



Pritzker School
of Medicine

Medical Education Program Objectives (MEPOs)

Mission Statement: *At the University of Chicago, in an atmosphere of interdisciplinary scholarship and discovery, the Pritzker School of Medicine is dedicated to inspiring diverse students of exceptional promise to become leaders and innovators in science and medicine for the betterment of humanity.*

Clinical Skills and Reasoning:

1. Obtain a relevant, accurate, and problem-focused history from patients, caregivers, and electronic health records in an organized fashion that demonstrates clinical reasoning.
2. Perform a clinically relevant, appropriately thorough physical exam pertinent to the setting and purpose of the patient visit and identify and interpret normal and abnormal findings.
3. Create and prioritize a differential diagnosis following a clinical encounter by synthesizing essential information from previous records, history, physical exam, and initial diagnostic evaluation.
4. Recommend, order, and interpret laboratory data, imaging studies, and other tests for screening as well as diagnosis, incorporating pre-test probability, lab characteristics (e.g., sensitivity and specificity), and post-test probability.
5. Document a clinical encounter with a pertinent history and physical examination, problem list, prioritized differential diagnosis, and comprehensive management plan.
6. Provide a well-organized and concise oral presentation of a clinical encounter with pertinent history and physical examination, problem list, prioritized differential diagnosis, and comprehensive management plan.
7. Recommend, enact, follow up, and assess a diagnostic and therapeutic plan of care.
8. Recognize and prioritize patients requiring urgent or emergent care, initiating evaluation and management.
9. Perform common procedures safely and correctly when indicated, including obtaining informed consent, following universal precautions and sterile technique, and attending to patient comfort.
10. Provide succinct verbal and written communication conveying illness severity, situational awareness, action planning, and contingency planning during a structured handoff to transition care responsibility.

Knowledge for Practice:

11. Apply medical knowledge necessary for the prevention, diagnosis, and treatment of basic and complex medical problems.
12. Recognize limitations in knowledge and subsequently identify and use available resources to inform clinical reasoning and decision-making.

Interpersonal and Communication Skills:

13. Communicate with patients in a manner that ensures understanding, establishes trust, and forms a therapeutic relationship that promotes shared decision-making.
14. Demonstrate sensitivity, honesty, understanding, and empathy in difficult conversations with patients and caregivers.
15. Solicit patients' and caregivers' needs and goals to incorporate them into the management of a patient.
16. Attend to one's own and others' emotional responses during interpersonal interactions.

Team-based Care:

17. Use knowledge of one's own role and those of other professionals to appropriately assess and address the needs of patients to deliver safe and high-quality health care.
18. Communicate with patients, caregivers, and health professionals in a responsive and responsible manner that supports a team approach to healthcare delivery.
19. Apply the principles of team dynamics to perform effectively in designated roles to plan, deliver, and evaluate patient-centered care that is safe, timely, efficient, effective, and equitable.
20. Demonstrate leadership skills that enhance team function, the learning environment, and/or the healthcare delivery system.

Health Equity, Community Engagement, and Advocacy:

21. Promote equitable care for patients and communities with a focus on addressing structural racism and systems of oppression.
22. Provide patient-centered, evidence-based care to patients of all backgrounds, identities, abilities, and beliefs.
23. Evaluate community assets, create a plan to address specific need-gaps, and engage community members and organizations by partnering with individual patients and/or communities.
24. Identify ways to advocate on behalf of individual patients, patient populations, and communities to improve individual and population health.

Professional Accountability and Ethics:

25. Demonstrate accountability for individual and team responsibilities, actions, and communications in all required and elective educational and clinical endeavors.
26. Demonstrate integrity and ethical behavior in all required and elective educational and clinical endeavors.

Inclusion and Belonging:

27. Create a sense of belonging with all colleagues, including those with different life experiences and perspectives.
28. Collaborate and cultivate trusting therapeutic relationships with all patients, including those with different life experiences and perspectives.
29. Explain how one's own identities, power, and privileges influence interactions with patients, caregivers, communities, and colleagues.
30. Describe strategies to advocate for oneself and others when there is injustice.

Healthcare Delivery Science:

31. Demonstrate proficiency with relevant technology and data science methodology that enhance patient safety and improve patient care.
32. Demonstrate knowledge of how to recognize, report, and disclose patient safety events.
33. Describe common types of human error, limits of human performance, and the role of culture and system factors in creating safe environments of care.
34. Understand basic principles of quality improvement implementation and engage in system improvement activities.
35. Explain how stratification of quality measures by population and/or sociodemographic factors can allow for the identification of health disparities.

Healthcare Systems and Policy:

36. Understand systems of payment and medical insurance and their implications for patient care.
37. Describe strategies to mitigate high healthcare spending including their impact on providers, health care organizations, and patients.
38. Interpret current healthcare reform proposals in terms of effects on cost, access, and quality, especially as they relate to health disparities.

Scholarly Inquiry:

39. Identify and critically evaluate existing literature to formulate research questions and hypotheses.
40. Describe and utilize appropriate research methods to investigate a hypothesis.
41. Draw appropriate conclusions from primary data and describe their potential applications within medicine.
42. Communicate new knowledge obtained from scientific inquiry to the public.

Lifelong Learning and Improvement:

43. Utilize multisource feedback to identify strengths, deficiencies, and limits of knowledge, skill, and behavior as a part of ongoing improvement.
44. Seek and reflect on educational and clinical opportunities that promote professional growth.
45. Demonstrate effective teaching skills in the education of health professionals and patients.

Personal and Professional Development:

46. Recognize and utilize support for academic, physical, and emotional limitations that impact academic performance, completion of professional responsibilities, and well-being.
47. Use healthy coping mechanisms to manage stress and seek help for reliance on unhealthy coping mechanisms.
48. Demonstrate flexibility and adaptability when faced with unexpected changes in the educational environment, clinical care, and personal life.
49. Demonstrate responsiveness and trustworthiness in the care of patients and professional communications.
50. Demonstrate an ability to manage complex clinical, interpersonal, and educational situations involving ambiguity and uncertainty.