

Special Notes for LCME Self Study

This document consists of two sections:

Section 1: Instructions for CurrMIT Administrators: Data entry instructions covering the minimum data that must be entered by CurrMIT Administrators in the "Institution" and "User" forms.

Section 2: Data Collection Forms and Curriculum Checklists: Course/Clerkship and Session forms that may be used to collect the minimum data required by the LCME. These may be distributed to Course and Clerkship Directors and Instructors, or CurrMIT administrators may wish to conduct interviews with faculty, to complete the forms.

CurrMIT Administrators may wish to provide multiple copies of the "Session" forms and Curriculum Checklists, corresponding to the number of Sessions with the Course or Clerkship.

The Data Collection Forms are formatted to correspond with CurrMIT's online forms. Upon completion, CurrMIT Administrators can quickly see where to transfer data from the forms into CurrMIT, in order to make use of CurrMIT's special LCME reports.

Special thanks to CurrMIT staff and administrators from Florida State University College of Medicine, Southern Illinois University School of Medicine, and Vanderbilt University School of Medicine for providing the framework from which we developed the Special Notes for LCME Self Study

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Instructions for Administrators:

Institution

On the Institution form, the following should be entered, at minimum:

- Innovations
- Combined Degrees
- USMLE Requirements (*Question ED-48a*)
- Weeks required for MD degree
- Electives: The LCME requires that you report on total weeks of electives each year; and maximum and average number of weeks that students may take electives at another institution.

We recommend that you document this information in CurrMIT as follows. Copy the following text/code and paste into the "Institution" form in the field "Describe your electives program"; then enter the number of weeks where noted in **bold**

Total weeks of electives offered each year in the curriculum

Year 1 - enter number of weeks Year 1

Year 2 - enter number of weeks Year 2

Year 3 - enter number of weeks Year 3

Year 4 - enter number of weeks Year 4

Maximum Number of Weeks Students May Spend Taking Electives at Another Institution

 enter number of weeks - 10

Average Number of Weeks Students In Most Recent Graduating Class Spent Taking Electives at Another Institution

 enter number of weeks 5

- Other 1:
 - (*Question ED-1b*) Enter date when school objectives were adopted and last reviewed/revised in the following format:
 - Year School Objectives Adopted: <mm/dd/yyyy>
 - Year School Objectives most recently reviewed/revised: <mm/dd/yyyy>
 - (*Question ED-3*) Describe how the general objectives of the educational program are made known to:
 - medical students
 - instructional staff, including full-time and volunteer (community) faculty, graduate students, and resident physicians with responsibility for teaching; and
 - academic leadership of the medical school and its affiliated institutions.
- Other 2: (*Question ED-23-c*) Describe the methods used to identify any breaches of ethics in patient care made by medical students, and how the breaches are addressed

User

For each User attached to a Courses/Clerkship and/or Session, at minimum, the following should be entered in the User form:

- First Name (*Question ED-33a*)
- Last Name (*Question ED-33a*)
- Degree (*Question ED-33a*)
- Title (*Question ED-33a*)
- Department (*Question ED-33a*)
- Other 2: (*Question ED-33a*)
- For each User that is on a curriculum committee, include the term "committee" along with the committee name in the Other 2 field (*Question ED-33a*)

Data Collection Forms and Curriculum Checklists

Medical schools must report details of instruction from the following forms and checklists to the Liaison Committee on Medical Education (LCME) in order to maintain accreditation.

The *Data Collection Forms* for Courses and Sessions collect core information that must be supplied by faculty for all Courses and Clerkships.

The *Curriculum Checklists* assist faculty in supplying required inventories of educational methods, assessment methods, competencies, curricular objectives and other details of instruction.

Course/Clerkship Form¹			
*Course/Clerkship Name			
*Graduating Class Year:			
Discipline - check all that apply			
	<input type="checkbox"/> Basic Sciences	<input type="checkbox"/> Organ systems	<input type="checkbox"/> PBL/ Case
OR			
	<input type="checkbox"/> Clinical Discipline		
*Course option type - check one			
	<input type="checkbox"/> Required	<input type="checkbox"/> Elective	<input type="checkbox"/> Selective
Sponsoring Department(s)² (Required Course Form and Required Clerkship Form) If there are multiple departments with ongoing involvement in the course, list each department, along with the number of instructional staff participating from each department ³			
Course Director(s):			
*Number of Weeks:			
*Course start/stop times Indicate start month and academic year, e.g., Start Month: January, Start Academic Year: Year 1 End Month: March, End Academic Year: Year 1 For clinical clerkships, indicate the full time during which the clerkship blocks are offered, e.g., Start: July, Year 3; End June, Year 3 OR Indicate start month and academic years for each block that one student might experience			
Start Month	Start Academic Year	End Month	End Academic Year

¹ (ED-5a-b Required Courses/clerkships, Schematic Report)

¹ *CurrMIT Administrators:* Throughout these forms, the field names (e.g., Course Objectives, Course Comment, Course Other 1) indicate where this information should be entered in the CurrMIT record, to ensure that report templates set up by AAMC will pull the relevant information. The question items from the LCME selfstudy database are shown in bold, italics within parentheses, e.g., (**Question ED2**)

² *CurrMIT Administrators:* CurrMIT uses the standard departments list available in all AAMC databases. If your department does not appear, enter it in the Department_Other;

³ *CurrMIT Administrators:* If there are multiple departments with ongoing involvement in the course, list each department, with number of instructional staff, in the "Department_Other" field; e.g., Microbiology 5, Anatomy 2, Pediatrics 3

Course Objectives Field:

- Describe/list the overall Curricular and Course or Clerkship Objectives⁴. For all Clerkships, briefly describe or summarize the objectives for the clerkship and explain if they taken from or based on objectives established by national organizations, or developed internally. *(Required Clerkship Form)*
- ***If any of the explicit objectives relate to ethical issues or human values***, include them and provide information about the evaluation instruments used to assess the acquisition or demonstration of ethical behavior⁵. *(Question ED-23 a-b)*
- ***If graduate students, postdoctoral fellows in the biomedical sciences, or residents teach*** in the course (as lecturers, small group facilitators, laboratory instructors), describe how they are informed about the course objectives and prepared for their teaching role. *(Required Course Form and Required Clerkship Form)*.
- ***If patient encounters are part of the course or clerkship***, describe the process used to specify the number and kind of patients and the clinical settings needed to meet the clerkship objectives. Identify at what point during the clerkship individual students' clinical experiences are reviewed to assure that objectives are met, and list who conducts the review. Describe the mechanisms for establishing or modifying the number and kinds of patients and the clinical settings needed to meet the objectives for clinical education. Provide a summary of the criteria for patient experiences, level of student responsibility, and clinical setting. Describe how the adequacy of the number and variety of patient encounters are monitored. List who is responsible for assuring that the number and variety of patient encounters are adequate. *(Question ED-2 and Required Clerkship Form)*⁶

⁴ *CurrMIT Administrators:* Typically, specific **course/clerkship** objectives that faculty enter here are listed in this field in CurrMIT; but **curricular** objectives are documented by linking them as "course elements" instead of entering them in this field in CurrMIT.

⁵ *CurrMIT Administrators:* If objectives relate to this area, be sure to include relevant terms, such as ethics, communicate, or humanity, in the statement; the CurrMIT report will look for these terms.

