








ROWAN-VIRTUA
School of
Osteopathic Medicine

Osteopathic Core Competencies and Milestones For Rowan-Virtua SOM Students

**Approved by Rowan-Virtua SOM Curriculum Committee
October 2021**

Rowan-Virtua SOM Competencies and Milestones

Medical Knowledge

Pre-clerkship Training		Clerkship Training		Competency Required for Graduation
MS 1 (July – May)	MS 2 (July – April)	MS 2 (April – June) – MS 3 (July – June)	MS 4 (July – May)	
<ul style="list-style-type: none"> - Demonstrate knowledge of normal structure and function in the maintenance of human health. - Demonstrate knowledge of etiologies, pathogenesis, and manifestations of disease. - Apply scientific reasoning to identify and work through clinical problems. - Explain the pathophysiology of the Rowan-Virtua SOM Core Chief Complaints (RSC³) in scientific terms. <p>Tag: 1: MK1.1 Basic Science MLS1</p> 				<p>MK 1.1 (Basic Science)</p> <p>Demonstrate knowledge and application of basic science principles as they relate to normal and abnormal structure and function in maintaining homeostasis and in the development of disease, respectively.</p>
<ul style="list-style-type: none"> - Identify the clinical presentations associated with the RSC³. - Demonstrate knowledge of screening and diagnostic tests. - Demonstrate knowledge of history taking and physical exam components, including osteopathic structural diagnosis - Demonstrate knowledge of core procedures and osteopathic techniques - Identify the basic preventative, curative, and/or palliative therapeutic strategies. - Apply scientific reasoning to promote health. - Apply scientific reasoning to screen for, diagnose, treat, and manage disease. <p>Tag: 1: MK1.2 Clinical Science MLS1</p> 		<ul style="list-style-type: none"> - Explain the rationale for diagnostic and therapeutic decisions. <p>Tag: 1: MK1.2 Clinical Science MLS2</p> 		<p>MK 1.2 (Clinical Science)</p> <p>Demonstrate knowledge and application of clinical science principles, history taking, and procedures for diagnostic and therapeutic problem solving.</p>
<ul style="list-style-type: none"> - Demonstrate knowledge of population health concepts in the prevention and management of disease. <p>Tag: 1: MK1.3 Population Health MLS1</p> 		<ul style="list-style-type: none"> - Critically evaluate & apply population health concepts to prevention and management of disease. <p>Tag: 1: MK1.3 Population Health MLS2</p> 		<p>MK 1.3 (Population Health)</p> <p>Demonstrate knowledge and application of population health concepts in the prevention and management of disease.</p>

Rowan-Virtua SOM Competencies and Milestones

<p>- Demonstrate knowledge of psychosocial/behavioral concepts in the delivery of patient-centered care. Tag: 1: MK1.4 Psychosocial and Behavioral MLS1</p> <p style="text-align: center;">← Level 1 →</p>	<p>- Apply psychosocial/behavioral concepts to the delivery of patient-centered care. - Explain the impact of psychosocial/behavioral issues in the delivery of patient-centered care. Tag: 1: MK1.4 Psychosocial and Behavioral MLS2</p> <p style="text-align: center;">← Level 2 →</p>		<p>MK 1.4 (Psychosocial and Behavioral)</p> <p>Demonstrate knowledge and application of psychosocial/behavioral concepts in the delivery of patient-centered care.</p>
<p>- Demonstrate knowledge of the inter-relationship between mental and physical health. - Describe the influence of personal philosophies/spiritual beliefs on physical and mental health. - Demonstrate knowledge of Osteopathic Principles and Practice (OPP) and their influence on overall health. Tag: 1: MK1.5 OPP MLS1</p> <p style="text-align: center;">← Level 1 →</p>	<p>- Integrate patient’s physical and mental health, and personal/spiritual philosophy into the individualized patient care plan. Tag: 1: MK1.5 OPP MLS2</p> <p style="text-align: center;">← Level 2 →</p>		<p>MK 1.5 (Osteopathic Philosophy)</p> <p>Demonstrate knowledge and application of the principles of treating the patient as an integrated unit of mind, body, and spirit.</p>

