



College of Osteopathic Medicine

Program Learning Outcomes Competencies and Milestones

The RVU COM curriculum is designed and organized around the seven [AOA Core Competencies](#). Furthermore, starting with the 21-22 academic year the RVU COM curriculum adopted the AOA core competencies as our Program Learning Objectives (PLOs). This document describes a set of yearly behavioral milestones targeting each of our AOA Core Competencies. The goal of these milestones is to provide faculty and students with a longitudinal guide for student development and curricular evaluation. The milestones on the following pages are specific to each PLO and are organized according to Years 1-4 of the RVU COM curriculum. For example, the list of behaviors under Year 1 are the behaviors/outcomes that we expect our students to be able to perform at the end of Year 1 of the curriculum. It is important to note that these milestones were meant to be a guide for the curriculum and not necessarily a reflection of the current curriculum.

1. Osteopathic Philosophy/Osteopathic Manipulative Medicine

Apply osteopathic principles and practices to patient care.

2. Medical Knowledge

Apply knowledge of biomedical sciences to clinical medicine.

3. Patient Care

Perform comprehensive patient care utilizing best practices of osteopathic medicine.

4. Interpersonal & Communication Skills

Utilize effective communication skills to support positive patient-centered and inter-professional relationships.

5. Professionalism

Uphold principles of the RVU Osteopathic Oath (Demonstrate professional behavior).

6. Practice-Based Learning & Improvement

Evaluate patient-care practices through critical thinking using evidence-based medical principles.

7. Systems-Based Practice

Analyze health systems science to deliver individualized patient care.

**Competencies and Milestones for PLO 1: Apply osteopathic principles and practices to patient care
(Osteopathic Philosophy/Osteopathic Manipulative Medicine)**

AOA Competency	Pre-Clerkship Year 1	Pre-Clerkship Year 2	Clerkship Year 3	Clerkship Year 4
<p>OPOMM1: Approach the patient with recognition of the entire clinical context, including mind-body and psychosocial interrelationships</p> <p>OPOMM2: Use the relationship between structure and function to promote health.</p> <p>OPOMM3: Use OPP to perform competent physical, neurologic, and structural examinations incorporating analysis of laboratory and radiology results, diagnostic testing, and physical examination.</p> <p>OPOMM4: Diagnose clinical conditions and plan patient care.</p> <p>OPOMM5: Perform or recommend OMT as part of a treatment plan.</p> <p>OPOMM6: Communicate and document treatment details.</p> <p>OPOMM7: Collaborate with OMM specialists and other health care providers to maximize patient treatment and outcomes, as well as to advance osteopathic manipulation research and knowledge</p> <p>OPOMM8: Evaluate the medical evidence concerning the utilization of osteopathic manipulative medicine</p>	<p>Students are expected to:</p> <p>Accurately and efficiently evaluate the human body using an osteopathic perspective and perform an Osteopathic structural exam.</p> <p>Accurately diagnose somatic dysfunction in the following areas: upper and lower extremities, innominates (pelvis), sacrum, vertebral spine (lumbar, thoracic, cervical), ribs.</p> <p>Demonstrate proficiency in the application of the following osteopathic manipulative treatments: High Velocity-Low Amplitude (HVLA), Muscle Energy (ME), Counterstrain (CS), Myofascial Release (MFR), Articular Technique (ART), Soft Tissue (ST).</p>	<p>Students are expected to:</p> <p>Communicate with patients, and with attendings in the clinical setting and written SOAP note format, integrating osteopathic content and nomenclature.</p> <p>Perform OMT modalities appropriate for specific patient populations and conditions.</p> <p>Apply evaluation, diagnosis and applications skills for the following modalities (in addition to all modalities taught in year 1): Balanced Ligamentous Tension (BLT), Facilitated Positional Release (FPR), Still Technique, visceral technique, OCMM, and Chapman's points.</p> <p>Integrate osteopathic philosophy, and integrate an osteopathic physical exam in the clinical setting on a diverse population.</p> <p>Devise an osteopathically centered treatment plan in the clinical setting, including OMT when appropriate.</p>	<p>Using the skills demonstrated in Years 1 and 2, students are expected to:</p> <p>Evaluate and treat patients with OMT, and log that information, focusing on the core clerkships (Family Medicine, Surgery, Women's Health, Behavioral health, Pediatrics, Internal Medicine).</p> <p>Communicate with patients and health care professionals the value of osteopathically centered care, including OMT</p>	<p>Using the skills demonstrated in Years 1-3, students are expected to:</p> <p>Evaluate and treat patients with OMT, and log that information, focusing on clerkships that align with their chosen medical specialty.</p> <p>Communicate with patients and health care professionals the value of osteopathically centered care, including OMT</p>