⁶ *CurrMIT Administrators:* If this is relevant information, be sure to include the string "patient encounter" in the field; the CurrMIT report filters on this word string.

Course Other 1 Field:

⁷*For each course or clerkship offered at more than one site, describe the following (Question ED-8):*

- How faculty members at all sites are oriented to the objectives and grading system for the course or clerkship.
- How and how often individuals responsible for the course or clerkship at all sites communicate regarding planning, implementation, student evaluation, and course evaluation.
- Faculty development activities related to teaching and evaluation skills that are available to instructional staff across sites.
- Mechanisms for review and sharing of student assessments of their educational experiences, and any other data reflecting the comparability of learning experiences across sites. Note the specific kinds of data reviewed and the individuals or groups responsible for reviewing the information.

⁷ *CurrMIT Administrators:* For each course or clerkship offered at more than one site, include the word string “Alternative Site” in this field. The CurrMIT report will use this word string as a filter, to retrieve only those courses with alternative sites, and will search for the requested information.

Additional Information Required from Clerkships

Does the Clerkship cover training in Primary Care?⁸

Yes ___ No ___

Comments Field:

- For each *Clerkship* state what methods are used to assess clerkship quality, including peer and student feedback and measures of student and graduate achievement; and briefly describe the method of mid-clerkship evaluation of students. Note whether a narrative description of each student's clinical skills is included with the final grade (***Required Clerkship Form***).

- For each *Clerkship* list the required rotations that are part of the clerkship, and the average amount of time spent in each (if there are variations across sites, provide a range) (***Required Clerkship Form***).

Course Other 2 Field:

- For each required course or clerkship that provides training in primary care, enter the number of weeks devoted to the topic. (***Question ED-14***)⁹

⁸ *CurrMIT Administrators*: Due to focus on primary care, be sure to link element containing the text "primary care" to each course or clerkship that includes training in this topic (Question ED-14).

⁹ *CurrMIT Administrators*: In Course Other2 field, enter "Primary care = <# of weeks>" The CurrMIT report will print the complete text of the Other2 field for all courses or clerkships to which an element containing the text "primary care" is attached.

Complete one form for EACH <i>Clerkship Site</i> within this clerkship (Required Clerkship Form)	
Clerkship Name: _____	
Name of Rotation and Site: _____	
Site includes primarily Ambulatory care	<input type="checkbox"/> Yes <input type="checkbox"/> No
Site includes primarily Inpatient care	<input type="checkbox"/> Yes <input type="checkbox"/> No
Count: Students Per Rotation	# Students _____
Count: Faculty per Rotation	# Faculty _____
Count : Residents per Rotation	# Residents _____
Lecture Hrs/Week	# Hrs PER WEEK of lecture _____
Conference Hrs/Week	# Hrs PER WEEK of conference _____
Methods: Faculty Teaching Rounds Hrs/Week	# Hrs PER WEEK of faculty teaching rounds _____
Methods: Residents participate in teaching	<input type="checkbox"/> Yes <input type="checkbox"/> No
Patients: Patient Logs are kept	<input type="checkbox"/> Yes <input type="checkbox"/> No

This page is for CurrMIT Administrators only. Instructions for CurrMIT Administrators. For all required Clerkships, the information from the previous page should be entered into CurrMIT as follows:

- To be able to most easily answer the LCME's question regarding clerkships, it is useful to create a separate "Session" for each *rotation* and *clinical site* used for the Clerkship. In the Session **Name** field, enter the Required Rotation Name and the Site Name.
- There should, therefore, be at least one Session for each rotation; however, for rotations that occur in more than one site, there may be multiple Sessions. For example, within a **Surgery** clerkship, there might be the following Sessions:
 - General Surgery – ABC Hospital
 - Cardiac Surgery – ABC Hospital
 - Pediatric Surgery – ABC Hospital
 - Pediatric Surgery – DEF Pediatric Hospital
 - Gynecologic Surgery – ABC Hospital
 - Gynecologic Surgery – GHI Women's Hospital
- Link the following Elements as appropriate to *each* Session based on the information collected from the previous page. The elements can be found by displaying all elements under the Element category *Clerkship Clinic Resources*.

▪ Link this element from the CurrMIT category "Clerkship Clinic Resource"	▪ In the Hours field, enter
Site: Ambulatory/Outpatient	Nothing (leave blank); linking element means that the site includes ambulatory patients
Site: Inpatient	Nothing (leave blank); linking element means that the site includes inpatients
¹⁰ Count: Students Per Rotation	# Students
¹¹ Count: Faculty per Rotation	# Faculty
¹² Count : Residents per Rotation	# Residents
Methods: Lecture Hrs/Week	# Hrs PER WEEK of lecture
Methods: Conference Hrs/Week	# Hrs PER WEEK of conference
Methods: Faculty Teaching Rounds Hrs/Week	# Hrs PER WEEK of faculty teaching rounds
Methods: Residents participate in teaching	Nothing (leave blank); linking element means that residents participate in teaching
Patients: Patient Logs are kept	Nothing (leave blank); linking element means that students keep patient logs

¹⁰ Count of students per rotation are for LCME Educational Resource Standards– ER-6

¹¹ Count of faculty per rotation are for LCME Educational Resource Standards– ER-6

¹² Count of residents per rotation are for LCME Educational Resource Standards– ER-6

Session Information

Session: A Session is an individual unit of instruction or delivery of a Course, as in a lecture, a small group meeting, a laboratory, or grand rounds; for Clerkships, a Session may simply document the overall description of a separate required rotation and clinical site.
NOTE: Complete one “Session Information” form for EACH session within the Course, or for EACH separate required rotation and clinical site in the Clerkship

Session Title:
Session Administrator(s):
Contact Hours for Session (Course); or Contact Hours for Required Rotation (Clerkship):
Session Type:¹³

Session Objectives:¹⁴

Session Topics¹⁵		
Keywords or ideas of major issues covered during the session.		

¹³ *CurrMIT Administrators:* Typically, schools enter the **session** educational methods as elements linked to the sessions, but you may wish to enter the educational methods used during the session in this field.

¹⁴ *CurrMIT Administrators:* Typically, specific **session** objectives that faculty enter here are listed in this field in CurrMIT; but **curricular** objectives are documented by linking them as “session elements” instead of entering them in this field in CurrMIT.

¹⁵ *CurrMIT Administrators:* The topics that faculty enter here should typically be linked as “session elements” to the session. You may wish to distribute selected curriculum checklists from the following pages with this form, to guide faculty on selection of topics of special importance, e.g., AAMC/LCME Hot Topics.

Session Comments:

For each Session in which students acquire any of the following skills or understanding, describe how learning is accomplished—that is, how the students are acquiring these skills (Question ED-6-7):

- Ability to learn through self-directed, independent study
- Skills of critical judgment based on evidence
- Skills of medical problem-solving
- Understanding of societal needs and demands on health care,

Session Other 1:

For each Session where students participate in required laboratory exercises (real or simulated) that oblige them to make observations of biomedical phenomena and collect or analyze data, describe how learning is accomplished (Question ED-12).¹⁶

¹⁶ *CurrMIT Administrators:* If this occurs in the session, be sure to link an element containing “lab” or “laboratory” to the session as a session element; the CurrMIT report will filter on session elements that include “lab” and will display the data entered in this field.

