

**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.*

- Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision making, clinical problem solving and other aspects of evidence-based health care.
- Formulate appropriate evidence-based diagnostic and therapeutic interventions when managing illnesses encountered for each required clerkship.
- 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.
- Explain and apply common frameworks (theories, concepts, principles, human values) that govern ethical decision-making in patient care.
- Recognize and discuss the common ethical dilemmas in medicine and scientific development, and understand the frameworks for addressing those dilemmas.
- Recognize differences in belief systems, values, cultural practices, languages, religions, and health practices that impact the medical care of culturally diverse, of all patients.
- 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 at the patient and population levels.
- Explain and apply the master adaptive learning process to clinical and applied foundational science problem solving, including hypothesis driven inquiry, searching for answers, and developing solution options based on the appraisal of findings.
- 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 (to individual clinical patients).
- Use medical knowledge and clinical reasoning skills to evaluate diagnose and manage high fidelity, simulated patients encountered during clerkships.
- Apply the clinical reasoning process to retrieve evidence-based information as it pertains to a clinical question intended to advance patient care.
- Design a care plan based on clinical hypothesis, incorporating foundational basic and clinical science.
- Use medical knowledge and clinical reasoning skills to effectively evaluate and manage acutely presenting outpatients or hospitalized inpatients during a senior-level rotation.
- Apply medical knowledge and clinical reasoning to effectively evaluate and manage patients subjected to the effects of a critical event.

**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 detailed 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.
- Obtain focused pertinent history in urgent and emergent settings.
- Gather complete and focused histories appropriate to the clinical situation and including factors impacting social drivers of health.
- 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.
- Obtain a focused and pertinent examination in urgent and emergent settings.
- Recognize and describe abnormal and unexpected physical examination findings.
- Synthesize and present relevant clinical information with a prioritized differential diagnosis and plan appropriate to the setting and audience efficiently and accurately.
- Give or receive a patient handover to transition care effectively and safely.
- Document patient encounters accurately, including an assessment and plan, recognizing abnormal or unexpected findings.
- Document patient encounters accurately including a report of information, development of a prioritized differential diagnosis, and assessment and plan efficiently and accurately.
- Document patient encounters accurately, with a differential diagnosis and problem list that reflects one's own clinical reasoning.
- Practice the basic principles of universal precautions in all settings.
- Follow sterile technique in all operative/non-operative settings.
- 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.
- Explain components of informed consent.
- Recognize the need for and seek out appropriate supervision when needed for patient safety.
- Incorporate the components of a management plan in a patient encounter.
- Demonstrate use of telehealth 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.
- Manage multiple complex patients simultaneously at the level of a beginning intern by the end of year.
- Recognize life-threatening emergencies and explain appropriate initial interventions.
- Conduct discharge planning with individualized disease management and/or prevention plans, including behavioral change.
- Assess and begin initial appropriate management in response to a cross-coverage call.

**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.
- Be responsive to patient needs that supersede self-interest.
- 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.
- Recognize the need to take responsibility and be accountable for education choices and clinical error.
- 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.
- 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.
- Respond to the inherent emotional challenges of physician work to maintain personal well-being by reflecting on actions regularly.
- Articulate how one's own identities, power, and privileges (e.g. professional hierarchy, culture, class, gender) influence interactions with patients, families, communities, and members of the health care team.
- Modify your personal organization system to keep track of responsibilities while in the clinical rotations.
- 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.
- Be a dependable team member by actively contributing in educational small groups and clinical teams and demonstrate commitment to fulfilling responsibilities in absence of summative feedback.
- Demonstrate empathy and compassion to foster a trusting and respectful relationship with patients and colleagues.
- Respect patients' autonomy when their values differ from one's own.
- Recognize 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.
- Navigate healthcare delivery settings and systems to optimize patient care.
- Identify gaps in care delivery and system failures.
- Recognize health disparities that arise from multiple sources including socioeconomic, cultural, structural (systems), and implicit biases.
- Advocate for individual patient needs to pursue patient-centered care.
- Understand advocacy for patient access to community resources.
- Communicate critical information to other team members and consultants in the clinical environment.
- Understand importance of involving the patient/family in goal setting and care plans.
- Recognize importance of providing accurate and required information for seamless transitions of care.
- Understand care coordination resources and how to access them to match patient/family needs.
- Recognize external and internal factors related to cost of patient care.
- Apply strategies to decrease cost and risk to individuals.
- Demonstrate awareness of the intersection of cost and risk/benefit analysis for an individual patient and population.
- Understand how tools and information technology support decision making to decrease cost and risk to individuals.
- Understand importance of open discussions of error.
- Recognize examination and analysis of error as an important part of the preventive process.
- Apply the principles of quality improvement to assess and improve clinical performance and patient safety by engaging in the process of continuous quality improvement during clinical rotations.
- Identify and properly report medical error events and seek to determine the type of error.
- Understand how non-clinical administrative duties can impact patient care.

**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.*

- 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 patient.
- Self-reflect on implicit bias and describe strategies to overcome these biases.
- Acknowledge personal limitations in one's own knowledge skills and judgment.
- Use feedback and practice improvement data to reflect and set specific learning goals for self-improvement in the clinical setting.
- 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.
- Apply routine practices that may benefit from improvement, or novel circumstances that require new solutions.
- Participate in the education of patients, families, peers, and other health professionals.

**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.*

- Demonstrate adaptability in establishing rapport with patients and families and address sensitive issues in a compassionate and nonjudgmental manner.
- Establish collaboration and constructive relationships with patients, families, and colleagues.
- Proactively demonstrate initiative by seeking opportunities to assist the clinical team.
- Recognize one's role in the interdisciplinary healthcare teams, by engaging and collaborating to assess gaps in patient care.
- 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.
- Communicate effectively with patients and families' unique needs, values, preferences, and experiences, including engaging in collaborative, diagnostic, and treatment planning and exploring potential obstacles to the execution of plans.
- Communicate effectively with patients and families' unique needs, values, preferences, and experiences, avoiding use of medical jargon and where appropriate, translation services.
- Present and document patient information in an organized, accurate and logical fashion, using a problem-based approach and distilling relevant information into an appropriate assessment and plan in a variety of settings.
- Consistently safeguards PHI.
- Communicate effectively and respectfully with all members of the interprofessional team in a variety of settings, hand-offs, and transitions of care to a level that meets entrustable professional activity including requesting and discussing consultation.

**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.*

- Respond to the spiritual and emotional issues facing patients encountered in clerkships in a systematic and situationally appropriate manner as modeled by Christ.
- Perform a spiritual history and integrate into the complete medical history.
- Responds to systemic brokenness (social drivers of health) with resources
- Shows consideration for boundaries of ethical principles such as patient autonomy, beneficence, justice, and non-maleficence in addressing spiritual needs of their patients.
- Recognize the different ways that patients experience and make meaning of their physical suffering and respond in a way respectful of their beliefs.
- Respond to patient life narrative and interests with affirmation and appropriate resources.

- 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.
- Integrate rhythms of rest into time management in the clinical years balancing care for self and patient/clinical team.
- Apply grace/compassion for themselves when they fall short of their own expectations.

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