Rowan-Virtua SOM Competencies and Milestones

Osteopathic Patient Care

Pre-clerkship Training		Clerkship Training		Competency Required for Graduation
MS 1 (July – May)	MS 2 (July – April)	MS 2 (April – June) – MS 3 (July – June)	MS 4 (July – May)	
<ul style="list-style-type: none"> - Demonstrate the elements of a focused and comprehensive medical interview (history), including relevant aspects of <i>biopsychosocial information</i> in a simulated or clinical environment. - Demonstrate the elements of a focused and comprehensive physical/structural exam in a simulated or clinical environment. - Obtain accurate vital signs in a simulated or clinical environment. <p>Tag: 2: OPC2.1 History and Physical MLS1</p> <p style="text-align: center;">← Level 1 →</p>		<ul style="list-style-type: none"> - Perform a comprehensive medical interview and physical/structural exam with fluency and organization in a simulated or clinical environment. - Perform a focused medical interview and physical/structural exam with fluency and organization in a simulated or clinical environment. <p>Tag: 2: OPC2.1 History and Physical MLS2</p> <p style="text-align: center;">← Level 2 →</p>		<p>OPC 2.1 (History and Physical)</p> <p>Gather essential & accurate biopsychosocial information about patients and their conditions through medical interviewing (history) and physical/structural examination in a simulated or clinical environment.</p>
<ul style="list-style-type: none"> - Differentiate normal/abnormal vital signs in a patient in a simulated or clinical environment. - Describe signs and symptoms related to RSC³ that can lead to urgent and emergent needs in a simulated or clinical environment. <p>Tag: 2: OPC2.2 Urgent Care MLS1</p> <p style="text-align: center;">← Level 1 →</p>		<ul style="list-style-type: none"> - Recognize and interpret concerning clinical symptoms or unexpected results or data and ask for help in a simulated or clinical environment. - Describe the initial sequence of actions for managing urgent and emergent patient care situations in a simulated or clinical environment. <p>Tag: 2: OPC2.2 Urgent Care MLS2</p> <p style="text-align: center;">← Level 2 →</p>		<p>OPC 2.2 (Urgent Care)</p> <p>Demonstrate the ability to recognize the signs and symptoms of a patient requiring urgent or emergent care and initiate appropriate evaluation and management in a simulated or clinical environment.</p>
<ul style="list-style-type: none"> - Describe signs and symptoms related to RSC³ in a simulated or clinical environment. - Formulate a differential diagnosis for a patient problem in a simulated or clinical environment. <p>Tag: 2: OPC2.3 Differential MLS1</p> <p style="text-align: center;">← Level 1 →</p>		<ul style="list-style-type: none"> -Prioritize and consolidate differential diagnoses for a patient problem in a simulated or clinical environment. <p>Tag: 2: OPC2.3 Differential MLS2</p> <p style="text-align: center;">← Level 2 →</p>		<p>OPC 2.3 (Differential)</p> <p>Develop a complete problem list and combine problems where appropriate to develop a differential diagnosis in a simulated or clinical environment.</p>