Curriculum Checklists

Instructions for CurrMIT Administrators:

Distribute copies to faculty, so that they can indicate which items are being delivered, from among those appearing on the checklists.

The terms on the following pages have already been entered into CurrMIT. However, schools may also enter their own terms; you may wish to edit the curriculum checklists to add, modify or delete terms, or create your own list of terms, before distributing them to faculty.

Where columns requesting contact hours appear, the contact hour information is required for LCME.

After collecting the materials from faculty, the items selected on the checklists should be linked to Course or Session records in CurrMIT as "Course Elements" or "Session Elements."

In most cases, the you may link the elements to either the Course or the Session records. However, please note that LCME 'Hot Topics' MUST be linked to the *Session* records; the LCME requires that you report the total number of Sessions in which each of the 'Hot Topics' is covered.

Educational Methods

Course/Clerkship Name: _____		
Session Name (if applicable): _____		
Check <input checked="" type="checkbox"/> if utilized during Course or Session	Contact Hours	Educational Methods
		Element category to search under: Educational Methods
		Autopsy
		Case-based, small group, tutorial
		Chief's Bowl
		Clerkship Experiences
		Clinical Correlation
		Clinical Skills Development
		Community Encounter / Community-based Work
		Computer-assisted Instruction
		Conference
		Demonstrations
		Discussion
		Dissection
		Dramatization/Role Play
		Exam reviews
		Exams
		Film/Video
		Grand Rounds
		Independent study
		Journal Club
		Laboratories
		Large Group
		Lecture
		Morning Report
		Optional Clinical Case Study
		Optional Conference
		Optional Films
		Optional Review
		Oral Presentation
		Panel Discussion
		Patient Care Activities
		Patient Interview
		Patient Presentations
		Patient Write-up

Course/Clerkship Name: _____			Element category to search under: Educational Methods
Session Name (if applicable): _____			
Check <input checked="" type="checkbox"/> if utilized during Course or Session	Contact Hours	Educational Methods	
		Preceptorship / Hospital Experience	
		Presentation	
		Problem Based Learning	
		Quiz	
		Review Session	
		Seminars	
		Shadowing	
		Standardized Patient	
		Teaching Others	
		Tutorial	
		Ward Rounds	
		Other (List and define "Other" educational methods)	
		Other (List and define "Other" educational methods)	
		Other (List and define "Other" educational methods)	

AAMC/LCME Hot Topics

Course/Clerkship Name: _____		Session Name (Required): _____
Check <input checked="" type="checkbox"/> if topic is an important learning objective of the Session	AAMC/LCME Hot Topics	Element category to search under: AAMC/LCME Hot Topics
	Alternative Medicine	
	Biostatistics	
	Clinical pathology	
	Communication Skills	
	Community Health	
	Diagnostic Imaging	
	End-of-life Care	
	Epidemiology	
	Evidence based Medicine	
	Family violence / abuse	
	Geriatrics	
	Health Care Quality Review	
	Health Care Systems	
	Home Health Care	
	Human Development/Life Cycle	
	Human Sexuality	
	Medical Ethics	
	Medical Genetics	
	Medical Humanities	
	Medical Jurisprudence	
	Medical Socioeconomics	
	Multicultural Medicine	
	Nutrition	
	Occupational health/medicine	
	Pain Management	
	Palliative Care	
	Patient Health Education	
	Population-based Medicine	
	Practice Management	
	Preventive Medicine	
	Rehabilitation/Care of disabled	
	Research Methods	
	Substance Abuse	
	Women's Health	

Competencies, Objectives & Assessment

Medical Schools must indicate specific competencies expected of graduates, institutional objectives related to each competency, and the outcome measure(s) indicating achievement of the objectives (Question ED-2).

Special Instructions for CurrMIT Administrators:

Assessment Methods:

Link the different types of assessment methods used for each Course or Clerkship from the "Assessment Methods" category in CurrMIT

Curricular Objectives:

Curricular objectives on the following sheets have already been entered into CurrMIT. However, schools can enter their own curricular objectives into CurrMIT as follows:

- 1) Create a element category (or element categories) of objectives:

Select Curriculum Management

Select Elements (or Manage Elements)

Under "Options" click Manage Categories

Next to "Curricular Objectives" click "View"

Next to "School Objectives" click "View"

Under "Options" click Add new sub-category at this level

Enter School and Category name (e.g., Vanderbilt-Knowledge & Skills) & click on Save Category.

(If your school has more than one category (e.g., Vanderbilt Attitudes & Values) hit your browser's "Back" button and enter & save additional category; repeat until all categories entered)

- 2) Enter the outcome objectives as "elements":

Select Curriculum Management

Select Elements (or Manage Elements)

Click on Curricular Objectives

Click on School Objectives

Click on your school category

From "Options" click on Add New Element to this Category

Enter outcome objective as element & click on Save Element

Click on Add Another Element and enter & save additional elements; repeat until all outcome objectives have been entered

<h2 style="margin: 0;">Assessment</h2> <p>1) Under % for each assessment method, indicate the percent that each assessment method is weighted in computing the students' final grade (the total should be 100%);</p> <p>2) Assessments not used for students' final grades should be checked, but indicated as zero (0) percent weight.</p>			ADMINISTRATIVE:
Course/Clerkship Name: _____			
Check if used to assess students in Course/ Clerkship	Assessment Method	% weight in students' final grades	Element category to search under: Assessment Method
	Attendance		
	Chart Review		
	Computer Exams		
	Computerized case simulation to test decision-making		
	Conferences		
	Essay Questions		
	Exams		
	Final Examination		
	Group Presentation		
	Lab Exam		
	Laboratory Practical		
	Midterm		
	Multiple Choice Exam		
	Narrative Evaluation		
	NBME Shelf Exam		
	Objective Structured Clinical Exam (OSCE)		
	Observation by Faculty		
	Observation by residents		
	Oral Exam		
	Oral Presentation		
	Paper-pencil Examination		
	Patient Workup		
	Peer Review		

<h2 style="margin: 0;">Assessment</h2> <p>1) Under % for each assessment method, indicate the percent that each assessment method is weighted in computing the students' final grade (the total should be 100%);</p> <p>2) Assessments not used for students' final grades should be checked, but indicated as zero (0) percent weight.</p>			ADMINISTRATIVE:
Course/Clerkship Name: _____			
Check if used to assess students in Course/ Clerkship	Assessment Method	% weight in students' final grades	Element category to search under: Assessment Method
<input type="checkbox"/>	Practical		
<input type="checkbox"/>	Preceptor ratings		
<input type="checkbox"/>	Presentations		
<input type="checkbox"/>	Problem-solving exercises		
<input type="checkbox"/>	Quiz		
<input type="checkbox"/>	Research Paper		
<input type="checkbox"/>	Self-evaluation		
<input type="checkbox"/>	Short Answer Questions		
<input type="checkbox"/>	Small group Participation		
<input type="checkbox"/>	Standardized Patients (SP)		
<input type="checkbox"/>	Structured Observation by Faculty		
<input type="checkbox"/>	Structured Observation by Residents		
<input type="checkbox"/>	Tutor Evaluation		
<input type="checkbox"/>	Written Assignments		
<input type="checkbox"/>	Other (List and <i>define</i> any "Other" assessment methods)		
<input type="checkbox"/>	Other		
<input type="checkbox"/>	Other		
<input type="checkbox"/>	Other		
<input type="checkbox"/>	Other		

