of safety and improvement. Block/course	 Knowledge for practice Interpersonal & communication skil Systems-based practice Learning objectives Determine the epidemiological, patient care, healthcare, moral or 	 Professionalism Personal & professional development AAMC PCRS competencies
13. Identify system failures and contribute to a culture of safety and improvement. Block/course Block 1:	 Knowledge for practice Interpersonal & communication skil Systems-based practice Learning objectives Determine the epidemiological, patient care, healthcare, moral or ethical issues that may be involved 	 Professionalism Personal & professional development AAMC PCRS competencies
13. Identify system failures and contribute to a culture of safety and improvement. Block/course Block 1:	 Knowledge for practice Interpersonal & communication skil Systems-based practice Learning objectives Determine the epidemiological, patient care, healthcare, moral or 	 Professionalism Personal & professional development AAMC PCRS competencies

Block/course	Learning objectives	AAMC PCRS competencies
Block 4:	Perform literature review in the	2.6, 3.4, 3.9
Musculoskeletal Medicine	process of quality improvement.	
Case-Based Learning,	Determine what epidemiological,	2.5
Year 1	patient care, healthcare, moral or	
	ethical issues might be involved in	
	the diagnosis or treatment of a	
	patient.	
Longitudinal Ambulatory	Participate in reflective writing as	4.7, 8.1, 8.2, 8.4
Care Experience,	part of professional identity	
Year 1	formation.	
Longitudinal Ambulatory	Gather patient and population data	2.6, 3.4, 3.9
Care Experience,	in the process of quality	
Year 2	improvement.	
14. Conduct empathic and	Domains of competence:	
effective conversations	Patient care	Knowledge for practice
with patients, families and		nent • Interpersonal & communication skills
colleagues of diverse	Professionalism	Interprofessional collaboration
backgrounds to promote	 Systems-based practice 	 Personal & professional development
health equity, social		
justice and anti-racism.	Leemine chiestives	AAMC DCDC competencies
Block/course	Learning objectives	AAMC PCRS competencies
Block 1:	Explain how the combined effects of	1.4, 1.5, 2.2, 2.3, 2.4, 2.5
Foundations of Medicine 1	genes and environment cause	
Block 1:	multifactorial diseases.	1415 2222
Foundations of Medicine	Explain the major clinical manifestations of cancer, its impact	1.4, 1.5, 2.2, 2.3
Foundations of Medicine	on patients, and the general	
	approach is used clinically for	
	diagnosis, treatment, and	
	communicating with patients.	
Doctoring/Clinical Skills	Demonstrate interpersonal and	1.2, 1.7, 1.8, 3.9, 4.7, 5.5
Year 1	communication skills that result in	1.2, 1.7, 1.0, 3.3, 4.7, 3.3
	the effective exchange of	
	information and collaboration with	
	patients across a broad range of	
	socioeconomic and cultural	
	backgrounds.	
Block 7:	Describe how illness affects a	1.4, 1.5, 2.1, 2.2, 2.3, 3.3, 3.6, 3.7
	patient, family group and society.	
Cardiovascular, Renal, and		
Cardiovascular, Renal, and Respiratory Medicine 2	Pariero, ranni, 8. cap and concert.	
	Describe an interdisciplinary	2.5, 5.3, 5.5, 7.2
Respiratory Medicine 2		2.5, 5.3, 5.5, 7.2