Competencies and Milestones for PLO 2: Apply knowledge of biomedical sciences to clinical medicine.
(Medical Knowledge)

AOA Competency	Pre-Clerkship Year 1	Pre-Clerkship Year 2	Clerkship Year 3	Clerkship Year 4
<p>MK1: Articulate basic biomedical science and epidemiological and clinical science principles related to patient presentation in all systems.</p> <p>MK2: Apply current best practices in osteopathic medicine by using reliable medical evidence and informatics.</p> <p>MK3: Apply evidence-based guidelines and use scientific concepts to evaluate, diagnose, and manage clinical patient presentations and population health.</p> <p>MK4: Use guidelines and scientific evidence to outline preventive strategies across stages of the life cycle</p>	<p>Students are expected to:</p> <p>Demonstrate sufficient knowledge of the molecular and cellular basis of all human systems.</p> <p>Demonstrate sufficient knowledge of the normal gross anatomy, embryology, histology, and physiology for all human systems.</p> <p>Demonstrate sufficient knowledge of how microbial and infectious agents affect normal physiology, and the fundamental diagnostic and treatment strategies for these infectious agents.</p> <p>Apply knowledge of normal gross anatomy, embryology, histology, and physiology in a standardized patient setting while including osteopathic principles and practice.</p> <p>Acknowledge sociocultural factors related to disease manifestations.</p>	<p>Students are expected to:</p> <p>Demonstrate sufficient levels of knowledge for normal and abnormal gross anatomy, embryology, histology, physiology, and pharmacology for all human systems.</p> <p>Demonstrate diagnostic and treatment strategies for infectious agents in a standardized patient setting.</p> <p>Apply knowledge of normal and abnormal gross anatomy, histology, embryology, physiology, and pharmacology to real and simulated patient vignettes, resulting in potential diagnoses, treatment plans, and likely health outcomes from those plans.</p> <p>Apply knowledge of normal and abnormal gross anatomy, histology, embryology, physiology and pharmacology to diagnostic and treatment strategies in a standardized patient setting while including osteopathic principles and practice.</p> <p>Identify sociocultural factors related to multiple disease manifestations</p>	<p>Students are expected to:</p> <p>Apply knowledge of normal and abnormal anatomy, physiology and pharmacology to diagnostic and treatment strategies in the patient care settings of the required clerkship rotations while including osteopathic principles and practice.</p> <p>Continue to acquire and integrate new medical knowledge into the clinical practice setting.</p>	<p>Students are expected to:</p> <p>Apply knowledge of normal and abnormal anatomy, physiology and pharmacology to diagnostic and treatment strategies in the patient care settings of targeted career-interest specialties while including osteopathic principles and practice.</p> <p>Continue to acquire and integrate new medical knowledge into the clinical practice setting.</p>

Competencies and Milestones for PLO 3: Perform comprehensive patient care utilizing best practices of osteopathic medicine. (Patient Care)