Rowan-Virtua SOM Competencies and Milestones







Pre-clerkship Training		Clerkship Training		Competency Required for Graduation
MS 1 (July – May)	MS 2 (July – April)	MS 2 (April – June) – MS 3 (July – June)	MS 4 (July – May)	
<ul style="list-style-type: none"> - Identify a potential therapeutic intervention for a presenting problem in a simulated or clinical environment. - Integrate plausible therapeutic interventions for a presentation in a patient case in a simulated or clinical environment. <p>Tag: 2: OPC2.4 Therapeutic Interventions MLS1</p> <p style="text-align: center;">← Level 1 →</p>		<ul style="list-style-type: none"> - Recommend reasonable therapeutic interventions for patient care in a simulated or clinical environment. - Apply appropriate therapeutic interventions in a simulated or clinical environment. <p>Tag: 2: OPC2.4 Therapeutic Interventions MLS2</p> <p style="text-align: center;">← Level 2 →</p>		<p>OPC 2.4 (Therapeutic Interventions)</p> <p>Determine the appropriate therapeutic interventions for each patient in a simulated or clinical environment.</p>
<ul style="list-style-type: none"> - Identify potential screening and diagnostic tests for a presenting problem in a simulated or clinical environment. - Integrate plausible screening and diagnostic tests for a presenting problem into a patient case in a simulated or clinical environment. <p>Tag: 2: OPC2.5 Screening and Diagnostic Tests MLS1</p> <p style="text-align: center;">← Level 1 →</p>		<ul style="list-style-type: none"> - Utilize evidence-based guidelines for choosing screening and diagnostic tests in a simulated or clinical environment. - Justify and interpret screening and diagnostic tests in a simulated or clinical environment. <p>Tag: 2: OPC2.5 Screening and Diagnostic Tests MLS2</p> <p style="text-align: center;">← Level 2 →</p>		<p>OPC 2.5 (Screening and Diagnostic Tests)</p> <p>Recommend and interpret appropriate screening and diagnostic tests including laboratory data, imaging studies, and other tests required for RSC³ in a simulated or clinical environment.</p>
<ul style="list-style-type: none"> - Define health promotion strategies in a simulated or clinical environment. - Describe self-management strategies in a simulated or clinical environment. - Develop a health management strategy for patient cases in a simulated or clinical environment. <p>Tag: 2: OPC2.6 Management Plans MLS1</p> <p style="text-align: center;">← Level 1 →</p>		<ul style="list-style-type: none"> - Design a program to promote health in patients and their communities in a simulated or clinical environment. <p>Tag: 2: OPC2.6 Management Plans MLS2</p> <p style="text-align: center;">← Level 2 →</p>		<p>OPC 2.6 (Management Plans)</p> <p>Develop management plans that emphasize lifestyle and self-management strategies to promote health and treat disease in patients and their communities in a simulated or clinical environment.</p>
<ul style="list-style-type: none"> - Describe the elements of prescription writing in a simulated or clinical environment. <p>Tag: 2: OPC2.7 Orders and Prescriptions MLS1</p> <p style="text-align: center;">← Level 1 →</p>		<ul style="list-style-type: none"> - Demonstrate appropriate prescription writing skills in a simulated or clinical environment. - Describe the necessary elements of medical orders in a simulated or clinical environment. <p>Tag: 2: OPC2.7 Orders and Prescriptions MLS2</p> <p style="text-align: center;">← Level 2 →</p>	<ul style="list-style-type: none"> - Demonstrate the ability to write orders in a simulated or clinical environment. <p>Tag: 2: OPC2.7 Orders and Prescriptions MLS3</p> <p style="text-align: center;">← Level 3 →</p>	<p>OPC 2.7 (Orders and Prescriptions)</p> <p>Demonstrate the ability to write appropriate orders and prescriptions in a simulated or clinical environment.</p>

Rowan-Virtua SOM Competencies and Milestones

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MS 1 (July – May)	MS 2 (July – April)	MS 2 (April – June) – MS 3 (July – June)	MS 4 (July – May)	
<p>- Describe the basic tenets of patient education in a simulated or clinical environment. Tag: 2: OPC2.8 Risks and Benefits MLS1</p> <p style="text-align: center;">← Level 1 →</p>	<p>- Utilize evidence-based resources to identify treatment options in a simulated or clinical environment. - Demonstrate the ability to educate a patient about a diagnosis and related treatment options in a simulated or clinical environment. - Explain the key elements and importance of informed consent in shared decision-making in a simulated or clinical environment. - Explain the role of medical decision-making capacity as it relates to informed consent in a simulated or clinical environment. Tag: 2: OPC2.8 Risks and Benefits MLS2</p> <p style="text-align: center;">← Level 2 →</p>	<p>- Explain medical condition and treatment options to a patient in a simulated or clinical environment. - Communicate with the patient/family avoiding medical jargon to ensure their understanding of the indications, risks, benefits, alternatives and potential complications for basic tests and procedures (e.g. immunizations, OMT, ultrasound) in a simulated or clinical environment. - Practice eliciting patient and family preferences in discussions of treatment options in a simulated or clinical environment. Tag: 2: OPC2.8 Risks and Benefits MLS3</p> <p style="text-align: center;">← Level 3 →</p>	<p>- Obtain and document informed consent for basic tests and procedures in a simulated or clinical environment. Tag: 2: OPC2.8 Risks and Benefits MLS4</p> <p style="text-align: center;">← Level 4 →</p>	<p>OPC 2.8 (Risks and Benefits)</p> <p>Assist patients in understanding and managing their conditions and weighing the risks, benefits, and burdens of available treatment options in a simulated or clinical environment.</p>
<p>- Perform basic skills in core medical procedures, including basic cardiac life support and bag and mask ventilation on a mannequin in a simulated or clinical environment. - Demonstrate basic skills in ultrasound techniques in a simulated or clinical environment. - Diagnose and perform OMT in a simulated or clinical environment. Tag: 2: OPC2.9 Procedures MLS1</p> <p style="text-align: center;">← Level 1 →</p>	<p>- Demonstrate successful venipuncture, intravenous placement, injections, Foley catheter placement, and basic suturing skills in a simulated or clinical environment. - Demonstrate skill in using ultrasound in a simulated or clinical environment. - Evaluate, apply and demonstrate proficiency in therapeutic OMT in a simulated or clinical environment. Tag: 2: OPC2.9 Procedures MLS2</p> <p style="text-align: center;">← Level 2 →</p>			<p>OPC 2.9 (Procedures)</p> <p>Perform core procedures (medical or surgical) including but not limited to: OMT, BCLS, venipunctures/intravenous placement and injections, and all school mandated procedures in a simulated or clinical environment.</p>

