

The CHSU Global Learning Outcomes (GLOs) express a shared, campus-wide articulation of expectations for all degree recipients. They enable CHSU graduates to achieve **clinical competence** by applying professionally relevant, function knowledge in relational contexts relevant to the health professions: direct care, the team, the health system, the community, and the profession itself. Through development of the capacities represented by the CHSU GLOs, students acquire the habits and abilities that prepare them to become effective professionals and citizens throughout their lives. The following GLOs are the guiding principles of the curricular design applicable to all CHSU education programs; therefore, programs and degree recipients will be required to demonstrate achievement for each GLO.

Global Learning Outcomes

Practitioner – Possessing the range of competencies required to graduate.

Professionalism – Seeking collaboration with patients, society, one’s disciplinary colleagues, and other professionals through trust and shared accountability. Demonstrating humanistic behavior, including openness, respect, compassion, probity, honesty, trustworthiness, and integrity that supersedes self-interest; striving to achieve the highest standards of performance through invention, resilience and grit; continuing to learn and grow throughout life.

Reflector – Examining and assessing one's own performance and intellectual and emotional state of mind.

Decision-Maker – Achieving desired results by systematically gathering appropriate data, considering circumstantial factors, and making decisions and plans that meet contextual standards of excellence.

Learner – Planning learning strategically then undertaking it with diligence. Receiving and reflecting on feedback. Adapting and making changes when necessary.

Collaborator – Coordinating identities, social processes and human interactions to achieve shared goals in a context of mutual respect (includes negotiation, coordination, escalation, conflict resolution).

Communicator – Oral and written exchange of ideas, sentiments, observations and opinions to achieve mutual understanding and influence.

The Global Learning Outcomes are applied to the following:

Professionally Relevant, Functional Knowledge Domains

Clinical and Scientific – The body of evidence-based information about health, diseases, mechanisms and pathogenesis, therapies and interactions, and interpretation of tests, which is broadly applicable to decisions about healthcare

Ethical and moral - The frameworks, principles, and ideas that distinguish right and wrong and good and bad behavior

Sociocultural – Knowledge of the values, beliefs, customs, language, norms and traditions of identity groups that are distinct for reasons such as heredity, education, politics, religion, and upbringing

Psychological – The underpinnings of motivation and behavior

Relational Contexts, Cultural Groups, and Associations

Direct Care – Caring for patients, their families and caregivers

Team – Collaboration with others: other professions, community, patients, and families

Health System – Evidence based practice, population health, system management and quality improvement

One’s Profession – Engagement with and leadership within the profession

The Community – Engagement in public education and outreach

Approved by the College of Osteopathic Medicine, February 2019

Approved by the College of Pharmacy, February 2019

Approved by the CHSU Assessment and Outcomes Committee, March 2019 (*per CHSU Standing Rules of Order*)

Approved by the Provost’s Council, April 2019 (*per CHSU Standing Rules of Order*)

Approved by President and Provost, 5/17/19