

University of Rochester School of Medicine and Dentistry Double Helix Curriculum—Translations and Transitions



MD Program Overall Educational Objectives

- Embody the Biopsychosocial model by integrating the foundational scientific knowledge of medicine with the personal and cultural aspects of the patient in providing individualized education and care. (BPSM-1)
- Understand normal human structure, function, and development from molecular through cellular, organ system, and whole person levels. (NSS-1)
- Identify determinants of health and illness including psychological, interpersonal, familial, cultural, societal, and environmental factors, as well as the impact of racism, in the care of all individuals and populations. (NSS-2)
- Recognize how disease processes can lead to or be caused by alterations in human structure and function, with an understanding of their epidemiology, etiology, pathogenesis and pathology. (D-1)
- Apply the scientific principles underlying rational approaches to health promotion and disease prevention. (T-1)
- Apply the scientific principles underlying rational approaches to diagnostic, therapeutic, rehabilitative, and palliative interventions. (T-2)
- Recognize the frameworks within which health care is provided at global, national and local levels. (SC-1)
- Recognize and apply the principles underlying approaches to providing high quality, safe, ethical and cost-effective, value-based patient care. (SC-2)

- Understand translational medicine and scientific methods and how they apply to the health of patients and populations. (TSM-1)
- Demonstrate under direct observation the ability to evaluate patients, including history and examination skills. (PE-1)
- Demonstrate interpretation and synthesis of clinical findings to guide selection and interpretation of diagnostic tests including laboratory and imaging studies. (PE-2)
- Demonstrate the ability to listen empathically, communicate, educate, and collaborate effectively with diverse patients and families. (C-1)
- Demonstrate the ability to collaborate with fellow students, physicians, and other health professionals using effective verbal and written communication. (C-2)
- Demonstrate the ability to communicate and collaborate effectively with the community and health-related agencies. (C-3)
- Synthesize a clinical case and develop a prioritized differential diagnosis with a strategic plan for evaluation and management at a level required for entry into internship. (CRM-1)
- Exhibit intellectual curiosity by defining learning needs and retrieving, appraising and applying evidence to address those needs. (IS-1)
- Exhibit a commitment to lifelong learning, improving individual practice and systems of care. (IS-2)
- Recognizing one's own health and well-being, contributing to the health and well-being of one's peer professional community; demonstrate resilience with healthy coping mechanisms in response to stress. (IS-3)
- Demonstrate the exemplary attitudes and humanistic behaviors expected of physicians, including integrity, reliability, compassion, accountability, ethical conduct, respect, anti-racism, cultural humility, selfless advocacy for patient and population health and appropriate management of potential conflicts of interest. (PH-1)