AOA Competency	Pre-Clerkship Year 1	Pre-Clerkship Year 2	Clerkship Year 3	Clerkship Year 4
<p>PC1: Gather accurate data related to the patient encounter. OPOMM2: Use the relationship between structure and function to promote health.</p> <p>PC2: Develop a differential diagnosis appropriate to the context of the patient setting and findings.</p> <p>PC3: Implement essential clinical procedures.</p> <p>PC4: Form a patient-centered, interprofessional, evidence-based management plan.</p> <p>PC5: Health promotion and disease prevention (HPDP)</p> <p>PC6: Documentation, case presentation, and team communication</p>	<p>Students are expected to:</p> <p>Obtain and interpret a comprehensive patient history including the patient's medical, family and social history.</p> <p>Perform an effective and appropriate physical examination based on the patient's signs and symptoms.</p> <p>Organize, document and present information effectively in a SOAP or Procedure note.</p> <p>Perform and verbally communicate basic medical procedures.</p> <p>Interact and develop rapport with patients using professional, ethical, and compassionate behaviors and attitudes</p>	<p>Students are expected to:</p> <p>Obtain a focused history and physical examination on a patient pertinent to their presenting complaint.</p> <p>Demonstrate advanced interpersonal communication skills with patients and the interprofessional team.</p> <p>Produce an adequate and relevant differential diagnosis and management plan after a standardized patient encounter.</p> <p>Demonstrate accurate diagnostic and management choices and patient education related to a standardized patient visit.</p> <p>Demonstrate an ability to successfully work in interprofessional health care teams.</p> <p>Incorporate professional, ethical, psychosocial, economic and cultural issues into standardized patient encounters.</p> <p>Incorporate foundational medical knowledge and evidence-based care into individualized patient management in</p>	<p>Students are expected to perform the behaviors listed in Years 1 and 2, and are expected to perform the following behaviors with only minimal prompting from the preceptor or attending:</p> <p>Clinical Reasoning and Judgement skills</p> <ol style="list-style-type: none"> 1. Gather a history and perform a physical examination, including structural, pertinent to the given history 2. Create a differential diagnosis meaningful to the clinical situation 3. Recommend and interpret common testing within the context of a given clinical situation 4. Generate treatment plans relevant to the clinical situation 5. Document encounters appropriately 6. Perform an oral presentation of a clinical encounter concisely 7. Ask questions that lead to the acquisition of clinical knowledge that advances a patient's care which includes informatics and evidence-based medicine (EBM) <p>Interpersonal</p> <p>Communications and Relationships skills</p> <ol style="list-style-type: none"> 8. Handoff and receive patients in the transition of care appropriately and with empathy 	<p>Students are expected to perform the same behaviors listed in year 3 with little or no prompting from the preceptor or attending.</p>

		<p>standardized patient encounters.</p> <p>Demonstrate a working knowledge of, and skill for, selected diagnostic and therapeutic procedures in a lab setting.</p> <p>Demonstrate documentation skills for patient history, physical examination, assessment and treatment.</p> <p>Perform an organized and structured verbal presentation of a standardized patient case including history, physical exam, differential diagnosis and treatment options.</p> <p>Demonstrate understanding of basic skills in bedside ultrasound.</p>	<p>9. Work collaboratively and respectfully with all care team members, patient families, and others</p> <p>10. Triage a patient to appropriate levels of care</p> <p>Physical Exam and Procedural skills</p> <p>11. Can appropriately articulate the requirements for a typical informed consent</p> <p>12. Perform procedures and physical exam skills, including OMT, recognized as necessary for an entry-level resident physician</p> <p>Systems-based Practice thinking skills</p> <p>13. Recognize system failures and contribute to improvements at a novice level</p>	
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Competencies and Milestones for PLO 4: Utilize effective communication skills to support positive patient-centered and inter-professional relationships. (Interpersonal & Communication Skills)

AOA Competency	Pre-Clerkship Year 1	Pre-Clerkship Year 2	Clerkship Year 3	Clerkship Year 4
<p>ICS1: Establish and maintain the physician-patient relationship</p> <p>ICS2: Conduct a patient-centered interview</p> <p>ICS3: Demonstrate effective written and electronic communication in dealing with patients and other health care professionals.</p> <p>ICS4: Work effectively with other health professionals as a member or leader of a health care team</p>	<p>Students are expected to:</p> <p>Use professional, ethical, and compassionate practices and attitudes to interact with and build rapport with faculty, student colleagues, staff, patients, and interprofessional colleagues.</p> <p>Develop communication strategies that foster rapport-building, inclusion, and equity with standardized patients, faculty, and health care team members from a variety of backgrounds, and cultures.</p> <p>Demonstrate shared decision-making in a standardized patient encounter involving a medial issue with low complexity medical issue/concern.</p> <p>Deliver a well-organized and structured presentation of a standardized patient case including history, physical exam, differential diagnosis and treatment options to healthcare professionals of various disciplines.</p> <p>Demonstrate an understanding of one's</p>	<p>Students are expected to:</p> <p>Demonstrate an understanding of the roles and responsibilities of health care team members.</p> <p>Demonstrate effective communication with standardized patients of diverse backgrounds, languages and cultures</p> <p>Use communication strategies that build therapeutic alliances, promote inclusive excellence, and equity.</p> <p>Demonstrate shared decision-making in a standardized patient encounter involving a medial issue with low medical complexity.</p> <p>Deliver an organized verbal presentation of a patient encounter and adapt communication to the context and audience.</p> <p>Demonstrate an understanding of one's own role and the role of others in different health care teams and settings.</p> <p>Write a clinical note in a timely fashion that is accurate, complete, and well organized.</p> <p>Anticipate and respond professionally to one's</p>	<p>Students are expected to:</p> <p>Demonstrate collaborative and respectful working relationships with patients, families, and health care team members</p> <p>Communicate effectively with health care team members, patients, and families across diverse backgrounds, languages and cultures</p> <p>Demonstrate shared decision-making and communication strategies involving a patient encounter regardless of the complexity of the patient's illness.</p> <p>Adjust clinical presentations and communications to different audiences and contexts without prompting.</p>	<p>Students are expected to:</p> <p>Demonstrate an understanding of one's own role and the roles of other health care team members across various complex health care scenarios</p> <p>Anticipate and respond professionally to one's own and other peoples' emotions in all clinical situations regardless of complexity.</p> <p>Demonstrate individual and professional self-growth by critically reflecting on emotional experiences.</p> <p>Demonstrate awareness of behavioral and emotional cues emitted by one's self and of others'.</p>