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 obje	ectives (competency objectives)	
1. Gather a history and	Domains of competence:	
perform a physical	Patient care	 Knowledge for practice
examination.	 Interpersonal & communication skills 	Professionalism
Block/course	Integration in year 1	Integration in year 2
Block 1:	Demonstrate the ability to obtain a	
Foundations of	pertinent, focused history related to	
Medicine	HEENT complaint.	
Block 2: Cardiovascular,	Compare atrial and ventricular systole and	
Renal, and Respiratory	diastole.	
Medicine		
Block 2: Cardiovascular,	Relate heart sounds S1 and S2 to the	
Renal, and Respiratory	action of heart valves.	
Medicine		
Block 2: Cardiovascular,	Obtain a supervised history of cardiac risk	
Renal, and Respiratory	factors from patient.	
Medicine		
Block 2: Cardiovascular,	Demonstrate the ability to properly use	
Renal, and Respiratory	the stethoscope to examine the heart,	
Medicine	carotid arteries peripheral blood vessels,	
	and take the blood pressure.	
Block 2: Cardiovascular,	Demonstrate the ability to perform a basic	
Renal, and Respiratory	pulmonary examination.	
Medicine		
Block 3:	Obtain and document a complete history	
Gastrointestinal,	on patient, including past medical/surgical	
Endocrine and	history and reproductive/sexual history.	
Reproductive Health 1		_
Block 3:	Demonstrate basic physical examination	
Gastrointestinal,	skills for the abdomen, male genitourinary	
Endocrine and	system, and female genitourinary system.	
Reproductive Health 1		
Block 4:	Demonstrate basic physical examination	
Musculoskeletal	skills for the musculoskeletal system.	
Medicine		

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

Block/course	Integration in year 1	Integration in year 2
Doctoring/Clinical Skills,		Demonstrate how to take an accurate
Year 2		medication history.
Doctoring/Clinical Skills,		Perform a complete musculoskeletal
Year 2		and skin examination.
Longitudinal		Perform a complete abdominal and
Ambulatory Care		genitourinary examination on a patient
Experience,		
Year 2		
Curricular threads		
Health equity, social	Communicate bidirectionally with members	of all constituent societal groups to
justice and anti-racism	prioritize fair opportunities for every patien	t and family member to attain their full
	health potential (health equity).	
	Demonstrate a recognition of cultural streng	gths and resources and an ability to
	incorporate them into conversations with pa	atients and family members.
2. Prioritize a	Domains of competence:	
differential diagnosis	Patient care	 Knowledge for practice
following a clinical	 Practice-based learning & improvement 	 Interprofessional & communication
encounter.	 Personal & professional development 	skills
Block/course	Integration in year 1	Integration in year 2
Block 5:	Apply knowledge of neuroanatomy to the	
Clinical Neurosciences 1	localization of neurological disorders.	
Case-Based Learning,	Generate a number of hypotheses to	
Year 1	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,	Analyze the data obtained in light of the	
Year 1	hypotheses considered, in terms of the	
	basic mechanisms responsible for all	
	symptoms and signs and laboratory	
	findings.	
Block 7:		Use the principles of diagnostic
Cardiovascular, Renal,		reasoning to make a diagnosis.
and Respiratory		
Medicine 2		
Block 9:		Use the patient history, and the findings
Clinical Neurosciences 2		from neurological and psychiatric
		examinations, to describe and diagnose
		disorders of the nervous system.
Curricular threads		1
Health equity, social	Explain how factors such as privilege, bias, a	
justice and anti-racism	contribute to health inequities and identify	strategies for addressing these challenges.

3. Recommend and	Domains of competence:	
interpret common	Patient care	 Knowledge for practice
diagnostic and	• Practice-based learning & improvement	 Systems-based practice
screening tests.	 Personal & professional development 	
Block/course	Integration in year 1	Integration in year 2
Block 4:	Review and interpret the basic parts of a	
Musculoskeletal	radiograph.	
Medicine		
Block 5:	Recall the normal location, organization	
Clinical Neurosciences 1	and function of the major regions of the	
	nervous system, and identify these regions	
	in gross material, slabs and MRI scans.	
Doctoring/Clinical Skills	Interpret the results of the hematological	
Year 1	laboratory study.	
Doctoring/Clinical Skills	Interpret the results of an infection	
Year 1	culture.	-
Longitudinal	Interpret characteristics of diagnostic tests	
Ambulatory Care	using sensitivity, specificity, and predictive	
Experience,	value.	
Year 1 Block 6:		
Foundations of		Apply the appropriate major laboratory
Medicine 2		methods to identify the common pathogenic bacteria, viruses, fungi and
Weulchie 2		parasites.
Block 7:		Apply clinical laboratory and diagnostic
Cardiovascular, Renal,		imaging to the diagnosis of illness.
and Respiratory		
Medicine 2		
Block 9:		Recognize the neuropathology of space-
Clinical Neurosciences 2		occupying lesions, demyelinating
		diseases, degenerative diseases of the
		basal ganglia, and stroke in imaging
		studies.
Longitudinal		Review and interpret an
Ambulatory Care		electrocardiogram.
Experience,		
Year 2		
Longitudinal		Review and interpret an
Ambulatory Care		abdominal/pelvic imaging study.
Experience,		
Year 2		