Competencies		ADMINISTRATIVE: ACGME Competencies are listed. <i>You may wish to substitute your school's competencies</i>
Course/Clerkship Name: _____		
Session Name (if applicable): _____		
Check <input checked="" type="checkbox"/> if an important competency of Course or Session	Competency	Element category to search under: ACGME Competencies
	Communicate effectively and demonstrate caring and respectful behaviors when interacting with patients and their families.	ACGME Competencies Patient Care::
	Gather essential and accurate information about their patients.	ACGME Competencies Patient Care::
	Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.	ACGME Competencies Patient Care::
	Develop and carry out patient management plans.	ACGME Competencies Patient Care::
	Counsel and educate patients and their families.	ACGME Competencies Patient Care::
	Use information technology to support patient care decisions and patient education.	ACGME Competencies Patient Care::
	Perform competently all medical and invasive procedures considered essential for the area of practice.	ACGME Competencies Patient Care::
	Provide health care services aimed at preventing health problems or maintaining health.	ACGME Competencies Patient Care::
	Work with health care professionals, including those from other disciplines, to provide patient-focused care.	ACGME Competencies Patient Care::
	Demonstrate an investigatory and analytic thinking approach to clinical situations.	ACGME Competencies Medical Knowledge::
	Know and apply the basic and clinically supportive sciences which are appropriate to their discipline.	ACGME Competencies Medical Knowledge::
	Analyze practice experience and perform practice-based improvement activities using a systematic methodology.	ACGME Competencies Practice-based Learning and Improvement::
	Locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems.	ACGME Competencies Practice-based Learning and Improvement::
	Obtain and use information about their own population of patients and the larger population from which their patients are drawn.	ACGME Competencies Practice-based Learning and Improvement::
	Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness.	ACGME Competencies Practice-based Learning and Improvement::
	Use information technology to manage information, access on-line medical information; and support their own education.	ACGME Competencies Practice-based Learning and Improvement::

Competencies		ADMINISTRATIVE: ACGME Competencies are listed. <i>You may wish to substitute your school's competencies</i>
Course/Clerkship Name: _____		
Session Name (if applicable): _____		
Check <input checked="" type="checkbox"/> if an important competency of Course or Session	Competency	Element category to search under: ACGME Competencies
	Facilitate the learning of students and other health care professionals.	ACGME Competencies Practice-based Learning and Improvement::
	Create and sustain a therapeutic and ethically sound relationship with patients.	ACGME Competencies Interpersonal and Communication Skills::
	Use effective listening skills and elicit and provide information using effective nonverbal, explanatory, questioning, and writing skills.	ACGME Competencies Interpersonal and Communication Skills::
	Work effectively with others as a member or leader of a health care team or other professional group.	ACGME Competencies Interpersonal and Communication Skills::
	Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supercedes selfinterest; accountability to patients, society, and the profession; and a commitment to excellence and on-going professional development.	ACGME Competencies Professionalism::
	Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.	ACGME Competencies Professionalism::
	Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities.	ACGME Competencies Professionalism::
	Understand how their patient care and other professional practices affect other health care professionals, the health care organization, and the larger society and how these elements of the system affect their own practice.	ACGME Competencies Systems-based Practice::
	Know how types of medical practice and delivery systems differ from one another, including methods of controlling health care costs and allocating resources.	ACGME Competencies Systems-based Practice::
	Practice cost-effective health care and resource allocation that does not compromise quality of care.	ACGME Competencies Systems-based Practice::
	Advocate for quality patient care and assist patients in dealing with system complexities.	ACGME Competencies Systems-based Practice::
	Know how to partner with health care managers and health care providers to assess, coordinate, and improve health care and know how these activities can affect system performance.	ACGME Competencies Systems-based Practice::

Curricular Objectives		ADMINISTRATIVE MSOP Objectives are listed; <i>you may wish to substitute your school's curricular objectives.</i>
Course Name: _____		
Session Name (if applicable): _____		
Check <input checked="" type="checkbox"/> if important objective of Course or Session	Curricular Objective	Element category to search under: Curricular Objectives,
	Knowledge of the theories and principles that govern ethical decision making, and of the major ethical dilemmas in medicine, particularly those that arise at the beginning and end of life and those that arise from the rapid expansion of knowledge of genetics	MSOP Physicians must be altruistic::
	Compassionate treatment of patients, and respect for their privacy and dignity	MSOP Physicians must be altruistic::
	Honesty and integrity in all interactions with patients' families, colleagues, and others with whom physicians must interact in their professional lives	MSOP Physicians must be altruistic::
	An understanding of, and respect for, the roles of other health care professionals, and of the need to collaborate with others in caring for individual patients and in promoting the health of defined populations	MSOP Physicians must be altruistic::
	A commitment to advocate at all times the interests of one's patients over one's own interests	MSOP Physicians must be altruistic::
	An understanding of the threats to medical professionalism posed by the conflicts of interest inherent in various financial and organizational arrangements for the practice of medicine.	MSOP Physicians must be altruistic::
	The capacity to recognize and accept limitations in one's knowledge and clinical skills, and a commitment to continuously improve one's knowledge and ability	MSOP Physicians must be altruistic::
	Knowledge of the normal structure and function of the body (as an intact organism) and of each of its major organ systems	MSOP Physicians must be knowledgeable::
	Knowledge of the molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis	MSOP Physicians must be knowledgeable::
	Knowledge of the various causes (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic) of maladies and the ways in which they operate on the body (pathogenesis)	MSOP Physicians must be knowledgeable::
	Knowledge of the altered structure and function (pathology and pathophysiology) of the body and its major organ systems that are seen in various diseases and conditions	MSOP Physicians must be knowledgeable::
	An understanding of the power of the scientific method in establishing the causation of disease and efficacy of traditional and non-traditional therapies	MSOP Physicians must be knowledgeable::
	An understanding of the need to engage in lifelong learning to stay abreast of relevant scientific advances, especially in the disciplines of genetics and molecular biology	MSOP Physicians must be knowledgeable::
	The ability to obtain an accurate medical history that covers all essential aspects of the history, including issues related to age, gender, and socio-economic status	MSOP Physicians must be skillful::
	The ability to perform both a complete and an organ system specific examination, including a mental status examination	MSOP Physicians must be skillful::
	The ability to perform routine technical procedures including at a minimum venipuncture, inserting an intravenous catheter, arterial puncture, thoracentesis, lumbar puncture, inserting a nasogastric tube, inserting a foley catheter, and suturing lacerations	MSOP Physicians must be skillful::