Rowan-Virtua SOM Competencies and Milestones

Professionalism

Pre-clerkship Training		Clerkship Training		Competency Required for Graduation
MS 1 (July – May)	MS 2 (July – April)	MS 2 (April – June) – MS 3 (July – June)	MS 4 (July – May)	
<ul style="list-style-type: none"> - Demonstrate respectful interactions including written and verbal communication with patients, peers, faculty, and staff. - Demonstrate preparedness and punctuality. - Describe primary obligations built into the patient-physician relationship. - Adhere to the Student Code of Conduct. <p>Tag: 3: P3.1 Professional Duties MLS1</p> 	<ul style="list-style-type: none"> - Explain the value of relationship building with patients, families, and other professionals. - Practice compassion. <p>Tag: 3: P3.1 Professional Duties MLS2</p> 	<ul style="list-style-type: none"> - Develop respectful, compassionate relationships with patients and their families and members of the health care team. <p>Tag: 3: P3.1 Professional Duties MLS3</p> 		<p>P 3.1 (Professional Duties)</p> <p>Carry out professional duties with accountability, integrity, respect, and compassion.</p>
<ul style="list-style-type: none"> - Define and practice humility during all learning experiences. - Modify behaviors based on feedback from all evaluators. <p>Tag: 3: P3.2 Personal Limits MLS1</p> 	<ul style="list-style-type: none"> - Explain the limits of their role as student doctor on a health care team. - Identify mentoring resources to meet goals. <p>Tag: 3: P3.2 Personal Limits MLS2</p> 	<ul style="list-style-type: none"> - Identify one's own limits and seek mentoring. - Actively seek learning opportunities to improve physician skills. <p>Tag: 3: P3.2 Personal Limits MLS3</p> 		

Rowan-Virtua SOM Competencies and Milestones






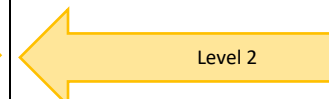
Pre-clerkship Training		Clerkship Training		Competency Required for Graduation
MS 1 (July – May)	MS 2 (July – April)	MS 2 (April – June) – MS 3 (July – June)	MS 4 (July – May)	
<ul style="list-style-type: none"> - Identify situations that are potential conflicts of interest with pharmaceutical companies. - Describe how conflicts of interests undermine public trust. - Attest to the AOA Code of Ethics. - Identify situations that are potential professional conflicts of interest between the practitioner and the patient. - Identify situations that are potential professional conflicts of interest between the profession and the public. <p>Tag: 3: P3.3 Primacy of Patient Needs MLS1</p> <p style="text-align: center;">← Level 1 →</p>		<ul style="list-style-type: none"> - Describe conflicts of interest experienced or seen in clinical care and practice making appropriate recommendations to resolve these conflicts. <p>Tag: 3: P3.3 Primacy of Patient Needs MLS2</p> <p style="text-align: center;">← Level 2 →</p>		<p>P 3.3 (Primacy of Patient Needs)</p> <p>Recognize the potential for conflicts of interests, and place the interest of patients above one’s own.</p>
<ul style="list-style-type: none"> - Analyze issues of confidentiality, capacity, and informed consent. - Complete HIPAA training. <p>Tag: 3: P3.4 Privacy and Autonomy MLS1</p> <p style="text-align: center;">← Level 1 →</p>		<ul style="list-style-type: none"> - Discuss benefits and burdens of treatments with patients, families, and surrogates. - Maintain boundaries with patients and their surrogates. - Protect the privacy of patients. <p>Tag: 3: P3.4 Privacy and Autonomy MLS2</p> <p style="text-align: center;">← Level 2 →</p>	<ul style="list-style-type: none"> - Elicit patient goals and concerns about their outcomes. <p>Tag: 3: P3.4 Privacy and Autonomy MLS3</p> <p style="text-align: center;">← Level 3 →</p>	<p>P 3.4 (Privacy and Autonomy)</p> <p>Demonstrate respect for patient privacy and autonomy.</p>
<ul style="list-style-type: none"> - Practice humility in all interactions. - Demonstrate curiosity about the patient’s story. - Describe and demonstrate key aspects of cultural competency in all interactions. - Demonstrate appreciation and respect for the expertise of others. <p>Tag: 3: P3.5 Cultural Competence MLS1</p> <p style="text-align: center;">← Level 1 →</p>		<ul style="list-style-type: none"> - Integrate patient beliefs and values into management plan. <p>Tag: 3: P3.5 Cultural Competence MLS2</p> <p style="text-align: center;">← Level 2 →</p>		<p>P 3.5 (Cultural Competence)</p> <p>Communicate interest in, respect and support for all people in a manner sensitive to age, gender, race, disability, and culture.</p>