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: • Practice-based learning & improvement • Patient care • Practice-based learning & improvement • Interpersonal & communication skills • Systems-based practice • Personal & professional development	
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		Demonstrate how to take a medical
Year 2		history and perform a physical
		examination in a logical sequence.
Curricular threads		
Palliative care	Describe key issues and principles of pain m	anagement with opioids.
5. Document a clinical encounter in the patient record.	Domains of competence:• Patient care• Interpersonal & communication skills• Professionalism• Systems-based practice	
Block/course	Integration in year 1	Integration in year 2
Block 9: Clinical Neurosciences 2 Doctoring/Clinical Skills		Conduct a basic neuropsychiatric examination and record the diagnostic findings according to DSM-5. Produce a patient encounter note that
Year 2		documents the history and physical findings.
Doctoring/Clinical Skills Year 2		Refine written documentation and oral presentation skills.
6. Provide an oral	Domains of competence:	
presentation of a		ractice-based learning & improvement
clinical encounter.	 Interpersonal & communication skills Professionalism Personal & professional development 	
Block/course	Integration in year 1	Integration in year 2
Doctoring/Clinical Skills Year 2		Refine written documentation and oral presentation skills.

7. Form clinical	Domains of competence:	
questions and retrieve	•	Knowledge for practice
evidence to advance	• Practice-based learning & improvement	
patient care.		
Block/course	Integration in year 1	Integration in year 2
Block 3:	Describe and identify principles and	
Gastrointestinal,	applications of biostatistics.	
Endocrine and		
Reproductive Health 1		
Block 3:	Define potential heuristic errors and	
Gastrointestinal,	implicit bias in clinical reasoning.	
Endocrine and		
Reproductive Health 1		
Block 4:	Describe the fundamental principles	
Musculoskeletal	relating to the critical analysis of published	
Medicine	data from clinical trials.	
Case-Based Learning,	Organize new knowledge into an overall	
Year 1	understanding of the different organ	
	systems.	
Case-Based Learning,	Review new knowledge in the light of	
Year 1	related problems from the past to see if	
	larger principles can be derived.	
Case-Based Learning,	Recognize when more knowledge is	
Year 1	needed to better define and understand	
	the pathophysiological mechanisms	
	responsible for the patient's problem, and	
	how they might be managed.	
Doctoring/Clinical Skills	Generate a core body of knowledge about	
Year 1	health behavior, human development, and	
	medical ethics and apply this knowledge	
	to patient care with the standardized	
	patient.	
Block 7:		Apply principles of epidemiology
Cardiovascular, Renal,		to medical care.
and Respiratory		
Medicine 2		
Longitudinal		Gather patient and population data in
Ambulatory Care		the process of quality improvement.
Experience,		
Year 2		