Curricular Objectives		ADMINISTRATIVE MSOP Objectives are listed; <i>you may wish to substitute your school's curricular objectives.</i>
Course Name: _____		
Session Name (if applicable): _____		
Check <input checked="" type="checkbox"/> if important objective of Course or Session	Curricular Objective	Element category to search under: Curricular Objectives,
	The ability to interpret the results of commonly used diagnostic procedures	MSOP Physicians must be skillful::
	Knowledge of the most frequent clinical, laboratory, roentgenologic, and pathologic manifestations of common maladies	MSOP Physicians must be skillful::
	The ability to reason deductively in solving clinical problems	MSOP Physicians must be skillful::
	The ability to construct appropriate management strategies (both diagnostic and therapeutic) for patients with common conditions, both acute and chronic, including medical, psychiatric, and surgical conditions, and those requiring short- and long-term rehabilitation	MSOP Physicians must be skillful::
	The ability to recognize patients with immediately life threatening cardiac, pulmonary, or neurological conditions regardless of etiology, and to institute appropriate initial therapy	MSOP Physicians must be skillful::
	The ability to recognize and outline an initial course of management for patients with serious conditions requiring critical care	MSOP Physicians must be skillful::
	Knowledge about relieving pain and ameliorating the suffering of patients	MSOP Physicians must be skillful::
	The ability to communicate effectively, both orally and in writing, with patients, patients families, colleagues, and others with whom physicians must exchange information in carrying out their responsibilities	MSOP Physicians must be skillful::
	Knowledge of the important non-biological determinants of poor health and of the economic, psychological, social, and cultural factors that contribute to the development and/or continuation of maladies	MSOP Physicians must be dutiful::
	Knowledge of the epidemiology of common maladies within a defined population, and the systematic approaches useful in reducing the incidence and prevalence of those maladies	MSOP Physicians must be dutiful::
	The ability to identify factors that place individuals at risk for disease or injury, to select appropriate tests for detecting patients at risk for specific diseases or in the early stage of disease, and to determine strategies for responding appropriately	MSOP Physicians must be dutiful::
	The ability to retrieve (from electronic databases and other resources), manage, and utilize biomedical information for solving problems and making decisions that are relevant to the care of individuals and populations	MSOP Physicians must be dutiful::
	Knowledge of various approaches to the organization, financing, and delivery of health care	MSOP Physicians must be dutiful::
	A commitment to provide care to patients who are unable to pay and to advocate for access to health care for members of traditionally underserved populations	MSOP Physicians must be dutiful::
	Interpret laboratory tests	MSOP-Informatics::Clinician::
	Interpret laboratory tests, demonstrating knowledge of the limitations of standard laboratory measurements.	MSOP-Informatics::Clinician::
	Interpret laboratory tests, demonstrating the ability to integrate clinical and laboratory findings	MSOP-Informatics::Clinician::

Curricular Objectives		ADMINISTRATIVE MSOP Objectives are listed; <i>you may wish to substitute your school's curricular objectives.</i>
Course Name: _____		
Session Name (if applicable): _____		
Check <input checked="" type="checkbox"/> if important objective of Course or Session	Curricular Objective	Element category to search under: Curricular Objectives,
	Incorporate uncertainty explicitly into clinical decision making	MSOP-Informatics::Clinician::
	Incorporate uncertainty explicitly into clinical decision making, demonstrating the ability to quantify and communicate the degree of certainty associated with specific items of scientific and clinical information.	MSOP-Informatics::Clinician::
	Incorporate uncertainty explicitly into clinical decision making, demonstrating the ability to identify and locate, when possible, the crucial pieces of missing clinical information, and determine when it is appropriate to act on incomplete information.	MSOP-Informatics::Clinician::
	Incorporate uncertainty explicitly into clinical decision making, demonstrating the ability to integrate verbal and statistical sources of medical knowledge with the facts of a specific clinical case.	MSOP-Informatics::Clinician::
	Make critical use of decision support, demonstrating knowledge of the available sources of decision support which range from textbooks to diagnostic expert systems to advisories issued from a computer-based patient record.	MSOP-Informatics::Clinician::
	Formulate a treatment plan	MSOP-Informatics::Clinician::
	Formulate a treatment plan, demonstrating the ability to express the relative certainties of a differential diagnosis.	MSOP-Informatics::Clinician::
	Formulate a treatment plan, demonstrating the ability to express the relative risks and benefits of outcomes and treatment options.	MSOP-Informatics::Clinician::
	Formulate a treatment plan, demonstrating the ability to take action by balancing the relative risks and benefits of outcomes and treatment options.	MSOP-Informatics::Clinician::
	Document and share patient-specific information, demonstrating the ability to record in information systems specific findings about a patient and orders directing the further care of the patient.	MSOP-Informatics::Clinician::
	Respect patient (and physician) confidentiality, demonstrating knowledge of the legal, ethical, and medical issues surrounding patient documentation, including confidentiality and data security.	MSOP-Informatics::Clinician::
	Respect patient (and physician) confidentiality, demonstrating the ability to use security-directed features of an information system.	MSOP-Informatics::Clinician::
	Select and utilize information resources for professional and patient education	MSOP-Informatics::Educator/Communicator::
	Select and utilize information resources for professional and patient education, demonstrating practical knowledge of instructional technologies and resources available via the Internet, CD-ROM, video conferencing, and other media.	MSOP-Informatics::Educator/Communicator::
	Select and utilize information resources for professional and patient education, demonstrating the ability to effectively utilize various computer-based instructional tools, including electronic tutorials and patient simulations.	MSOP-Informatics::Educator/Communicator::
	Select and utilize information resources for professional and patient education, demonstrating the ability to effectively utilize a variety of computer-based self-assessment tools.	MSOP-Informatics::Educator/Communicator::

Curricular Objectives		ADMINISTRATIVE MSOP Objectives are listed; <i>you may wish to substitute your school's curricular objectives.</i>
Course Name: _____		
Session Name (if applicable): _____		
Check <input checked="" type="checkbox"/> if important objective of Course or Session	Curricular Objective	Element category to search under: Curricular Objectives,
	Effectively employ written, electronic and oral communication	MSOP- Informatics::Educator/Communicator::
	Effectively employ written, electronic and oral communication, demonstrating the ability to use software to create visual materials that effectively support oral presentations.	MSOP- Informatics::Educator/Communicator::
	Effectively employ written, electronic and oral communication, demonstrating the ability to create a handout that includes simple graphics and tables for use in teaching or patient education.	MSOP- Informatics::Educator/Communicator::
	Effectively employ written, electronic and oral communication, demonstrating the ability to collaborate across multiple sites using electronic mail, discussion lists, news groups, teleconferencing, and related communication technologies.	MSOP- Informatics::Educator/Communicator::
	Effectively employ written, electronic and oral communication, demonstrating knowledge of institutional electronic communications policies.	MSOP- Informatics::Educator/Communicator::
	Determine what data exist relative to a clinical question or formal hypothesis	MSOP-Informatics::Researcher::
	Determine what data exist relative to a clinical question or formal hypothesis, demonstrating the ability to use information technology to locate existing data sources.	MSOP-Informatics::Researcher::
	Determine what data exist relative to a clinical question or formal hypothesis, demonstrating knowledge of data sources (including medical records, claims and reimbursement information and online data) at one's own institution by identifying how these might be used to address a specific clinical question posed as research.	MSOP-Informatics::Researcher::
	Determine what data exist relative to a clinical question or formal hypothesis, demonstrating the ability to identify and locate existing data sets not maintained at one's own institution (e.g., national registry data) that might be used to address a specific clinical question posed as research.	MSOP-Informatics::Researcher::
	Execute a plan for data collection and organize data for analysis	MSOP-Informatics::Researcher::
	Execute a plan for data collection and organize data for analysis, demonstrating the ability to select an appropriate computer database tool for collecting and organizing data.	MSOP-Informatics::Researcher::
	Execute a plan for data collection and organize data for analysis, demonstrating the ability to properly represent data from a study in a form that is useful and supports computer-based analysis.	MSOP-Informatics::Researcher::
	Analyze, interpret and report findings	MSOP-Informatics::Researcher::
	Analyze, interpret and report findings, demonstrating the ability to select the appropriate computer software tool for analysis of data.	MSOP-Informatics::Researcher::
	Analyze, interpret and report findings, demonstrating the ability to use software to perform simple statistical analysis and portray the results graphically.	MSOP-Informatics::Researcher::
	Analyze, interpret and report findings, demonstrating the ability to interpret the reports of statistical software analysis.	MSOP-Informatics::Researcher::