	<p>own role and the roles of others during small group interactions involving peers, physicians, and other health professionals.</p> <p>Demonstrate awareness of behavioral and emotional cues emitted by one's self and of others'.</p> <p>Demonstrate minimal level of competence in all four IPEC core competencies (roles/responsibilities, teamwork, interprofessional communication, and values/ethics)</p>	<p>own and other peoples' emotions in clinical situations of moderate complexity.</p> <p>Communicate lessons learned as new emotional experiences are encountered.</p>		
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Competencies and Milestones for PLO 5: Uphold principles of the RVU Osteopathic Oath. (Professionalism)

AOA Competency	Pre-Clerkship Year 1	Pre-Clerkship Year 2	Clerkship Year 3	Clerkship Year 4
<p>P1: KNOWLEDGE – Demonstrate knowledge of the behavioral and social sciences that provide the foundation for the professionalism competency, including medical ethics, social accountability and responsibility, and commitment to professional virtues and responsibilities.</p> <p>P2: HUMANISTIC BEHAVIOR – Demonstrate humanistic behavior, including respect, compassion, probity, honesty, and trustworthiness.</p> <p>P3: PRIMACY OF PATIENT NEED - Demonstrate responsiveness to the needs of patients and society that supersedes self- interest</p> <p>P4: ACCOUNTABILITY – Demonstrate accountability to patients, society, and the profession, including the duty to act in a response to the knowledge of professional behavior of others.</p> <p>P5: CONTINUOUS LEARNING - Attain milestones that indicate a commitment to excellence, as, for example, through ongoing professional development as evidence of a commitment to continuous learning. Work effectively with</p>	<p>Students are expected to:</p> <p>Exhibit respect, empathy, compassion, honesty, and integrity when interacting with patients, families, colleagues, and teams</p> <p>Exhibit strategies to address challenges that might arise when one's own needs are in conflict with others.</p> <p>Demonstrate punctuality and preparedness for all professional and educational situations</p> <p>Display professional dress, hygiene, language, demeanor, and behavior in all professional and educational situations</p> <p>Demonstrate respect for patients, families, and team members irrespective of race-ethnicity, gender, sexual identity, religion, disabilities or socioeconomic status.</p> <p>Recognize one's own stress and respond appropriately using resources to promote wellness and professionalism</p> <p>Develop strategies to recognize and address ambiguities in patient care.</p>	<p>Students are expected to:</p> <p>Demonstrate empathy, compassion, and integrity when interacting with others, even when challenged by stressful situations and perspectives that differ from your own.</p> <p>Demonstrate an ability to balance the needs of others (e.g., patients, families and team members) with the needs of oneself.</p> <p>Demonstrate a commitment to ethical clinical practice and social justice</p> <p>Demonstrate an ability to maintaining patient confidentiality.</p> <p>Demonstrate an ability to respond to medical errors and recognize health care disparities.</p> <p>Respect patient autonomy and maintaining patient appropriate boundaries.</p> <p>Collaborate and learn from other team members irrespective of their race, age, ethnicity, gender, sexual identity, religion, disabilities or socioeconomic status.</p> <p>Practice strategies to promote wellness of self and others.</p>	<p>Students are expected to:</p> <p>Demonstrate an ability to understand when the needs of others should be prioritized over one's own needs.</p> <p>Demonstrate an ability to embrace cultural diversity of patients and health care team members.</p> <p>Demonstrate the use of resources and practices that promote overall health and wellness, and allow for healthy responses to stress.</p> <p>Demonstrate accountability, reliability, and follow-through, in interactions with patients, families, and colleagues. This includes interpersonal and electronic communications, and proper health record documentation.</p> <p>Demonstrate honest self-reflection and open communication with supervisors.</p> <p>Communicate with Preceptor to establish goals and expectations of a trainee.</p> <p>Exhibit compassion and empathy toward patients, families, and team members on a consistent basis.</p>	<p>Students are expected to:</p> <p>Demonstrate an ability to embrace ambiguity during patient care and situations where resources are limited.</p> <p>Demonstrate a commitment to improve health outcomes at the community level.</p> <p>Demonstrate a commitment to the education of peers, students, patients, families and other health care professionals in efforts to improve patient care.</p> <p>Demonstrate self-reflection and awareness of one's professional identity as a physician</p> <p>Demonstrate a consistent pattern of seeking additional help or supervision when needed.</p>

