Texas Tech University System

Mission: To provide leadership and support services for Texas Tech University, Texas Tech University Health Sciences Center, Texas Tech University Health Sciences Center El Paso, Angelo State University and Midwestern State University fulfillment of each component institution’s individual mission.

Texas Tech University Health Sciences Center El Paso

Mission: To provide exceptional educational and development opportunities for our diverse learning community, advance knowledge through research and innovation, and serve the needs of our border region and beyond.

Foster School of Medicine

Mission: To provide an outstanding education and development opportunities for a diverse group of students, residents, faculty and staff; advance knowledge through innovation and research; and serve the needs of our socially and culturally diverse communities and regions.

Purpose and Use of Educational Program
Goals and Objectives

The Foster School of Medicine educational program goals and objectives are outcome-based statements that guide the instruction and assessment of medical students as they develop the knowledge and abilities expected of a physician. All elements of the Foster School of Medicine curriculum are derived from and contribute to the fulfillment of one or more of the medical education program’s goals and objectives.

For additional information, contact:
Texas Tech University Health Sciences Center El Paso
Foster School of Medicine
Office of Medical Education
Medical Center of the Americas, Room 210
915-215-5533 | plfsom.medec@ttuhsc.edu

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Patient Care
Provide patient-centered care that is compassionate, appropriate and effective for the treatment of health problems and the promotion of health.

KP-2.6 Demonstrate an understanding of and engagement in the creation, dissemination and application of new health care knowledge.

Practice-Based Learning and Improvement
Demonstrate the ability to investigate and evaluate the care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.

PBL-3.1 Identify gaps in one's knowledge, skills, and/or attitudes, and perform learning activities to address them.

PBL-3.2 Demonstrate an understanding of quality improvement principles and their application to analyzing and solving problems in patient and/or population-based care.

PBL-3.3 Incorporate feedback into practice.

PBL-3.4 Locate, appraise and assimilate evidence from scientific studies related to patients' health problems.

PBL-3.5 Obtain and utilise information about individual patients, populations or communities to improve care.

PBL-3.6 Participate in the education of patients, families, students, trainees, peers, and other health professionals.

Interpersonal and Communication Skills
Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families and health professionals.

ICS-4.1 Communicate effectively with patients and families across a broad range of socioeconomic and cultural backgrounds.

ICS-4.2 Communicate effectively with colleagues and other health care professionals.

ICS-4.3 Communicate with sensitivity, honesty, compassion and empathy.

ICS-4.4 Maintain accurate, comprehensive and timely medical records.

Professionalism
Demonstrate understanding of and behavior consistent with professional responsibilities and adherence to ethical principles.

PRO-3.1 Demonstrate sensitivity, compassion, and respect for all people.

PRO-3.2 Demonstrate knowledge of and appropriately apply ethical principles pertaining to patient privacy, autonomy and informed consent.

PRO-3.3 Demonstrate accountability to patients and fellow members of the health care team.

PRO-3.4 Demonstrate and apply knowledge of ethical principles pertaining to the provision or withholding of care.

PRO-3.5 Demonstrate and apply knowledge of ethical principles pertaining to health care related business practices and health care administration, including compliance with relevant laws, policies, regulations and the avoidance of conflicts of interest.

PRO-3.6 Demonstrate honesty and integrity in all professional and academic interactions.

PRO-3.7 Meet professional and academic commitments and obligations.

Systems-Based Practice
Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call on other resources in the system to provide optimal care.

SBP-4.1 Describe the health system and its components, how the system is funded and how it affects individual and community health.

SBP-4.2 Demonstrate the ability to identify patient access to public, private, commercial and/or community-based resources relevant to patient health and care.

SBP-4.3 Incorporate considerations of benefits, risks and costs in patient and/or population care.

SBP-4.4 Describe appropriate processes for referral of patients and for maintaining continuity of care throughout transitions between providers and settings.

Interprofessional Collaboration
Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient and population-centered care.

IPC-7.1 Describe the roles and responsibilities of health care professionals.

IPC-7.2 Use knowledge of one's own role and the roles of other health care professionals to work together in providing safe and effective care.

IPC-7.3 Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable.

IPC-7.4 Recognize and respond appropriately to circumstances involving conflict.

Personal and Professional Development
Demonstrate the qualities required to sustain lifelong personal and professional growth.

PPD-8.1 Recognize when to take responsibility and when to seek assistance.

PPD-8.2 Demonstrate healthy coping mechanisms in response to stress and professional responsibilities.

PPD-8.3 Demonstrate flexibility in adjusting to change and difficult situations.

PPD-8.4 Utilize appropriate resources and coping mechanisms when confronted with uncertainty and ambiguous situations.