Curricular threads		
Health equity, social	Identify when and how racial factors affecting health care systems and patient	
justice and anti-racism	management plans must be actively addressed for equitable health care outcomes (anti-racism).	
8. Give or receive a	Domains of competence:	
patient handover to	Patient care P	Practice-based learning & improvement
transition care	Interpersonal & communication skills	rofessionalism
responsibility.		
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		Refine written documentation and oral presentation skills.
9. Collaborate as a	Domains of competence:	
member of an inter-	• Interpersonal & communication skills • P	rofessionalism
professional team.	Systems-based practice I	nterprofessional collaboration
	 Personal & professional development 	
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,	Teach and help others in the group as	
Year 1	appropriate in the learning process.	
Year 1 Case-Based Learning, Year 1	appropriate in the learning process. Take responsibility for tasks required in the group's ongoing work.	
Case-Based Learning,	Take responsibility for tasks required in	
Case-Based Learning, Year 1 Doctoring/Clinical Skills	Take responsibility for tasks required in the group's ongoing work. Work and learn effectively with others as a	
Case-Based Learning, Year 1 Doctoring/Clinical Skills Year 1 Longitudinal Ambulatory Care	 Take responsibility for tasks required in the group's ongoing work. Work and learn effectively with others as a member of the team. Demonstrate professionalism and ethical 	
Case-Based Learning, Year 1 Doctoring/Clinical Skills Year 1 Longitudinal Ambulatory Care Experience,	 Take responsibility for tasks required in the group's ongoing work. Work and learn effectively with others as a member of the team. Demonstrate professionalism and ethical 	Demonstrate skills in teamwork and
Case-Based Learning, Year 1 Doctoring/Clinical Skills Year 1 Longitudinal Ambulatory Care Experience, Year 1	 Take responsibility for tasks required in the group's ongoing work. Work and learn effectively with others as a member of the team. Demonstrate professionalism and ethical 	Demonstrate skills in teamwork and leadership.
Case-Based Learning, Year 1 Doctoring/Clinical Skills Year 1 Longitudinal Ambulatory Care Experience, Year 1 Block 9:	 Take responsibility for tasks required in the group's ongoing work. Work and learn effectively with others as a member of the team. Demonstrate professionalism and ethical 	
Case-Based Learning, Year 1 Doctoring/Clinical Skills Year 1 Longitudinal Ambulatory Care Experience, Year 1 Block 9: Clinical Neurosciences 2	 Take responsibility for tasks required in the group's ongoing work. Work and learn effectively with others as a member of the team. Demonstrate professionalism and ethical 	leadership.
Case-Based Learning, Year 1 Doctoring/Clinical Skills Year 1 Longitudinal Ambulatory Care Experience, Year 1 Block 9: Clinical Neurosciences 2 Longitudinal	 Take responsibility for tasks required in the group's ongoing work. Work and learn effectively with others as a member of the team. Demonstrate professionalism and ethical 	leadership. Describe an interdisciplinary approach

Curricular threads		
Health equity, social justice and anti-racism	Demonstrate respect, humility, and effectiv advocating for patients, families, and collea	-
Palliative care		
Paillative care	Compare the roles of members of an interd nurses, social workers, case managers, chap	
10. Recognize a patient	Domains of competence:	
requiring urgent or		nterpersonal & communication skills
emergent care and		nterprofessional collaboration
initiate evaluation and	 Personal & professional development 	
management.		
Block/course	Integration in year 1	Integration in year 2
Block 2: Cardiovascular,	Identify electrocardiography changes	
Renal, and Respiratory	associated with myocardial ischemia and	
Medicine 1	common arrhythmias.	
Block 2: Cardiovascular,	Define the terms cardiac output, stroke	
Renal, and Respiratory	volume, ejection fraction, venous return,	
Medicine 1	ventricular compliance, afterload, and	
	preload.	
Block 3:	Identify how disruption of normal	
Gastrointestinal,	physiology drives the pathophysiological	
Endocrine and	basis of disease, clinical diagnosis and	
Reproductive Health 1	treatment of disorders that affect the	
	gastrointestinal, endocrine and	
	reproductive systems.	
Block 5:	Recognize the pathophysiology, clinical	
Clinical Neurosciences 1	signs and pharmacological treatment of	
	disorders of each region of the nervous	
	system, and apply this knowledge to	
	clinical cases.	
Curricular threads		
Palliative care	 Demonstrate approaches to handling en serious illness. 	motion in patients and families facing
	Practice communication techniques wit	h patients, families and other team
	members, incorporating cultural sensiti	•
	 Demonstrate empathic communication expect at end-of-life. 	to family of patient regarding what to
	 Identify signs of imminently dying patie 	nt
	 Assess and manage symptoms of dying 	
	Summarize the communication tasks of a pl	•
	pronouncement, family notification and sup	
	pronouncement, ranning notification and sup	port, and request for autopsy.