Curricular Objectives		ADMINISTRATIVE MSOP Objectives are listed; <i>you may wish to substitute your school's curricular objectives.</i>
Course Name: _____		
Session Name (if applicable): _____		
Check <input checked="" type="checkbox"/> if important objective of Course or Session	Curricular Objective	Element category to search under: Curricular Objectives,
	Understand information technology's impact on basic biomedical research	MSOP-Informatics::Researcher::
	Understand information technology's impact on basic biomedical research, demonstrating an understanding of ways in which information technology supports gene sequencing and genetic data banks.	MSOP-Informatics::Researcher::
	Understand information technology's impact on basic biomedical research, demonstrating an understanding of ways in which information technology supports automation of laboratory experiments.	MSOP-Informatics::Researcher::
	Understand information technology's impact on basic biomedical research, demonstrating an understanding of ways in which information technology supports bibliographic retrieval and management of the biomedical literature	MSOP-Informatics::Researcher::
	Understand the role of information technology in relation to managing the cost of medical care and its impact on individuals and society	MSOP-Informatics::Manager::
	Understand the role of information technology in relation to managing the cost of medical care and its impact on individuals and society, demonstrating knowledge of on-line sources of health care financing information.	MSOP-Informatics::Manager::
	Understand the role of information technology in relation to managing the cost of medical care and its impact on individuals and society, demonstrating knowledge of continuous quality improvement and process management.	MSOP-Informatics::Manager::
	Understand the role of information technology in relation to managing the cost of medical care and its impact on individuals and society, demonstrating knowledge of how information technology can be used to develop, implement, and monitor compliance with clinical pathways and other forms of patient care protocols.	MSOP-Informatics::Manager::
	Understand the role of information technology in relation to managing the cost of medical care and its impact on individuals and society, demonstrating knowledge of how clinical information in the aggregate is used to determine health care service planning for populations.	MSOP-Informatics::Manager::
	Formulate and make decisions for individuals and groups	MSOP-Informatics::Manager::
	Formulate and make decisions for individuals and groups, demonstrating knowledge of cost/benefit issues in health care.	MSOP-Informatics::Manager::
	Formulate and make decisions for individuals and groups, demonstrating the ability to use a decision-analysis package.	MSOP-Informatics::Manager::
	Formulate and make decisions for individuals and groups, demonstrating the ability to use software assessing patient utilities.	MSOP-Informatics::Manager::
	Formulate and make decisions for individuals and groups, demonstrating the ability to incorporate economic and cost perspectives.	MSOP-Informatics::Manager::
	Work effectively as an individual, in inter-professional groups, and as a member of a complex health care system	MSOP-Informatics::Manager::
	Work effectively as an individual, in inter-professional groups, and as a member of a complex health care system, demonstrating the ability to use electronic personal and clinical scheduling systems.	MSOP-Informatics::Manager::

Curricular Objectives		ADMINISTRATIVE MSOP Objectives are listed; <i>you may wish to substitute your school's curricular objectives.</i>
Course Name: _____		
Session Name (if applicable): _____		
Check <input checked="" type="checkbox"/> if important objective of Course or Session	Curricular Objective	Element category to search under: Curricular Objectives,
	Work effectively as an individual, in inter-professional groups, and as a member of a complex health care system, demonstrating the ability to archive and organize digital information of personal and clinical import.	MSOP-Informatics::Manager::
	Work effectively as an individual, in inter-professional groups, and as a member of a complex health care system, demonstrating knowledge of online resources for legislation, political advocacy, and local health care policy setting.	MSOP-Informatics::Manager::
	Demonstrate knowledge of the information resources and tools available to support life-long learning.	MSOP-Informatics::Life-long Learner::
	Demonstrate knowledge of the information resources and tools available to support life-long learning. Knowledge includes awareness of these resources, their content, and the information needs they can address. Relevant resources include MEDLINE and other relevant bibliographic databases, textbooks and reference sources, diagnostic expert systems, and medical Internet resources.	MSOP-Informatics::Life-long Learner::
	Retrieve information	MSOP-Informatics::Life-long Learner::
	Retrieve information, demonstrating the ability to perform database searches using logical (Boolean) operators, in a manner that reflects understanding of medical language, terminology and the relationships among medical terms and concepts.	MSOP-Informatics::Life-long Learner::
	Retrieve information, demonstrating the ability to refine search strategies to improve relevance and completeness of retrieved items.	MSOP-Informatics::Life-long Learner::
	Retrieve information, demonstrating the ability to use a standard bibliographic application to download citations from a search and organize them into a personal database.	MSOP-Informatics::Life-long Learner::
	Retrieve information, demonstrating the ability to identify and acquire full-text electronic documents available from the World Wide Web or a local "virtual" library.	MSOP-Informatics::Life-long Learner::
	Filter, evaluate, and reconcile information	MSOP-Informatics::Life-long Learner::
	Filter, evaluate, and reconcile information, demonstrating knowledge of the factors that influence the accuracy and validity of information in general.	MSOP-Informatics::Life-long Learner::
	Filter, evaluate, and reconcile information, demonstrating the ability to discriminate between types of information sources in terms of their currency, format (for example a review vs. an original article), authority, relevance, and availability.	MSOP-Informatics::Life-long Learner::
	Filter, evaluate, and reconcile information, demonstrating the ability to weigh conflicting information from several sources and reconcile the differences.	MSOP-Informatics::Life-long Learner::
	Filter, evaluate, and reconcile information, demonstrating the ability to critically review a published research report.	MSOP-Informatics::Life-long Learner::
	Filter, evaluate, and reconcile information, demonstrating knowledge of copyright and intellectual property issues, especially with regard to materials that are retrieved electronically.	MSOP-Informatics::Life-long Learner::

