

**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.*

- Demonstrate an investigatory and analytic approach to clinical situations.
- Select the appropriate, evidence-based, therapeutic interventions for managing the illnesses encountered on each of the required clerkships.
- Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention and health promotion for patients.
- Evaluate the health, demographic and socioeconomic characteristics of a medically underserved population.
- Know when and how to report incidents of domestic violence including child, elder and spousal abuse.
- Apply theories and principles that govern ethical decision-making and human values in patient care.
- Comprehend the major ethical dilemmas in medicine.
- Recognize differences in belief systems, values, cultural practices, languages, religions, and health practices that impact the medical care of culturally diverse medically underserved.
- Comprehend the basic scientific and ethical principles of clinical and translational research.
- Apply established and emerging biomedical scientific principles fundamental to health care for patients and populations.
- Critically appraise biomedical and clinical science information.
- 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.
- Utilize biomedical and clinical information for solving problems and making decisions in the care of individual patients.
- Identify and interpret the diagnostic information that is needed to accurately prevent, identify, and monitor illnesses.
- Prioritize differential diagnoses following a clinical encounter.

**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 a focused interval history.
- Identify and use alternate sources of information to obtain history when needed.
- Apply clinical reasoning to synthesize the history and identify and resolve important missing information.
- Obtain complete history in an organized and efficient fashion
- Perform an accurate and efficient focused physical exam in a time efficient manner.
- Focus or expand the physical examination based upon the clinical presentation and differential diagnosis.
- Recognize, describe and document abnormal and unexpected physical examination findings.
- Include an assessment and plan in each case presentation that contains a prioritized differential diagnosis and reflects one's own clinical reasoning (ending year three).
- Document patient encounters accurately, including an assessment and plan.
- Include in notes a differential diagnosis and problem list with an assessment and plan that reflects one's own clinical reasoning.
- Practice the basic principles of universal precautions in all settings.
- Follow sterile technique.
- Demonstrate the ability to perform the skills outlined in the School's Red Book.

- Observe, assist, or perform procedures and skills as appropriate for each clerkship.
- Recognize and use appropriate supervision when needed for patient safety.
- Incorporate the components of a management plan in a patient encounter.
- With appropriate supervision, manage patients with acute and chronic illness in inpatient and ambulatory environments.
- Comprehend the utility, cost effectiveness and limitations of diagnostic tests based on disease prevalence.
- Recommend and interpret common diagnostic and screening tests.
- Use information technology to support patient care decisions and patient education.
- Integrate clinical and translational research in patient care management.
- Recognize the impact of health care systems on individual patient care.

**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.
- Be responsive to patient needs that supersede self-interest.
- Honestly acknowledge errors including in clinical situations. (e.g. M&M)
- Adhere to basic bio-ethical principles and human values in caring for patients and in relating to patient's families and others involved in patient care.
- 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.
- Manage conflict and respect patients' autonomy when their values differ from one's own.
- Advocate for individual patient needs.
- 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.
- Intentionally seek opportunities to be helpful to the clinical team, including maintaining prompt and appropriate accessibility.

**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.*

- Use the LLU model of whole person care and the LLU spiritual history in patient care.
- 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 personal barriers to wellness and utilize resources and strategies to overcome those barriers.

**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.*

- Integrate oneself within the systems infrastructure to provide quality care to patients as part of health care team.
- Incorporate knowledge about systems to develop a discharge plan for patients.
- Demonstrate awareness of responsibility to promote health at the community and societal level.
- Understand how system resources may impact the health of patient populations.
- Know that health care delivery systems have the potential to cause patient harm. Understand that safety events are caused both by individual errors and system failures.
- Understand medical errors in the care of patients and strategies to correct, communicate, and prevent them.
- Understand how system resources may be utilized for patient advocacy.
- Engage in systems-level approaches to assess and improve quality of patient care including patient satisfaction, cost-effectiveness and clinical outcomes.
- Collaborate effectively with health care professionals, including those from other disciplines, to provide patient-focused care.

**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.*

- Establish rapport with patients and families and address sensitive issues, in a compassionate and nonjudgmental manner.
- Establish collaborative and constructive relationships with patient's families, and colleagues.
- 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
- Demonstrate effective verbal and non-verbal communication skills to elicit patients' perspectives of illness and agenda without bias.
- Understand the impact of implicit bias in patient care and information sharing.
- Communicate effectively with patients and families of diverse backgrounds and cultures, avoiding use of medical jargon.
- Present and document patient information in an organized, accurate and logical fashion, and begin to tailor a presentation to the setting (early year three).
- Communicate effectively and respectfully with all members of the interprofessional team.

**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.

- Apply the principles and methods of EBM to acquire, appraise, and apply new basic biomedical science and clinical information in direct patient care settings.
- Use advances in information technology to access evidence at the point of care and to optimize patient care.
- Integrate new information into the practice of medicine while considering the values, preferences and expectations of the patients.
- Self-reflect on implicit bias and describe strategies to overcome these biases.
- Actively seek formative and summative assessment from supervisors and other members of the health care team.
- Acknowledge personal limitations in one's own knowledge skills, and judgement.
- Use feedback and practice improvement data to reflect and set specific learning goals for self-improvement in the clinical setting.
- Participate in the education of patients, families, peers and other health professionals.
- Know the key principles of quality improvement and explain their importance to patient safety and quality of care.

(Updated 5/2009)