Rowan-Virtua SOM Competencies and Milestones

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MS 1 (July – May)	MS 2 (July – April)	MS 2 (April – June) – MS 3 (July – June)	MS 4 (July – May)		
<ul style="list-style-type: none"> - Describe the components of emotional intelligence and their importance in patient care and professional life. - Identify personal cultural frameworks and associated biases and how they may impact patient interactions and decision-making. - Recognize triggers of emotional interactions in interpersonal situations and process relevant factors appropriately. <p>Tag: 3: P3.6 Self-Awareness of Bias MLS1</p> <p style="text-align: center;">← Level 1 →</p>		<ul style="list-style-type: none"> - Implement strategies to reduce barriers to effective collaboration. - Recognize triggers of emotional interactions in patient care situations and process relevant factors appropriately. <p>Tag: 3: P3.6 Self-Awareness of Bias MLS2</p> <p style="text-align: center;">← Level 2 →</p>		<p>P 3.6 (Self-Awareness of Bias)</p> <p>Recognize personal biases and how they can affect the professional community and patient care, and strive to minimize their influence.</p>	
<ul style="list-style-type: none"> - Recognize health care disparities. - Identify barriers to adequate health care. - Describe collective and individual responsibilities to reduce disparities. <p>Tag: 3: P3.7 Advocacy MLS1</p> <p style="text-align: center;">← Level 1 →</p>		<ul style="list-style-type: none"> - Develop strategies to reduce barriers to the delivery of quality health care. - Identify compromised healthcare providers and situations that require intervention. <p>Tag: 3: P3.7 Advocacy MLS2</p> <p style="text-align: center;">← Level 2 →</p>			<p>P 3.7 (Advocacy)</p> <p>Advocate for those whose healthcare needs are not being met.</p>
<ul style="list-style-type: none"> - Develop healthy behaviors and coping mechanisms to reduce stress and promote wellbeing. - Identify, accept, and seek help when needed for personal vulnerabilities. <p>Tag: 3: P3.8 Self-Care MLS1</p> <p style="text-align: center;">← Level 1 →</p>	<ul style="list-style-type: none"> - Recognize vulnerabilities in peers and respond with support and/or guide them to seek help as needed. <p>Tag: 3: P3.8 Self-Care MLS2</p> <p style="text-align: center;">← Level 2 →</p>	<ul style="list-style-type: none"> - Describe the impact of personal wellbeing on delivery of patient care. - Demonstrate healthy habits. <p>Tag: 3: P3.8 Self-Care MLS3</p> <p style="text-align: center;">← Level 3 →</p>	<p>P 3.8 (Self-Care)</p> <p>Maintain healthy habits and seek help when needed.</p>		