<p>other health professionals as a member or leader of a health care team</p> <p>P6: ETHICS - Demonstrate knowledge of and the ability to apply ethical principles in the practice and research of osteopathic medicine, particularly in the areas of provision or withholding of clinical care, confidentiality of patient information, informed consent, business practices, the conduct of research, and the reporting of research results.</p> <p>P7: CULTURAL COMPETENCY - Demonstrate awareness of and proper attention to issues of culture, religion, age, gender, sexual orientation, and mental and physical disabilities.</p> <p>P8: PROFESSIONAL AND PERSONAL SELF-CARE - Demonstrate understanding that he/she is a representative of the osteopathic profession and is capable of making valuable contributions as a member of this society; lead by example; provide for personal care and well-being by utilizing principles of wellness and disease prevention in the conduct of professional and personal life.</p> <p>P9: HONEST, TRANSPARENT BUSINESS PRACTICES</p>	<p>Demonstrate ethical clinical practice by maintaining patient confidentiality, responding appropriately to medical errors, and using electronic communications appropriately.</p> <p>Demonstrate self-directed lifelong learning and actively contribute to the education of peers.</p>	<p>Seek and accept help in dealing with challenges and ambiguities encountered in patient care.</p> <p>Demonstrate an ongoing commitment to appropriate education of peers, patients, families and other health care professionals.</p> <p>Adhere to professional standards at the administrative and institutional level in order to maintain personal, patient and public safety.</p>		
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Competencies and Milestones for PLO 6: Evaluate patient-care practices through critical thinking using evidence-based medical principles. (Practice-Based Learning & Improvement)

AOA Competency	Pre-Clerkship Year 1	Pre-Clerkship Year 2	Clerkship Year 3	Clerkship Year 4
<p>PBL1: Describe and apply evidence-based medical principles and practices. Interpret features and meanings of different types of data, quantitative and qualitative, and different types of variables, including nominal, dichotomous, ordinal, continuous, ratio, and proportion.</p> <p>PBL2: Evaluate the relevance and validity of clinical research.</p> <p>PBL3: Describe the clinical significance of and apply strategies for integrating research evidence into clinical practice.</p> <p>PBL4: Critically evaluate medical information and its sources, and apply such information appropriately to decisions relating to patient care.</p> <p>PBL5: Describe and apply systematic methods to improve population health.</p>	<p>Students are expected to:</p> <p>Develop information seeking behavior to support patient care (i.e., Ask, Acquire, Appraise, Apply, Assess)</p> <p>Locate, appraise, and apply scientific and clinical evidence in simulated patients</p> <p>Develop an understanding of social determinants of health as a factor in evidence-based medicine</p> <p>Apply basic principles of biostatistics including the interpretation of diagnostic testing and screening.</p> <p>Obtain performance data on one's self. Identify and reflect on personal biases, and strengths and weaknesses</p> <p>Demonstrate the ability to gather and deliver relevant information to problem solve with students and faculty.</p>	<p>Students are expected to:</p> <p>Locate, appraise, and apply scientific evidence from primary literature and evidence-based guidelines to support simulated patient care.</p> <p>Develop skills for communicating evidence and information with patients</p> <p>Articulate the differences between clinical and statistical significance</p> <p>Obtain performance data on one's self. Identify and reflect on personal biases, and strengths and weaknesses. set individual learning and improvement goals to overcome biases and limitations.</p> <p>Develop practices to acquire information to address gaps in knowledge, skills and attitudes.</p> <p>Demonstrate the ability to gather and deliver relevant information to problem solve with students, faculty, and simulated patients.</p> <p>Demonstrate a consistent pattern of seeking updated knowledge, guidelines,</p>	<p>Students are expected to:</p> <p>Locate, appraise, and apply scientific evidence from primary literature and evidence-based guidelines to the care of individual patients</p> <p>Demonstrate the ability to gather and deliver relevant information to problem solve with students and faculty in a clinical setting.</p> <p>Contribute to a culture of openness to and appreciation of feedback among clinical team members.</p> <p>Actively solicit feedback and guidance from faculty, peers, team members for self-improvement.</p> <p>Engage in ongoing critical reflection to identify biases, strengths, and gaps in knowledge.</p> <p>Demonstrate the pursuit of and use of appropriate evidence and guidelines to support safe and cost-effective decision-making in patient care.</p> <p>Demonstrate a consistent pattern of identifying gaps in knowledge and seeking information from</p>	<p>Students are expected to:</p> <p>Develop strategies to overcome biases and limitations in one's self and others in order to provide optimal patient care.</p> <p>Demonstrate an understanding of how personal biases and privilege can impact clinical decision-making.</p> <p>Reconcile conflicting data and feedback from multiple sources and situations.</p> <p>Demonstrate an ongoing commitment to patients, society, and the profession of medicine, and incorporate these practices into one's own professional identity formation.</p>

