

## Programmatic Level Educational Objectives

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### Purpose:

The purpose of this Policy is to incorporate the American Osteopathic Association (AOA) (College of Osteopathic Physicians and Surgeons) (ACCOM) core competencies, which will

The responsibility to review and revise this Policy is by the COM Dean and Duquesne University Provost and remain effective until amended or terminated by and revision are to ensure consistency with accreditation

### Policy:

The Duquesne University

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### **4. INTERPERSONAL AND COMMUNICATION SKILLS**

Demonstrate interpersonal and communication skills that enable the student physician to establish and maintain professional relationships with patients, families, and other members of health care teams.

### **5. PROFESSIONALISM**

Uphold the Osteopathic Oath in the conduct of one's professional activities, which promotes advocacy of patient welfare, adherence to ethical principles, collaboration with health professionals, lifelong learning, and sensitivity to the care of diverse patient populations, while being cognizant of the patient's physical, mental, and spiritual health in order to provide effective care.

### **6. PRACTICE-BASED LEARNING AND IMPROVEMENT**

Demonstrate the ability to critically evaluate methods of clinical practice; integrate evidence-based medicine into patient care; show an understanding of research methods; improve patient care practices.

### **7. SYSTEMS-BASED PRACTICE**

Demonstrate an understanding of health care delivery systems; provide effective and qualitative patient care within systems; and practice cost-effective medicine.

### **8. COUNSELING FOR HEALTH PROMOTION/DISEASE PREVENTION**

Demonstrate an understanding of preventive healthcare including screening and prevention guidelines and be able to apply this knowledge to provide patient-centered, team-based care.

### **9. CULTURAL COMPETENCIES**

Demonstrate an understanding of culture and the elements that affect a patient's healthcare; demonstrate cultural sensitivity and communication skills to care for patients with varying

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Demonstrate an understanding of the impact of the environment and a patient's occupation on a patient's health. Demonstrate knowledge and skills to care for patients' environmental and occupational healthcare needs.

### **12. PUBLIC HEALTH SYSTEMS**

Apply understanding of public health, the social determinants of health, and health policies to an overall understanding of individual, system-based, and community healthcare.

### **13. GLOBAL HEALTH**

Demonstrate an understanding of the differences in diseases, preventive care needs, cultures, and healthcare systems outside of the United States.

### **14. INTERPROFESSIONAL COLLABORATION**

Work collaboratively within a healthcare team demonstrating understanding and respect for the roles and responsibilities of each member of the team.

Effective Date: 1/1/2021

Revised: 6/17/2022      Revision: 1



#11 Environmental and Occupational Medicine Competencies  
#12















12.3. Assesses and address the factors influencing the use of health services.

12.4. Apply basic public health principles, practices, and sciences to the practice of osteopathic me

12.5. Recognize differences among public health systems, epidemiological systems, and individual :  
in the utilization of resources and in the practice of osteopathic medicine.

14.2. Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of patient-based care.	I	E	R	CA
and responsibilities clearly to patients, families, and other professionals	I	E	R	CA
14.4. Explain the roles and responsibilities of other care providers and how the team works together to provide care.	I	E	R	CA
14.5. Choose effective communication tools and techniques including information systems and communication technologies, for facilitating interprofessional discussions and interactions that enhance team function.	I	E	R	CA
14.6. Give timely, sensitive, instructive feedback to others about their performance on the team, respond respectfully to feedback from other team members.	I	E	R	CA
14.7. Engage other health professionals (appropriate to the specific care situation) in shared patient-centered problem solving for effective team-based care.	I	E	R	CA

III. Assessment Timeline A 4-year plan for assessment in which the Duquesne University COM will assess a Program Learning Outcome with student learning outcomes representing each required for MSCHIE) and COCA reporting.

Academic Years	Outcome(s)	Course(s) and Other Program Requirements	Assessment Evidence (direct/indirect)	Assessment Method
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	PLO #14	<ul style="list-style-type: none"> <li>x Family Medicine</li> <li>x Rural/Underserved/International</li> <li>x Med-Surg Selective</li> <li>x Medicine Selective I,II</li> <li>x Primary Care Selective</li> <li>x Surgical Selective</li> <li>x Geriatrics</li> <li>x Emergency Medicine</li> <li>x Electives</li> </ul>	<ul style="list-style-type: none"> <li>x Clinical Rotation Evaluations</li> <li>x Standardized examinations</li> <li>x Assigned Educational Modules</li> <li>x Student feedback on curriculum, faculty, and clinical sites</li> </ul>	
Other			<ul style="list-style-type: none"> <li>x AACOM Graduation Questionnaire</li> <li>x Match outcomes</li> <li>x Alumni survey data</li> </ul>	<ul style="list-style-type: none"> <li>x Compare alumni and match data to national trends and assess progress toward mission and goals.</li> <li>x Compare admissions data to national trends and assess progress toward goals.</li> </ul>