Core Competencies

Thinking and Reasoning Competencies

• **Critical Thinking**
  Uses logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.

• **Quantitative Reasoning**
  Applies quantitative reasoning and appropriate mathematics to describe or explain phenomena in the natural world.

• **Scientific Inquiry**
  Applies knowledge of the scientific process to integrate and synthesize information, solve problems, and formulate research questions and hypotheses; is facile in the language of the sciences and uses it to participate in the discourse of science and explain how scientific knowledge is discovered and validated.

• **Written Communication**
  Effectively conveys information to others by using written words and sentences.
Core Competencies

Science Competencies

• **Living Systems**
  Applies knowledge and skill in the natural sciences to solve problems related to molecular and macro systems, including biomolecules, molecules, cells, and organs.

• **Human Behavior**
  Applies knowledge of the self, others, and social systems to solve problems related to the psychological, sociocultural, and biological factors that influence health and well-being.
Core Competencies

Pre-professional Competencies

• **Service Orientation**
  Demonstrates a desire to help others and sensitivity to others' needs and feelings; demonstrates a desire to alleviate others' distress; recognizes and acts on his/her responsibilities to society—locally, nationally, and globally.

• **Social Skills**
  Demonstrates an awareness of others' needs, goals, feelings, and the ways that social and behavioral cues affect people's interactions and behaviors; adjusts behaviors appropriately in response to these cues; treats others with respect.

• **Cultural Competence**
  Demonstrates knowledge of sociocultural factors that affect interactions and behaviors; shows an appreciation and respect for multiple dimensions of diversity; recognizes and acts on the obligation to inform one's own judgment; engages diverse and competing perspectives as a resource for learning, citizenship, and work; recognizes and appropriately addresses bias in oneself and others; interacts effectively with people from diverse backgrounds.

• **Teamwork**
  Works collaboratively with others to achieve shared goals; shares information and knowledge with others and provides feedback; puts team goals ahead of individual goals.
Core Competencies

Pre-professional Competencies

• **Oral Communication**
  Effectively conveys information to others by using spoken words and sentences; listens effectively; recognizes potential communication barriers and adjusts approach or clarifies information as needed.

• **Ethical Responsibility to Self and Others**
  Behaves in an honest and ethical manner; cultivates personal and academic integrity; adheres to ethical principles and follows rules and procedures; resists peer pressure to engage in unethical behavior and encourages others to behave in honest and ethical ways; develops and demonstrates ethical and moral reasoning.

• **Reliability and Dependability**
  Consistently fulfills obligations in a timely and satisfactory manner; takes responsibility for personal actions and performance.

• **Resilience and Adaptability**
  Demonstrates tolerance of stressful or changing environments or situations and adapts effectively to them; is persistent, even under difficult situations; recovers from setbacks.

• **Capacity for Improvement**
  Sets goals for continuous improvement and for learning new concepts and skills; engages in reflective practice for improvement; solicits and responds appropriately to feedback.
Performance Reflection and Assessment Table

Step 1. Read the definition of the competency on the previous page.
Step 2. Select one of the options: from the list below that best describes your current level of proficiency and add this to the Table:
   - Planning: Preparing to gain experience or exploring options.
   - Progressing: Currently gaining experience, somewhat familiar
   - Demonstrating: Experienced, significant familiarity

Step 3. Complete the Evaluation Table below based upon your current level of proficiency. If you identify "Progressing" or "Demonstrating"
   - Describe the knowledge or skills you gained from the experience and enter the information in the section "How I demonstrate(d) this competency."
   - Reflect on what you think the experience says about you as a unique individual and enter the information in the sections "Why it's important" and "What this says about me."
   - Explain why the experience was important and how it allowed you to grow as a person and enter the information in the section "What I learned or how I grew from this experience."
   - Describe ways in which you believe your experience influenced your pursuit of a career in medicine and enter the information in the section "How this prepared me or influenced my interest."

If you identify "Planning" as your level of proficiency: Use the "My plan(s) to develop this competency" section to draft a strategy for building on your experience in this area. Specifically, write about "Next Steps," "Timeline," and add any "Notes" that you think will be helpful.

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