11. Obtain informed	Demains of competences	
consent for tests	Domains of competence: • Patient care •	Knowledge for practice
		Knowledge for practice
and/or procedures.	Interpersonal & communication skills Personal & professional development	rolessionalism
	Personal & professional development	
Block/course	Integration in year 1	Integration in year 2
Block 6:		Evaluate a patient's suitability for
Foundations of		transplantation based on medical
Medicine 2		necessity, surgical risk and post-
		transplantation compliance.
Curricular threads		
Palliative care	Explore patient and family understandir	ng of illness, concerns, goals and values
	that inform the plan of care.	
	Demonstrate patient-centered commun	nication techniques when giving
	difficult/serious news, discussing resusc	
	surrogate decision-maker.	
	 Discuss advanced care planning with particular 	tients and families, including organ
	donation.	
	 Interpret ethical and legal issues that in 	form decision-making in serious illness
		sted death, the right to forgo or withdraw
		support, fluids, antibiotics, CPR, artificial
		•••
	nutrition) and the rationale for obtainin	g a surrogate decision maker.
12. Perform general	Domains of competence:	
procedures of a		Interpersonal & communication skills
physician.	Professionalism F	Personal & professional development
Block/course	Integration in year 1	Integration in year 2
Block 1:	Perform and interpret vital signs on a	
Foundations of		
	patient.	
Medicine 1		
Doctoring/Clinical Skills	Use correct technique to place simple	
Year 1	interrupted and running sutures in a	
	simulated model.	
Doctoring/Clinical Skills	Use correct technique to perform	
Year 1	phlebotomy on a simulated model.	
Doctoring/Clinical Skills		Use correct technique to place deep
Year 2		dermal and mattress sutures in a
		simulated model.
Longitudinal		Review and interpret an
Ambulatory Care		electrocardiogram.
Experience,		
Year 2		

Curricular threads		
Radiology/ultrasound	 Perform limited ultrasound applications organ systems: cardiopulmonary, vascula genitourinary, thyroid, ocular, and muscu Obtain ultrasound views of various organ Teach others how to obtain ultrasound v Interpret common pathology seen on ult 	ar, gastrointestinal track, hepatobiliary, uloskeletal. n systems. iews of various organ systems.
13. Identify system failures and contribute to a culture of safety and improvement.	Interpersonal & communication skills P	Practice-based learning & improvement rofessionalism 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	culture, birth sex, age, faith practice, se	care outcomes. pects of diversity (such as race, ethnicity, xual orientation, language facility, der identity, and immigration status) may d affect health outcomes. lated systems, cultures, and structures systemic, cultural, and structural

Palliative care	Describe hospice and palliative care hist	-
	Define the philosophy and role of palliat	tive care across the life cycle.
14. Conduct empathic	Domains of competence:	
and effective		Knowledge for practice
conversations with	Practice-based learning & improvement	•
patients, families and		Interprofessional collaboration
colleagues of diverse	Systems-based practice	Personal & professional development
backgrounds to		
promote health equity,		
social justice and anti-		
racism.		
Block/course	Integration in year 1	Integration in year 2
Block 1:	Explain how the combined effects of genes	
Foundations of	and environment cause multifactorial	
Medicine 1	diseases.	
Block 1:	Explain the major clinical manifestations	
Foundations of	of cancer, its impact on patients, and the	
Medicine	clinical approach to diagnosis, treatment,	
	and communicating with patients.	
Doctoring/Clinical Skills	Demonstrate interpersonal and	
Year 1	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:		Describe how illness affects a patient,
Cardiovascular, Renal,		family group and society.
and Respiratory		
Medicine 2		
Longitudinal		Describe an interdisciplinary approach
Ambulatory Care		to identifying and ameliorating health
Experience,		disparities.
Year 2		
Curricular threads		
Health equity, social	Communicate bidirectionally with memb	ers of all constituent societal groups to
justice and anti-racism	prioritize fair opportunities for every pat	ient and family member to attain their full
	health potential (health equity).	
	 Identify when and how racial factors affe 	
	management plans must be actively add	ressed 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 intersection	ional differences that reflect the various
	societal groups to which they belong (so	cial justice).

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.