

Competencies

Year 1

Medical Knowledge - *Students must demonstrate the ability to effectively source and validate medical information, possess an adequate foundation of scientific 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 understanding of the development, structure, and function of the normal human body at the molecular, microscopic, macroscopic, organ system, clinical, and behavior levels.
- Apply an integrated understanding of the concepts and knowledge of functional and structural alterations (e.g., to clinical and basic science problems) that occur in disease states at the molecular, microscopic, macroscopic, organ system, clinical, and behavioral levels, including the following disease processes: genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic.
- Comprehend the principles of health promotion (social drivers of health, medical history, etc.) and disease prevention for individuals and populations.
- Comprehend how psychosocial factors, patient belief systems, religion and spirituality influence the physician-patient interaction.
- Explain the basic scientific and ethical principles associated with basic science research, translational research, and clinical research.
- Demonstrate self-directed inquiry, search, critical appraisal, and application skills to clinical and applied foundational science problem solving (including problem-based learning).
- Explain and apply the master adaptive learning process to clinical and applied foundational science problem solving.
- Integrate foundational science concepts and knowledge with basic and analytical problem solving, clinical reasoning, and application of the scientific method.
- Explain and demonstrate the clinical reasoning process including data collection, prioritization, foundational sciences integration, diagnostic reasoning, test selection, management, and patient monitoring.

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.
- Identify the format and components of a standard medical history.
- 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 the basic elements of a physical exam on an adult patient.
- Describe the components of an oral case presentation and communicate information using a structured format.
- Identify the appropriate format components for documenting a complete history and physical examination.

- Use the appropriate format and components for a focused patient encounter.
- Practice the basic principles of universal precautions in all settings.
- Recognize the need for and seek out appropriate supervision when needed for patient safety.
- Identify the components of an interprofessional management plan.
- Understand the utility of using telehealth to treat and manage patients.

Professionalism - *Students must demonstrate and develop 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 honesty and integrity with ethical behavior in required professional activities.
- Seek mentorship or accountable peers for ongoing consultation and support of professional identity formation, development, and well-being.
- Demonstrate respect for teachers and the educational process through adequate preparation, active participation, punctuality and timely completion of requirements.
- Communicate clearly, truthfully, and promptly.
- Recognize the patients' needs and how those might conflict with one's own needs.
- Recognize the need to take responsibility for one's education choices and outcomes.
- Adhere to basic bio-ethical principles and human values in treating patients, including donor bodies with respect.
- Recognize institutional and interpersonal factors that can impact personal and professional well-being and understand the importance of seeking assistance to build a reliable support network.
- List resources to support personal and professional well-being.
- Recognize the impact of one's own implicit biases on interpersonal relationships among colleagues.
- Create a personalized organization system to keep track of responsibilities and expectations (assignments, emails).
- Treat patients and all others 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. Identify concepts to help manage interpersonal conflicts.
- Assumes the responsibility of contributing (e.g., preparedness, collaboration, punctual, initiative) in educational small groups (e.g., TBL, PIQ, LIFE communities) and demonstrate commitment to continued learning and fulfillment of responsibilities in the absence of summative feedback.
- Become aware of how empathy and compassion to foster a trusting and respectful relationship with patients and colleagues.
- Maintain patient, research subject, and student confidentiality, where applicable.
- Define unprofessional behaviors and misconduct in colleagues and seek advice to carry out a sensitive and ethically appropriate response.
- Participate in ethical community engagement that involves listening and responding to stakeholders and reflecting on lessons learned.
- Comply with institutional requirements and regulatory and professional standards.
- Communicate constructive feedback to colleagues faculty and staff in a respectful manner.

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 and cost-effective health care.*

- Identify various health delivery systems and settings.
- Recognize need for systems change to address workflow problems.
- Identify gaps in care delivery and system failures.
- Recognize health disparities that arise from multiple sources including socioeconomic, cultural, structural (systems), and implicit biases.
- Recognize the principles of Advocacy and the role of the physician to advocate for patient care individually and systemically.
- Understand advocacy for patient access to community resources.
- Communicate critical information to other team members and consultants in simulation.
- Recognize importance of providing accurate and required information in the setting of PIQ.
- Identify external and internal costs related to clinical testing.
- Describe strategies to decrease cost and risk to a population.
- Understand importance of open discussions of error.
- Apply improvement methodology principles to a personal and patient care experience in the setting of PIQ.

Practice-based Learning and 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 as a foundation to developing skills of the master adaptive expert.*

- Recognize and apply the fundamental skills of evidence-based medicine (EBM) in the classroom. These skills include: asking relevant questions, acquiring the evidence, appraising the quality of evidence and applying the evidence to patient care.
- Use information technology 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.
- Embrace feedback regarding cognitive and non-cognitive achievement and act on the areas for improvement.
- Apply PBL skills to identify potential pathways for improvement, or solutions to novel problems.
- Apply an iterative process to implementing new solutions and processes.
- Identify routine practices that may benefit from improvement, or novel circumstances that require new solutions.

Interpersonal and Communication - *Students must be able to demonstrate respectful 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 collaboration peers/teammates.
- Actively seek clarification on understanding the team's needs.
- Understand the team structure and one's role in engagement and collaboration.
- 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.

- Identify at least one effective verbal and non-verbal communication skill to elicit patients' perspectives of illness and agenda without bias.
- Communicate respectfully recognizing your teammate's or patient's unique needs, values, preferences, and experiences.
- Prepare a written history and physical examination in a logical organized and accurate fashion.
- Demonstrate fundamentals for oral presentation and clinical reasoning skills.
- Identify and understand the importance of safeguarding protected health information (PHI).
- Demonstrate the ability to learn in a team environment while demonstrating respectful communication with colleagues.

Whole Person Care - *At Loma Linda, wholeness is understood as “the ability to actively engage in pursuits that bring fulfillment and joy. It integrates the physical, relational, intellectual, spiritual, and mental components in all aspects of life.” (<https://lluh.org/wholeness-institute/about-us>) Whole-person care is an approach to healthcare that encompasses the comprehensive healing and well-being of individuals on multiple levels. Through the study of wholeness and application of whole-person care, from a Christ-centered perspective, students will be able to apply this knowledge to their relationships with patients, colleagues, and themselves.*

- Understand that people are more than just their bodies; they have interconnected physical, emotional, social, and spiritual needs.
- Perform a spiritual history and integrate into the complete medical history.
- Recognize whole-person care extends beyond the individual, acknowledging the impact of broken social systems that have contributed to harm, disease, and suffering.
- Identify and define the different ways that patients experience and make meaning of their suffering.
- Practice exploring a patient's life narrative and interests.
- Reflecting on their own spirituality and religious background, recognize how it impacts delivery of WPC to patients.
- Understand the foundational (theological), ethical (moral), and relational (interpersonal) components of Christ-centered wholeness and applies to their own lives.
- Recognize medicine as a calling.
- Recognize when colleagues/fellow students are hurting and utilize appropriate ways to communicate concern.
- Recognize factors that contribute wholeness and utilize resources and strategies to overcome barriers.
- Incorporate rhythms of rest into daily life.
- Apply grace/compassion for yourselves when you fall short of your own expectations.

(Updated 7/2024)