Rowan-Virtua SOM Competencies and Milestones

Interpersonal and Communication Skills







Pre-clerkship Training		Clerkship Training		Competency Required for Graduation
MS 1 (July – May)	MS 2 (July – April)	MS 2 (April – June) – MS 3 (July – June)	MS 4 (July – May)	
<p>Skill: Patient Communication</p> <ul style="list-style-type: none"> - Describe and practice the elements of effective interpersonal and communication skills to promote a caring relationship with patients and families. - Explain the importance of patients' background and culture on doctor-patient communication. <p>Tag: 4: ICS4.1 Patient and Team Communication: Patient MLS1</p>	<p>Skill: Patient Communication</p> <ul style="list-style-type: none"> - Demonstrate ability to establish rapport and utilize effective communication skills during medical interviewing. <p>Tag: 4: ICS4.1 Patient and Team Communication: Patient MLS2</p> <p>Skill: Team Communication</p> <ul style="list-style-type: none"> - Describe the elements of interpersonal and communication skills to promote effective teamwork. - Communicate effectively and respectfully with other professionals in both academic and healthcare environments. <p>Tag: 4: ICS4.1 Patient and Team Communication: Team MLS2</p>	<p>Skill: Patient Communication</p> <ul style="list-style-type: none"> - Demonstrate effective interpersonal skills and therapeutic interactions during medical interviewing and physical/structural examination. - Communicate effectively with all patients and families, including those with diverse backgrounds, cultures and communication barriers. <p>Tag: 4: ICS4.1 Patient and Team Communication: Patient MLS3</p> <p>Skill: Team Communication</p> <ul style="list-style-type: none"> - Communicate effectively and respectfully with other professionals involved in the care of a patient. <p>Tag: 4: ICS4.1 Patient and Team Communication: Team MLS3</p>	<p>Skill: Patient Communication</p> <ul style="list-style-type: none"> - Demonstrate rapport and therapeutic interactions with patients presenting in a range of settings and with varying levels of complexity. - Engage in collaborative diagnostic and treatment planning with patients and families of diverse backgrounds and cultures. <p>Tag: 4: ICS4.1 Patient and Team Communication: Patient MLS4</p> <p>Skill: Team Communication</p> <ul style="list-style-type: none"> - Demonstrate ability to communicate effectively as a member of an interdisciplinary team in a variety of settings and in performing hand-offs to promote patient safety. <p>Tag: 4: ICS4.1 Patient and Team Communication: Team MLS4</p>	<p>ICS 4.1 (Patient and Team Communication)</p> <p>Utilize interpersonal and communication skills to develop and maintain trusting relationships with patients and team members.</p>
 <p>Level 1</p>	 <p>Level 2</p>	 <p>Level 3</p>	 <p>Level 4</p>	
<p>- Describe the components of motivational interviewing (e.g. open-ended questioning, reflective listening, and affirmative responses).</p> <p>- Communicate the benefits of motivational interviewing to promote behavior change and self-care.</p> <p>Tag: 4: ICS4.2 Health Promotion Counseling MLS1</p>		<p>- Demonstrate key aspects of motivational interviewing during patient interactions.</p> <p>Tag: 4: ICS4.2 Health Promotion Counseling MLS2</p>		<p>ICS 4.2 (Health Promotion Counseling)</p> <p>Engage in motivational interviewing.</p>
 <p>Level 1</p>		 <p>Level 2</p>		

