**Program Learning Outcomes in Faculty of Medicine-YU**

Based on the six core competencies proposed by the Accreditation Council for Graduate Medical Education - ACGME for resident education as the building blocks necessary for shaping the student to become a competent licensed physician.

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| The Six Core Competencies proposed by ACGME | (MB.BS) Bachelor Degree in Medicine and Surgery: This degree is awarded to students who have demonstrated: |
| 1. **Depth and Breadth of Knowledge** | a) a general knowledge and understanding of **many key concepts, methodologies**, theoretical approaches and assumptions in a discipline  b) a broad understanding of some of the major fields in each discipline of medical courses taught during their studies, including, where appropriate, from an **interdisciplinary perspective** (integrate the information of the same specialty), and how the **fields may intersect with fields in related disciplines** (integrate the information of all specialties together)  c) an ability to gather, review, evaluate and interpret information relevant to one or more of the major fields in each discipline, **especially the major clinical courses (Internal Medicine, General Surgery and Obstetrics and Gynecology).**  d) some detailed knowledge in an area of the discipline which let them be safe doctors **like emergencies of each specialty.**  e) Students must demonstrate knowledge of established and evolving **biomedical, clinical, epidemiological and social-behavioral sciences**, as well as the **application of this knowledge to patient care,** through prevention, diagnosis, and treatment of disease. |
| **2. Application of Knowledge ( Patient Care)** | * Students must be able to provide patient care that is compassionate, appropriate, Safe and effective for the promotion of health and the treatment of health-related problems. **Our students are expected to:** * integrate basic sciences knowledge with clinical training and apply them all in their clinical practice. * prioritize patient’s problems. * formulate appropriate differential diagnoses (by the well taken history, picking the signs out of detailed but focused clinical examination and requesting the sufficient justified investigations which help to exclude or include differential diagnoses items). * develop appropriate plans for the diagnosis and/or management. * perform clinical procedures safely and effectively after getting the patients’ consent, taking care of their understanding of the procedure decided after a simple understandable language, and respecting their needs, and concerns. |
| **3. Professionalism and awareness of limits** | * Students must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles. * Students are expected to demonstrate: * compassion, integrity, and respect for others * respect for patient privacy and autonomy * responsiveness to patient needs that supersedes self-interest * accountability to patients, society, and the profession * awareness of biases, sensitivity, and responsiveness to diverse populations * Students must have an understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations. |
| **4.Interpersonal Communication Skills** | * Students must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, paramedics and health professionals. * Students are expected to communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds. * Student have to be able to work effectively as a member or leader of a healthcare team and communicate effectively with physicians, other health professionals, and health related agencies |
| **5. Personal Improvement (Practice-based Learning)** | Students must demonstrate the ability to:   * investigate and evaluate their care of patients. * to appraise and assimilate scientific evidence, and * to continuously improve patient care based on constant self-evaluation and CME –continuous medical education. * Students are expected to identify strengths, deficiencies, and limits in one’s knowledge and expertise and set learning and improvement goals. |
| **6. System improvement (System-based Practice)** | Students must:   * demonstrate an awareness of and responsiveness to the larger context and system of healthcare as we have multiple bodies that deal with health care in Jordan like (Ministry of Health, Military –Royal Medical Services, University hospitals and private health sector which accepts both patients with private health insurance or cash payers). * show ability to call effectively on other resources in the systems available to provide optimal healthcare. * work effectively in various healthcare delivery settings and in inter-professional teams to enhance patient safety and contribute to high-quality care. |