Curricular Objectives		ADMINISTRATIVE MSOP Objectives are listed; <i>you may wish to substitute your school's curricular objectives.</i>
Course Name: _____		
Session Name (if applicable): _____		
Check <input checked="" type="checkbox"/> if important objective of Course or Session	Curricular Objective	Element category to search under: Curricular Objectives,
	Exhibit good "information habits."	MSOP-Informatics::Life-long Learner::
	Exhibit good "information habits," using multiple information sources for problem solving.	MSOP-Informatics::Life-long Learner::
	Exhibit good "information habits," maintaining a healthy skepticism about the quality and validity of all information. (This includes recognition that technology that provides new capabilities also has the potential to introduce new sources of error.)	MSOP-Informatics::Life-long Learner::
	Exhibit good "information habits," making decisions based on evidence, when such is available, rather than opinion.	MSOP-Informatics::Life-long Learner::
	Exhibit good "information habits," demonstrating an awareness of the many ways information becomes lost or corrupted and the need to take appropriate preventative action	MSOP-Informatics::Life-long Learner::
	Exhibit good "information habits," effectively using security procedures	MSOP-Informatics::Life-long Learner::
	Exhibit good "information habits," protecting confidentiality of private information obtained from patients, colleagues, and others.	MSOP-Informatics::Life-long Learner::
	Retrieve patient-specific information from a clinical information system, demonstrating the ability to display selected subsets of the information available about a given patient.	MSOP-Informatics::Life-long Learner::
	emergency care	WFU Community Experiences::
	A willingness to function effectively as part of a health care team	MSOP-Population Health::Population Health Attitudes & Values::
	An appreciation of the contribution made by all members of the health care team	MSOP-Population Health::Population Health Attitudes & Values::
	Respect for cultural and socioeconomic diversity	MSOP-Population Health::Population Health Attitudes & Values::
	A willingness to accept at least partial responsibility for the health of populations	MSOP-Population Health::Population Health Attitudes & Values::
	Knowledge about how local health care systems deliver patient care to different kinds of patients	MSOP-Population Health::Population Health Knowledge::
	An understanding of the principles of disease prevention and behavior change appropriate for specific populations	MSOP-Population Health::Population Health Knowledge::
	The ability to define and describe a population, to include its demography, cultural and socioeconomic constitution, circumstances of living, and health status	MSOP-Population Health::Population Health Skills::
	The ability to collect health information about a population	MSOP-Population Health::Population Health Skills::
	The ability to read clinical studies critically	MSOP-Population Health::Population Health Skills::
	The ability to apply clinical findings to health care decisions involving real patients and panels of patients	MSOP-Population Health::Population Health Skills::

Curricular Objectives		ADMINISTRATIVE MSOP Objectives are listed; <i>you may wish to substitute your school's curricular objectives.</i>
Course Name: _____		
Session Name (if applicable): _____		
Check <input checked="" type="checkbox"/> if important objective of Course or Session	Curricular Objective	Element category to search under: Curricular Objectives,
	An understanding of the ethics involved in subscribing to the principles of good clinical practice in research with human participants	MSOP-Clinical Research Education::Clinical Research Education-Knowledge::
	An understanding of the power of the scientific method in establishing the causation of disease and efficacy of traditional and non-traditional therapies.	MSOP-Clinical Research Education::Clinical Research Education-Knowledge::
	Knowledge of contemporary challenges in clinical medicine	MSOP-Clinical Research Education::Clinical Research Education-Knowledge::
	Working knowledge of seminal clinical research findings and their patient care applications	MSOP-Clinical Research Education::Clinical Research Education-Knowledge::
	Understanding of the interdisciplinary nature of clinical research	MSOP-Clinical Research Education::Clinical Research Education-Knowledge::
	Basic knowledge of information systems, biostatistics, epidemiology, and the "logic of inference"	MSOP-Clinical Research Education::Clinical Research Education-Knowledge::
	The ability to assess and critique, at a fundamental level, research as it is reported in major medical journals, based on an understanding of how data are derived	MSOP-Clinical Research Education::Clinical Research Education-Skills::
	The ability to communicate effectively with a clinical researcher, either in a clinical or consult context	MSOP-Clinical Research Education::Clinical Research Education-Skills::
	The ability to translate current clinical research into lay language for patients	MSOP-Clinical Research Education::Clinical Research Education-Skills::
	The ability to assess on-line medical information and to assist patients and their families with these tools	MSOP-Clinical Research Education::Clinical Research Education-Skills::
	The ability to highlight important clinical research questions, stemming from a presented case or patient interaction	MSOP-Clinical Research Education::Clinical Research Education-Skills::
	The ability to reason deductively in solving clinical problems.	MSOP-Clinical Research Education::Clinical Research Education-Skills::
	Ethical sensitivity and awareness of issues related to potential conflicts of interest	MSOP-Clinical Research Education::Clinical Research Education-Attitudes::
	A proclivity toward skepticism, curiosity, and humility in the face of the unknown	MSOP-Clinical Research Education::Clinical Research Education-Attitudes::

Curricular Objectives		ADMINISTRATIVE
Course Name: _____		
Session Name (if applicable): _____		
Check <input checked="" type="checkbox"/> if important objective of Course or Session	Curricular Objective	Element category to search under: Curricular Objectives,
	An appreciation of the role and importance of clinical research and investigation in the care of patients	MSOP-Clinical Research Education::Clinical Research Education-Attitudes::
	An understanding of the need to engage in lifelong learning to stay abreast of relevant scientific advances, especially in the disciplines of genetics and molecular biology.	MSOP-Clinical Research Education::Clinical Research Education-Attitudes::
	An appreciation for the vast reserve of clinical information that remains unknown	MSOP-Clinical Research Education::Clinical Research Education-Attitudes::
	A willingness to intellectually extend a patient care interaction in order to explore the scope of questions that would improve patient care for similar cases	MSOP-Clinical Research Education::Clinical Research Education-Attitudes::
	An appreciation of how the body of medical knowledge is built and advanced	MSOP-Clinical Research Education::Clinical Research Education-Attitudes::
	Participating in closing the gap between prevailing and best practices.	MSOP-Quality of Care::Quality of Care-Attitudes::
	The ability to learn from one's own practices and corresponding efforts to improve them	MSOP-Quality of Care::Quality of Care-Attitudes::
	An understanding of the gap between prevailing practices, including local, and best practices, and the steps necessary to close that gap.	MSOP-Quality of Care::Quality of Care-Knowledge::
	The ability to critically evaluate the knowledge base supporting good patient care.	MSOP-Quality of Care::Quality of Care-Skills::
	The ability to find evidence relevant to a clinical case or topic.	MSOP-Quality of Care::Quality of Care-Skills::
	The ability to analyze evidence and understand its limits.	MSOP-Quality of Care::Quality of Care-Skills::
	The ability to understand how evidence is translated into best practice guidelines for patient care.	MSOP-Quality of Care::Quality of Care-Skills::
	The ability to elicit and combine patient's preferences with other available information.	MSOP-Quality of Care::Quality of Care-Skills::
	The ability to identify examples of each of the three major classes of quality problems (overuse, underuse, and misuse) and to demonstrate an understanding of how each does harm to patients.	MSOP-Quality of Care::Quality of Care-Skills::
	The ability to assess prevailing local practices and compare them to relevant better practices elsewhere as a means of identifying opportunities for improvement.	MSOP-Quality of Care::Quality of Care-Skills::
	The ability to identify, map, and study local care processes.	MSOP-Quality of Care::Quality of Care-Skills::
	The ability to identify barriers to closing the gap.	MSOP-Quality of Care::Quality of Care-Skills::
	The ability to identify multiple approaches to successfully closing the gap.	MSOP-Quality of Care::Quality of Care-Skills::