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MS 1 (July – May)	MS 2 (July – April)	MS 2 (April – June) – MS 3 (July – June)	MS 4 (July – May)		
<ul style="list-style-type: none"> - Describe the components of social awareness and management needed for effective interactions in all professional settings. - Describe the importance of communicating with sensitivity, honesty and compassion regarding adverse events, disclosure of errors and similar difficult topics. - Describe effective strategies for engaging in difficult conversations. <p>Tag: 4: ICS4.3 Difficult Conversations MLS1</p> <p style="text-align: center;">← Level 1 →</p>		<ul style="list-style-type: none"> - Demonstrate effective interpersonal and communication skills in challenging patient and professional interactions. <p>Tag: 4: ICS4.3 Difficult Conversations MLS2</p> <p style="text-align: center;">← Level 2 →</p>		<p>ICS 4.3 (Difficult Conversations)</p> <p>Engage in difficult conversations, with sensitivity, honesty, and compassion.</p>	
<ul style="list-style-type: none"> - Describe the important elements and appropriate format of a standard patient note. <p>Tag: 4: ICS4.4 Documentation MLS1</p> <p style="text-align: center;">← Level 1 →</p>	<ul style="list-style-type: none"> - Appropriately document a history, vital signs and basic physical/structural exam findings in a well and a sick patient visit in a simulated or clinical environment. <p>Tag: 4: ICS4.4 Documentation MLS2</p> <p style="text-align: center;">← Level 2 →</p>	<ul style="list-style-type: none"> - Document a patient encounter which includes pertinent information in the appropriate note sections including a prioritized assessment and care plan. - Appropriately document an admissions note on an acute care patient. - Appropriately document OMT procedure. <p>Tag: 4: ICS4.4 Documentation MLS3</p> <p style="text-align: center;">← Level 3 →</p>	<ul style="list-style-type: none"> - Prepare thorough, organized and accurate written and electronic records for patients seen in a variety of settings in which the information is synthesized and appropriately prioritized. <p>Tag: 4: ICS4.4 Documentation MLS4</p> <p style="text-align: center;">← Level 4 →</p>		<p>ICS 4.4 (Documentation)</p> <p>Demonstrate the ability to document concise, timely, accurate, and legible medical records.</p>
<ul style="list-style-type: none"> - Describe the elements of a patient case presentation. <p>Tag: 4: ICS4.5 Case Presentation MLS1</p> <p style="text-align: center;">← Level 1 →</p>	<ul style="list-style-type: none"> - Present basic history and vital signs in a logical fashion following a patient encounter. <p>Tag: 4: ICS4.5 Case Presentation MLS2</p> <p style="text-align: center;">← Level 2 →</p>	<ul style="list-style-type: none"> - Using a problem-based approach, present patient information in an organized, concise, and accurate fashion including an assessment and elementary plan. <p>Tag: 4: ICS4.5 Case Presentation MLS3</p> <p style="text-align: center;">← Level 3 →</p>	<ul style="list-style-type: none"> - Present a rationale for treatment which is appropriate for the clinical situation and setting. <p>Tag: 4: ICS4.5 Case Presentation MLS4</p> <p style="text-align: center;">← Level 4 →</p>		<p>ICS 4.5 (Case Presentation)</p> <p>Present patient cases in an organized, accurate and concise manner.</p>








Rowan-Virtua SOM Competencies and Milestones

Practice-Based Learning and Improvement





Pre-clerkship Training		Clerkship Training		Competency Required for Graduation
MS 1 (July – May)	MS 2 (July – April)	MS 2 (April – June) – MS 3 (July – June)	MS 4 (July – May)	
<ul style="list-style-type: none"> - Define basic epidemiological terms and statistical methods. - Demonstrate knowledge of clinical information resources. - Access, understand, and appraise scientific/medical information. - Describe the components of formulating a clinical question. <p>Tag: 5: PBLI5.1 Evidence Based Medicine MLS1</p> 		<ul style="list-style-type: none"> - Formulate clinical questions. - Integrate evidence from scientific literature into patient care based on patients' values, preferences, and unique health care needs. <p>Tag: 5: PBLI5.1 Evidence Based Medicine MLS2</p> 		<p>PBLI 5.1 (Evidence Based Medicine)</p> <p>Formulate clinical questions and identify, evaluate, and integrate evidence from scientific literature related to patients' unique health care needs (biology, values, ethnicity, etc.) and the larger population from which these patients are drawn.</p>
<ul style="list-style-type: none"> - Identify the elements of written scientific communication (papers, posters, etc.). - Describe the elements of an oral presentation (lectures, posters, case presentations, etc.). - Communicate scientific information in written and oral forms. - Identify appropriate forums to disseminate information. - Explain the principles of translational research. <p>Tag: 5: PBLI5.2 Scholarly Work MLS1</p> 		<ul style="list-style-type: none"> - Practice the steps of applying translational research to clinical care. - Effectively communicate scientific information in written and oral forms. - Prepare and effectively deliver a scientific oral presentation to various audiences. <p>Tag: 5: PBLI5.2 Scholarly Work MLS2</p> 		<p>PBLI 5.2 (Scholarly Work)</p> <p>Contribute to the application, dissemination, and translation of new health care knowledge to clinical practice.</p>
<ul style="list-style-type: none"> - Identify essential behaviors for becoming an effective practicing physician. - Compare data on current individual performance with expected outcomes. - Identify human and material resources for personal and professional learning. - Choose and implement appropriate learning strategies to improve individual performance. - Assess outcomes of implemented learning strategies. <p>Tag: 5: PBLI5.3 Self-Directed Learning MLS1</p> 		<ul style="list-style-type: none"> - Demonstrate reflective practice habits to become an effective physician. <p>Tag: 5: PBLI5.3 Self-Directed Learning MLS2</p> 		<p>PBLI 5.3 (Self-Directed Learning)</p> <p>Engage in self-directed learning to identify the strengths, deficiencies, and limitations in one's knowledge and expertise and set learning and improvement goals to support professional growth and effectiveness as a practicing physician.</p>

