

Rutgers New Jersey Medical School and Robert Wood Johnson Medical School Competencies and Objectives (Effective 2026-27 AY)

1. Professionalism and Humanism (PH)

Demonstrates integrity, respect, and ethical reasoning, and promotes inclusion of differences in all interactions to improve health care for patients, communities, and populations.

- PH1 Demonstrates respect and compassion for patients, caregivers, families, and team members.
- PH 2 Safeguards patient privacy, confidentiality, and autonomy.
- PH 3 Uses ethical principles and reasoning to guide behavior.
- PH 4 Adapts actions and communication according to the situation.
- PH 5 Takes ownership of mistakes and acts to address them.
- PH 6 Identifies personal limits of knowledge and skills and seeks help appropriately.
- PH 7 Demonstrates cultural humility and a willingness to learn from others including those with different backgrounds and experiences.
- PH 8 Recognizes and addresses personal well-being needs that may impact professional performance.
- PH 9 Completes duties and tasks in a thorough, reliable, and timely manner.

2. Patient Care & Procedural Skills (PC)

Demonstrates compassionate, effective, holistic, evidence-informed, and equitable patient-centered care.

- PC1 Gathers relevant patient histories from multiple data sources, as necessary.
- PC 2 Performs relevant physical examinations using appropriate techniques and tools.
- PC 3 Identifies patients in need of urgent or emergent care, seeks assistance, and recommends initial evaluation and management.
- PC 4 Creates and prioritizes differential diagnoses.
- PC 5 Proposes hypothesis-driven diagnostic testing and interprets results.
- PC 6 Formulates therapeutic management plans for commonly encountered clinical conditions.
- PC 7 Uses patient-centered language to describe common diagnostic and therapeutic interventions and plans.
- PC 8 Demonstrates basic procedural techniques.
- PC 9 Incorporates health promotion and disease prevention into patient care plans.

3. Medical Knowledge (MK)

Applies and integrates foundational knowledge to improve health care for patients and populations.

- MK1 Demonstrates knowledge of basic, clinical, pathophysiologic, social, and health systems sciences, as well as humanities, needed for clinical practice.
- MK 2 Applies foundational knowledge for clinical problem-solving, diagnostic reasoning, and decision-making to clinical scenarios.
- MK 3 Discerns the accuracy of information and relevance to clinical problems.
- MK 4 Accesses knowledge relevant to clinical problems using appropriate resources including emerging technologies.

4. Practice Based Learning and Improvement (PBLI)

Integrates feedback, evidence, and reflection to adapt behavior, foster improvement, and cultivate life-long learning.

- PBLI1 Actively seeks and incorporates feedback and assessment data to improve performance.
- PBLI 2 Identifies opportunities for growth in one's own performance through informed self-assessment and reflective practice.
- PBLI 3 Locates, critically appraises, and synthesizes information to support evidence-informed, patient-centered clinical decisions.
- PBLI 4 Develops, implements, and reassesses learning and improvement goals.
- PBLI 5 Demonstrates inquiry and ability to grow and seek new knowledge.

5. Interpersonal and Communication Skills (ICS)

Effectively communicates and interacts with patients, caregivers, and the health care team to contribute to high-quality patient-centered care.

- ICS1 Collaborates with patients, caregivers, and team members to enhance the therapeutic relationship.
- ICS 2 Collaborates with health care and administrative team members to enhance team and organizational function.
- ICS 3 Demonstrates active listening.
- ICS 4 Communicates clearly, accurately, and compassionately in verbal, non-verbal, written, and electronic formats.
- ICS 5 Demonstrates skills to educate patients, caregivers, peers, and team members.
- ICS 6 Formulates and shares feedback constructively with others.

6. Systems Based Practice (SBP)

Applies knowledge of the larger context of health, including its social and structural determinants, and of systems and resources within and outside of health care, to optimize high- quality care for patients, communities, and populations.

- SBP1 Applies knowledge of social and structural drivers of health.
- SBP 2 Adapts performance to various health care teams, delivery settings, and systems.
- SBP 3 Collaborates in transitions and coordination of patient care.
- SBP 4 Identifies the risks and benefits of using current and emerging technologies in patient care.
- SBP 5 Identifies patient safety concerns, systems issues, and opportunities for quality improvement.
- SBP 6 Describes health policy and the financial context of health care.
- SBP 7 Applies knowledge of local population and community health needs, disparities, and resources.

7. Health Equity (HE)

Recognizes mechanisms to reduce disparities and advance health equity in patients, communities, and health care systems.

- HE1 Integrates patient, family, and caregiver needs, values, preferences, experiences, and social context into patient care
- HE 2 Identifies personal biases and strategies to mitigate their effects.
- HE 3 Demonstrate social responsibility and a commitment to service.
- HE 4 Identifies individual and structural factors that impact health and wellness.

8. Discovery and Dissemination (DD) (Implementation in 2026-27)

Applies the scientific principles of clinical and translational research.

- DD1 Demonstrate knowledge of the scientific principles, research design, and data interpretation underlying basic, clinical, and translational research.
- DD 2 Gather and analyze existing literature in a field of inquiry and formulate a research question and hypothesis.
- DD 3 Describe appropriate research methods to answer a specific investigative question.
- DD 4 Demonstrate the skills to perform ethical research.
- DD 5 Communicate knowledge obtained from scientific inquiry clearly and accurately.