Baylor College of Medicine Core Competencies and Graduation Goals (CCGG’s):

1. **Professionalism**
   Each student graduating from BCM will:
   1.1. Apply ethical decision making that upholds patient and public trust
   1.2. Employ honesty, integrity, and respect in all interactions
   1.3. Demonstrate a commitment to advocate for the needs and well-being of patients, colleagues, and self
   1.4. Demonstrate caring, compassion, and empathy
   1.5. Demonstrate awareness of one’s own biases and sensitivity to diverse patients and colleagues
   1.6. Identify and fulfill responsibilities and obligations as a learner and a colleague
   1.7. Recognize and avoid conflicts of interest
   1.8. Adhere to patient confidentiality rules and regulations

2. **Medical knowledge**
   Each student graduating from BCM will:
   2.1. Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to diagnose, manage, and prevent disease
   2.2. Utilize the principles of public health, epidemiology, and biostatistics in identifying and reducing the incidence, prevalence, and severity of disease to improve health
   2.3. Interpret diagnostic tests as they relate to common clinical, laboratory, and radiologic findings in the spectrum of health and disease

3. **Patient care**
   Each student graduating from BCM will:
   3.1. Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient and population-centered care
   3.2. Develop and implement patient evaluation and management plans appropriate to all levels of patient acuity
   3.3. Develop a prioritized problem list and differential diagnosis using patient’s biopsychosocial history, medical records, physical exam findings, and diagnostic studies
   3.4. Obtain consent for and perform basic technical procedures competently
   3.5. Perform comprehensive and focused biopsychosocial exams in a variety of patient care settings and recognize when each is indicated
   3.6. Assess health risks using gender- and age-appropriate criteria and recommend potential preventive and therapeutic interventions
   3.7. Select and interpret diagnostic tests accurately
   3.8. Interpret physical findings accurately
   3.9. Utilize critical thinking to provide appropriate evidence or support for clinical decisions and management
of diseases
3.10. Provide timely and accurate documentation of all assessment, plans, interventions, and orders – including prescriptions and transfers-of-care between providers or settings

4. Interpersonal and communication skills
Each student graduating from BCM will:
4.1. Demonstrate patient-centered interview skills in order to create and sustain a supportive and therapeutic relationship with patients and families
4.2. Demonstrate the ability to communicate effectively, efficiently, and accurately as a member or leader of a health care team
4.3. Demonstrate the ability to effectively communicate and collaborate with colleagues, other health care professionals, or health related agencies
4.4. Apply verbal and written medical communication skills to basic and advanced medical scenarios

5. Practice-based learning and improvement
Each student graduating from BCM will:
5.1. Identify personal strengths and deficiencies in one’s knowledge, skills, and attitudes to integrate feedback and set personal improvement goals
5.2. Use and manage technology to access medical information resources to expand personal knowledge and make effective decisions
5.3. Apply principles and practices of evidence-based medicine (EBM) in making decisions about prevention, diagnosis, and treatment of disease

6. Systems-based practice
Each student graduating from BCM will:
6.1. Analyze the roles insurance plans and health care providers play in the health care system and how they affect providers’ and patients’ behavior
6.2. Provide appropriate referral of patients, including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes
6.3. Examine the role of quality improvement and clinical pathways in optimizing health systems
6.4. Demonstrate the rationale for reporting and addressing events that could affect patient safety

7. Leadership
Building upon the foundation of competence in the other six domains, each student graduating from BCM will be able to:
7.1. Demonstrate the ability to work effectively as a member of an interprofessional health care team
7.2. Demonstrate the ability to give and receive behaviorally-specific feedback
7.3. Utilize skills that enhance the learning environment and team functioning
Global Health Pathway Objectives Mapped to School of Medicine CCGG’s

**Overall goal / pathway mission:** The mission of the Global Health Pathway is to provide students with knowledge and experience related to caring for patients from diverse communities across the globe, with an understanding of how health care systems impact health care delivery in a variety of settings.

**Note:** Objectives (mapped to CCGG’s) for individual courses within the Global Health Pathway can be found in the respective Course Syllabus.

<table>
<thead>
<tr>
<th>Pathway Objective</th>
<th>Competency Graduation Goal Objectives (CCGG’s)</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Demonstrate knowledge of global health and illness with a focus on limited resource settings, as well as, low and middle-income countries</td>
<td>2.1 Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social behavioral sciences, as well as the application of this knowledge to diagnose, manage, and prevent disease</td>
<td>Participation: Overview of Global Health elective MEOSA-415A&lt;br&gt;Participation: DTM modules (at least two – see option 1 vs. option 2 as outlined in the pathway requirements)</td>
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<td>Describe existing healthcare organizations and systems that are involved in global health, including the scope of their services and their interactions</td>
<td>6.1 Analyze the roles insurance plans and health care providers play in the health care system and how they affect providers’ and patients’ behavior</td>
<td>Participation: Readings in Global Health elective MEOSA-415B</td>
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<td>Apply knowledge of epidemiology, diagnosis and treatment for common tropical and parasitic diseases and health problems of international travelers</td>
<td>3.3 Develop a prioritized problem list and differential diagnosis using patient’s biopsychosocial history, medical records, physical exam findings, and diagnostic studies&lt;br&gt;7.1 Demonstrate the ability to work effectively as a member of an interprofessional health care team</td>
<td>Participation: Travel Medicine clinic experience&lt;br&gt;Participation: Global Health Away Elective</td>
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<td>Utilize skills in understanding cross-cultural dynamics in caring for patients</td>
<td>4.3 Demonstrate the ability to effectively communicate and collaborate with colleagues, other health care professionals, or health related agencies&lt;br&gt;1.3 Demonstrate a commitment to advocate for the needs and well-being of patients, colleagues, and self</td>
<td>Participation: Global Health Away Elective; clinical performance rating /checklist (student performance assessment form following clinical elective)</td>
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<td>Evaluate the impact of global</td>
<td>2.2 Utilize the principles of public health,</td>
<td>Research or project assessment</td>
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| Health factors (e.g., economical, epidemiological, and cultural) on the provision of health care in the United States | Epidemiology, and biostatistics in identifying and reducing the incidence, prevalence, and severity of disease to improve health.  
6.1 Analyze the roles insurance plans and health care providers play in the health care system and how they affect providers’ and patients’ behavior | (MS4 2-4 page reflection) |