Rowan-Virtua SOM Competencies and Milestones

Systems-Based Practice

Pre-clerkship Training		Clerkship Training		Competency Required for Graduation	
MS 1 (July – May)	MS 2 (July – April)	MS 2 (April – June) – MS 3 (July – June)	MS 4 (July – May)		
<ul style="list-style-type: none"> - Explain the ways in which people, processes, technology, and policy combine to form systems (health systems science). - Describe delivery care models and levels of care. - Describe the professional responsibility to identify quality concerns and improve system performance. <p>Tag: 6: SBP6.1 Health Care Systems MLS1</p> 		<ul style="list-style-type: none"> - Describe the relationships of various health care models and systems as it affects patient care. - Identify quality measures used by different health systems and care delivery models. - Apply the strategies of quality improvement process and make recommendations in a case. <p>Tag: 6: SBP6.1 Health Care Systems MLS2</p> 		<p>SBP 6.1 (Health Care Systems)</p> <p>Demonstrate knowledge of health systems and care delivery models to optimize the delivery of quality patient care across the continuum.</p>	
<ul style="list-style-type: none"> - Identify payment systems and models. - Recognize how quality measures may affect reimbursement. - Describe the evidence that supports the quality measures implemented. <p>Tag: 6: SBP6.2 Cost Effectiveness MLS1</p> 		<ul style="list-style-type: none"> - Describe how reimbursement and resource allocation affects patient care. - Demonstrate application of the principles of cost-effective health care. <p>Tag: 6: SBP6.2 Cost Effectiveness MLS2</p> 			<p>SBP 6.2 (Cost Effectiveness)</p> <p>Demonstrate knowledge of cost containment principles, efficiency of time and their application to the delivery of patient care.</p>
<ul style="list-style-type: none"> - Explain the unique roles and responsibilities of the inter-professional team members. - Describe the importance of teamwork and team-based care. - Recognize collaboration strategies to promote effective teamwork. <p>Tag: 6: SBP6.3 Teamwork MLS1</p> 		<ul style="list-style-type: none"> - Identify the essential elements of effective team-based care and how they impact patient safety. - Utilize collaboration strategies to promote effective team-based care. <p>Tag: 6: SBP6.3 Teamwork MLS2</p> 	<ul style="list-style-type: none"> - Practice debriefing and reflection in order to improve team performance and patient outcomes. <p>Tag: 6: SBP6.3 Teamwork MLS3</p> 		

Rowan-Virtua SOM Competencies and Milestones

Pre-clerkship Training		Clerkship Training		Competency Required for Graduation
MS 1 (July – May)	MS 2 (July – April)	MS 2 (April – June) – MS 3 (July – June)	MS 4 (July – May)	
		<ul style="list-style-type: none"> - Describe how transitions impact patient safety. - Describe the critical elements of a quality patient transition. <p>Tag: 6: SBP6.4 Transitions of Care MLS1</p> 	<ul style="list-style-type: none"> - Demonstrate the ability to effectively present and document a patient's needs and condition/status and hand off care to other health care providers. <p>Tag: 6: SBP6.4 Transitions of Care MLS2</p> 	<p>SBP 6.4 (Transitions of Care)</p> <p>Ensure safe transitions across the continuum of care.</p>
	<ul style="list-style-type: none"> - Identify risks to patient safety. - Describe the physician's role in identifying system failures and appropriately reporting them. <p>Tag: 6: SBP6.5 Identify System Failures MLS1</p> 	<ul style="list-style-type: none"> - Apply strategies to deliver safe patient care (handwashing, time-outs, checklists, hand-offs, etc.). - Recognize system failures. - Describe the components and principles of quality improvement processes (e.g. root cause analysis, PDSA model) to address system failures. - Apply quality improvement processes and make recommendations in a case. <p>Tag: 6: SBP6.5 Identify System Failures MLS2</p> 	<p>SBP 6.5 (Identify System Failures)</p> <p>Demonstrate the ability to identify system failures and contribute to a culture of safety.</p>	