Curricular Objectives		ADMINISTRATIVE MSOP Objectives are listed; <i>you may wish to substitute your school's curricular objectives.</i>
Course Name: _____		
Session Name (if applicable): _____		
Check <input checked="" type="checkbox"/> if important objective of Course or Session	Curricular Objective	Element category to search under: Curricular Objectives,
	The ability to understand the physician's role as a member of a team delivering care within a local clinical care environment (micro-system).	MSOP-Quality of Care::Quality of Care-Skills::
	The ability to integrate information technology into the improvement of patient care.	MSOP-Quality of Care::Quality of Care-Skills::
	The ability to describe the principles of a quality improvement initiative that maximizes patient safety, despite barriers and variability in the practice environment.	MSOP-Quality of Care::Quality of Care-Skills::
	The understanding of, by way of direct participation, the design, implementation and testing of change for the improvement of patient care.	MSOP-Quality of Care::Quality of Care-Skills::
	Knowledge of the normal structure and function of the body (as an intact organism) and of each of its major organ systems	MSOP-Basic Sciences::Basic Sciences Objectives from the Overall MSOP Objectives::
	Knowledge of the molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis	MSOP-Basic Sciences::Basic Sciences Objectives from the Overall MSOP Objectives::
	Knowledge of the various causes (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic) of maladies and the ways in which they operate on the body (pathogenesis)	MSOP-Basic Sciences::Basic Sciences Objectives from the Overall MSOP Objectives::
	Knowledge of the altered structure and function (pathology and pathophysiology) of the body and its major organs systems that are seen in various diseases and conditions	MSOP-Basic Sciences::Basic Sciences Objectives from the Overall MSOP Objectives::
	Knowledge of the epidemiology of common maladies within a defined population, and the systematic approaches useful in reducing the incidence and prevalence of those maladies	MSOP-Basic Sciences::Basic Sciences Objectives from the Overall MSOP Objectives::
	The ability to reason deductively in solving (clinical) problems	MSOP-Basic Sciences::Basic Sciences Objectives from the Overall MSOP Objectives::
	The ability to retrieve (from electronic databases and other resources), manage, and utilize biomedical information for solving problems and making decisions that are relevant to the care of individuals and populations	MSOP-Basic Sciences::Basic Sciences Objectives from the Overall MSOP Objectives::
	An understanding of the need to engage in life-long learning to stay abreast of relevant scientific advances, especially in the disciplines of genetic and molecular biology	MSOP-Basic Sciences::Basic Sciences Objectives from the Overall MSOP Objectives::
	An understanding of the power of the scientific method in establishing causation of disease and efficacy of traditional and non-traditional therapies	MSOP-Basic Sciences::Basic Sciences Objectives from the Overall MSOP Objectives::
	The capacity to recognize and accept limitations in one's knowledge and clinical skills, and a commitment to continuously improve one's knowledge and ability	MSOP-Basic Sciences::Basic Sciences Objectives from the Overall MSOP Objectives::
	Knowledge of the principles of pharmacology, therapeutics and therapeutic decision making	MSOP-Basic Sciences::Basic Science Objectives::
	Knowledge of the principles and application of these principles in the emerging disciplines of genomics, proteomics, and bioinformatics	MSOP-Basic Sciences::Basic Science Objectives::

Curricular Objectives		ADMINISTRATIVE MSOP Objectives are listed; <i>you may wish to substitute your school's curricular objectives.</i>
Course Name: _____		
Session Name (if applicable): _____		
Check <input checked="" type="checkbox"/> if important objective of Course or Session	Curricular Objective	Element category to search under: Curricular Objectives,
	Knowledge of the scientific principles underlying laboratory diagnosis, and the ability to critically evaluate the limitations of diagnostic methodologies	MSOP-Basic Sciences::Basic Science Objectives::
	The ability to critically analyze and evaluate the source and validity of new basic science information that applies to human biology and the practice of medicine	MSOP-Basic Sciences::Basic Science Objectives::
	Knowledge of behavioral biology and the role of behavior in health maintenance, as well as in the diagnosis, treatment and prognosis of clinical disorders.	MSOP-Basic Sciences::Basic Science Objectives::

Special Details of Instruction¹⁷

Course Name:		
Session Name (if applicable):		
LCME Standard / Description:	Keyword:	Check <input checked="" type="checkbox"/> if important component of the Course or Session
ED-6-7a – Directed or independent learning	Directed learning	
	Independent learning	
ED-6-7b – Critical judgment based on evidence	Critical judgment based on evidence	
ED-6-7c – Medical problem solving	Medical problem-solving	
ED-6-7d – Societal needs and demands	Societal needs and demands on health care	
ED-12a – Laboratory Educational Methods	Lab or laboratories	
ED-13(1) – Preventive, acute, chronic, continuing, rehabilitative, and end-of-life care.	Preventative care	
	Acute care	
	Chronic care	
	Rehabilitation	
ED-13(2) – Organs systems.	Dermatology	
	Respiratory	
	Cardiology	
	Hematology	
	Gastroenterology	
	Muscular	
	Skeletal	
	Renal	
	Endocrine	
Reproductive		
ED-14 – Primary care training	Primary care training	
ED-15(2) – Clinical experiences	Family Medicine	

¹⁷ Note for CurrMIT Administrators: Link elements that include the text or word strings checked off by faculty for Courses or their Sessions.

Course Name:		
Session Name (if applicable):		
LCME Standard / Description:	Keyword:	Check <input checked="" type="checkbox"/> if important component of the Course or Session
	Internal Medicine	
	Obstetrics-Gynecology	
	Pediatrics	
	Psychiatry	
	Surgery	
	Other Clinical experiences	
ED-17a – Emergency medicine	Emergency medicine	
ED-17b – Geriatric training	Geriatrics	
	Gerontology	
	Care of the elderly	
	Aging	
ED-17c – Diagnostic imaging / radiology	Diagnostic Imaging	
	Radiology	
ED-17d – Clinical pathology	Clinical Pathology	
ED-19a – Communication with patients and patient families	Communication with patients	
	Communication with patient families	
ED-19b – Communication with colleagues (e.g., as part of the medical team)	Communication with colleagues	
	Communication with physicians	
ED-19c - Communicating with other (non-physician) health professionals	Communication with staff	
	Communication with nurses	
	Communication with professionals	
ED-20a - Medical consequences of common societal problems.	Social Issues	
	List the social issues addressed during this course or session:	

Course Name:		
Session Name (if applicable):		
LCME Standard / Description:	Keyword:	Check <input checked="" type="checkbox"/> if important component of the Course or Session
ED-20b(1) – Diagnosis of domestic violence	Diagnosis of family violence or abuse	
	Diagnosis of domestic violence or abuse	
ED-20b(2) – Prevention of domestic violence	Prevention of family violence or abuse	
	Prevention of domestic violence or abuse	
ED-20b(3) – Reporting of domestic violence	Reporting of family violence or abuse	
	Reporting of domestic violence or abuse	
ED-20b(4) – Treatment of domestic violence	Treatment of family violence or abuse	
	Treatment of domestic violence or abuse	
ED-21a – Cultural competences.	Spirituality	
	Religion	
	Culture, cultural	
	Diversity	
	Population	
ED-22a(1) – Demographic influences on health care quality and effectiveness (including racial or ethnic disparities in health care delivery).	Gender	
	Disparities in access to care	
	Underserved populations	
	Demographics	
	Race	
ED-22a2 – Student self-awareness of their own biases.	Personal or selfbias	
ED-23a(1) – Understanding of ethical issues and human values, or exhibit ethical behaviors.	Medical Ethics	
	Medical Communication	
	Medical Humanities	
ED-25 – Faculty supervision of student learning experiences in clerkships, including direct observation of performance, reviews of patient charts or logbooks of patient encounters, etc.	Logbook	
	Student observation by faculty	
	Chart review	
	Student evaluation by faculty	
ED-28 - Problem solving, clinical reasoning, and	Problem Solving	

Course Name:		
Session Name (if applicable):		
LCME Standard / Description:	Keyword:	Check <input checked="" type="checkbox"/> if important component of the Course or Session
communication skills.	Clinical Reasoning	
	Clinical problem solving	