		and treatments available for the care of patients.	reputable sources to support lifelong learning	
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**Competencies and Milestones for PLO 7: Analyze health systems science to deliver individualized patient care.
(Systems-Based Practice)**

AOA Competency	Pre-Clerkship Year 1	Pre-Clerkship Year 2	Clerkship Year 3	Clerkship Year 4
<p>SBP1: The candidate must demonstrate understanding of variant health delivery systems and their effect on the practice of a physician and the health care of patients.</p> <p>SBP2: Demonstrate understanding of how patient care and professional practices affect other health care professionals, health care organizations, and society.</p> <p>SBP3: Demonstrate knowledge of how different delivery systems influence the utilization of resources and access to care.</p> <p>SBP4: Identify and utilize effective strategies for assessing patients.</p> <p>SBP5: Demonstrate knowledge of and the ability to implement safe, effective, timely, patient-centered, equitable systems of care in a team-oriented environment to advance populations' and individual patients' health.</p>	<p>Students are expected to:</p> <p>Demonstrate an understanding of the organization, financing, and delivery of health care at the local and national level.</p> <p>Demonstrate an understanding of how these factors affect access to and quality of health care.</p> <p>Demonstrate an understanding of the variables that impact cost in health care and the strategies that can be used to reduce cost.</p> <p>Demonstrate knowledge of strategies to improve patient safety among the health care team.</p>	<p>Students are expected to:</p> <p>Demonstrate an ability to work with the clinical team to coordinate patient care within a healthcare system.</p> <p>Demonstrate an understanding of how to incorporate social determinants of health into disease prevention and health promotion at the patient and population level.</p> <p>Demonstrate an understanding of strategies for systems-based improvement by identifying needs and proposing systems solutions patient populations.</p> <p>Demonstrate an understanding of health equity and the factors that factors that lead to inequalities in access to quality health care.</p>	<p>Students are expected to:</p> <p>Demonstrate knowledge of the healthcare system and how to coordinate patient care across healthcare systems.</p> <p>Demonstrate an understanding of how the finance and delivery of health care at the regional and national level affects patient care.</p> <p>Demonstrate an ability to assess the social determinants of health of individual patients in order to optimize prevention and health promotion.</p> <p>Demonstrate an ability to identify risks to patient safety and apply strategies to deliver safe and effective patient care.</p>	<p>Students are expected to:</p> <p>Demonstrate knowledge of the healthcare system and how to coordinate and transfer patient care across healthcare systems.</p> <p>Improve the health of patients and communities by addressing structural inequalities and a lack of access to quality of health care</p> <p>Demonstrate an ability to assess the social determinants of health of patient populations in order to optimize prevention and health promotion.</p> <p>Use a team-oriented approach to engage in continuous improvement of the quality and value of care for individual patients and populations</p>