

**Medical Knowledge** - *Students must demonstrate the ability to effectively source and validate medical information, possess an adequate foundation of basic science knowledge, and apply this knowledge and information to the care of patients using clinical reasoning and problem solving skills in a whole person care approach.*

- Comprehend the disease processes (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic) and how the disease processes affect the structure and function of the human body at molecular, microscopic, macroscopic and behavioral levels.
- Comprehend the pharmacologic and non-pharmacologic approaches to disease management and symptom relief.
- Comprehend the principles of health promotion and disease prevention for individuals and populations.
- Comprehend how psychosocial factors, patient belief systems, religion and spirituality influence the physician-patient interaction.
- Comprehend the basic scientific and ethical principles of clinical and translational research.
- Locate, filter, evaluate and utilize biomedical science information for self-directed, problem-based learning.
- Use medical knowledge for basic problem solving, clinical reasoning, direct application of the scientific method, accurate observation of biomedical phenomena and critical analysis of data.
- Describe the fundamental steps in the clinical reasoning process.

**Patient Care** - *Students must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health in the context of whole person care.*

- Obtain and organize the essential medical history from a patient in a standard format.
- Apply clinical reasoning to focus the history and gather information relevant to the patient's chief complaint
- Recognize and describe normal and abnormal physical examination findings.
- Perform a full physical examination on an adult patient in a logical sequence.
- Apply clinical reasoning to perform a properly sequenced focused physical examination relative to the chief complaint and history.
- Describe the components of an oral case presentation and communicate information using a structured format.
- Use the appropriate format and components for a focused patient encounter.
- Practice the basic principles of universal precautions in all settings.
- Recognize and use appropriate supervision when needed for patient safety.
- Incorporate the components of a management plan in a patient encounter.

**Professionalism**- *Students must demonstrate professional behaviors, attitudes and beliefs that allow patients, colleagues, members of the healthcare team and society to approach each physician encounter with an expectation of trustworthiness.*

- Demonstrate honest and ethical behavior with integrity in required professional activities.
- Present self in an appropriate manner (e.g., dress, hygiene, language, behavior) maintaining the image and demeanor of a Loma Linda physician.
- Demonstrate respect for teachers and the educational process through adequate preparation, active participation, punctuality and timely completion requirements.
- Communicate accurately and truthfully.
- Embrace feedback regarding cognitive and non-cognitive achievement and seek to improve behaviors related to the feedback.
- Demonstrate compassion and empathy to others.

- Treat patients with dignity, civility and respect regardless of their race, culture, gender, ethnicity, age, socioeconomic status, disability, or sexual orientation.
- Respectfully address differences of opinion with others while continuing a professional relationship with the individual with whom the student disagrees.
- Maintain appropriate relationships and boundaries with others.
- Maintain patient, research subject, and student confidentiality, where applicable.
- Recognize unprofessional behaviors and misconduct in colleagues and seek advice to carry out a sensitive and ethically appropriate response.
- Communicate constructive feedback to colleagues (e.g., peer-peer evaluations of teamwork).
- Participate in a service learning project.
- Actively participate in small groups or other educational opportunities (e.g., preparedness, collaboration, punctual, initiative).
- Comply with institutional requirements and regulatory and professional standards.
- Recognize health disparities that arise from multiple sources including socioeconomic, cultural, structural (systems), and implicit biases.

**Whole Person Care** - *Through the study and application of whole person care, students will develop an understanding of wholeness/wellness that is applied to their relationships with patients, colleagues, and themselves.*

- Explain how to integrate the LLU model of whole person care and the LLU spiritual history with the history and physical of patients.
- Perform a spiritual history as part of a complete medical history.
- Recognize when colleagues/fellow student's wellness might be at risk and utilize appropriate ways to communicate concern.
- Recognize and appropriately address biases in approaches to health care delivery (e.g., gender, cultural).
- Recognize factors that contribute to medical student wellness and indicators of wellness being at risk.

**Systems-Based Practice** - *Students must demonstrate an awareness of and responsiveness to the larger context and system of health care (including health policy, social policy, and advocacy), as well as the ability to call effectively on other resources, including interprofessional teams, in the system to provide optimal health care.*

- Understand how system resources may impact the health of patient populations.

**Interpersonal & Communication Skills**- *Students must be able to demonstrate culturally sensitive interpersonal and communication skills that result in effective information exchange and teaming with patients, their families, and professional associates. Students will recognize the presence of implicit bias.*

- Describe and demonstrate non-judgmental exploration and rapport building behaviors.
- Demonstrate effective listening skills including:
  - (1) the culturally appropriate use of eye contact and nonverbal facilitators;
  - (2) the identification and appropriate response to emotional cues;
  - (3) the use of summarization and checking for accuracy of content;
  - (4) the recognition and attempted resolution of potential barriers to effective listening, such as use of electronic medical record devices;
- Describe how patients' background and culture influence doctor-patient communication.
- *Demonstrate fundamentals of oral presentation and clinical reasoning skills.*
- Demonstrate the ability to contribute and learn in a team environment and demonstrate respectful communication with colleagues.

**Practice-Based Learning & Improvement** - Students must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and lifelong learning.

- Recognize and apply the fundamental skills of EBM in the classroom setting. These skills include:
  - (a) asking relevant questions
  - (b) acquiring the evidence
  - (c) appraising the quality of evidence
  - (d) applying the evidence to patient care.
- Use information technology [IT] to access relevant information.
- Self-reflect on implicit bias and describe strategies to overcome these biases.
- Articulate the value and importance of feedback and self-assessment.
- Identify principles of good feedback and distinguish between formative and summative evaluation.
- Use feedback to self-identify areas in need of improvement.
- Apply improvement methodology principles to a personal and patient care experience.

(Updated 5/2019)