

Evaluate the following objectives according to SMART criteria. Which are potentially problematic, and why?

1. Understand the essential role MDs play in the drug development and testing process.
2. Personal reflection exercise in which students volunteer to discuss medical errors that they have experienced themselves or they have witnessed in their clinical experiences.
3. Know the various causes of anomalies as outlined in Robbins and Cotran Pathologic Basis of Disease, 8th edition including: genetic causes, environmental causes, and multifactorial causes.
4. Explain how and why nitrates such as nitroglycerine are used to treat angina pectoris, and provide rationale for pre-treatment with a beta-adrenergic antagonist or non-dihydropyridine calcium channel antagonist.
5. Apply your knowledge of normal and abnormal heme biosynthesis to recognize, explain, and suggest treatment options for the following disorders of heme metabolism: X-linked sideroblastic anemia, delta-aminolevulinic acid dehydratase porphyria, acute intermittent porphyria, porphyria cutanea tarda, erythropoietic protoporphyria, lead poisoning & vitamin B6 deficiency.
6. Discuss nerve damage as a mechanism of weakening of the supports for the pelvic organs.
7. Use a stethoscope and sphygmomanometer to correctly measure arterial blood pressure in an adult.
8. Discuss the psychological basis for this category of disorders.
9. Describe Western blotting analysis.
10. Recognize third heard sounds.
11. Understand the diagnostic plan and diagnostic criteria.
12. Describe optimal management strategies.
13. Know the organization and histology of the middle ear.
14. In a patient with dyspnea due to increased ventilatory load, use targeted questioning, selected physical findings, and diagnostic studies to discriminate between increased ventilatory load due to airflow obstruction, restricted lung expansion, or increased minute ventilation.
15. To identify patients requiring urgent specialty referral.
16. Define screening.
17. Suggest dose adjustments in estrogen and/or progestin components to mitigate common dose-related adverse effects of combined hormonal contraceptives.
18. Know the three basic muscle types.
19. Know that DM1 therapy is always with basal and bolus insulin therapy.
20. Identify the cell of origin for testosterone and its biosynthesis.
21. Given a bicarbonate level, be able to predict the expected respiratory compensation.
22. Define Cyanosis.
23. Demonstrate an understanding of the normal development of the gonads, the internal reproductive glands and ducts, and the external genitalia of males and females; including an understanding of the role of the SRY gene and the sources and actions of anti-Mullerian Hormone (AMH), testosterone (T) and dihydrotestosterone (DHT); and apply this knowledge to an ability to predict phenotypes caused by the lack of SRY, AMH, T or DHT.
24. Demonstrate correct technique for closure of a simple laceration using interrupted sutures, including correct placement and spacing of the sutures, applying the proper amount of tension on the suture to achieve wound closure, and securing the suture using square knots that are tied using surgical instruments.