

Loma Linda University School of Medicine Competencies
Year 3

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.*

- PC 1-d Obtain complete history in an organized fashion
- PC 1-e Obtain a focused interval history
- PC 1-f Apply clinical reasoning to focus the history and identify and resolve important missing information
- PC 2-e Perform a clinically relevant, focused physical exam in a time efficient manner
- PC 2-f Recognize, describe and document abnormal and unexpected physical examination findings
- PC 2-g Focus or expand the physical examination based upon the clinical presentation and differential diagnosis
- PC 3-b Include an assessment and initial plan in each case presentation
- PC 3-d 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)
- PC 4-d Document patient encounters accurately in history and physical and SOAP notes, including in each note an assessment and plan
- PC 4-e Include in each note a differential diagnosis and problem list with an assessment and plan that reflects one's own clinical reasoning (ending year three)
- PC 5-b Observe, assist, or perform procedures and skills as appropriate for each discipline
- PC 5-c Follow sterile technique
- PC 6-c With appropriate supervision, manage patients with acute and chronic illness in inpatient and ambulatory environments
- PC 6-d Recognize and use appropriate supervision when needed for patient safety
- PC 6-e Interpret results of common laboratory tests
- PC 6-f Use information technology to support patient care decisions and patient education
- PC 6-g Recognize the impact of health care systems on individual patient care
- PC 6-h Explore the application of clinical and translational research during journal club sessions
- PC 7-d Identify appropriate instances for referral to a chaplain or spiritual counselor
- PC 7-e Demonstrate the ability to appropriately perform a spiritual history as part of patient care

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 .*

Each student must meet all of the medical knowledge competencies before being promoted to their Junior year.

- MK 1-d Select the appropriate, evidence-based, therapeutic interventions for managing the illnesses encountered on each of the required clerkships
- MK 2-b Explain the important non-biological determinants of poor health and the economic, psychological, social, and cultural factors that contribute to the development and/or persistence of medical illness
- MK 2-c Evaluate the health, demographic and socioeconomic characteristics of a medically underserved population
- MK 2-d Engage in effective interventions for health promotion and disease prevention
- MK 3-b Apply theories and principles that govern ethical decision-making and human values in patient care
- MK 3-c Comprehend the major ethical dilemmas in medicine
- MK 3-d Apply theories and principles that govern ethical decision-making and the major ethical dilemmas in medicine to the ethical complications encountered on each of the required clerkships
- MK 4-b Retrieve biomedical and clinical science information from electronic databases and other resources
- MK 4-c Critically appraise biomedical and clinical science information
- MK 4-d Comprehend the basic scientific and ethical principles of clinical and translational research
- MK 5-c Identify and interpret the diagnostic information (history, physical exam, imaging, blood and urine chemistries, electrocardiograms and pathologic studies) that is needed to accurately identify illnesses
- MK 5-d Use problem solving skills to create appropriate differential diagnoses for the illnesses
- MK 5-e Utilize biomedical and clinical information for solving problems and making decisions in the care of individual patients

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.*

- PROF 1-a Consistently present self in an appropriate manner (e.g., dress, hygiene, language, behavior)
- PROF 1-b Optimize personal wholeness by proactively addressing health, behavioral, psychological, physical limitations and/or biases (e.g., gender, cultural) that may interfere with learning and patient care
- PROF 1-c Demonstrate respect for teachers and the educational process through adequate preparation, active participation, punctuality and timely completion requirements
- PROF 1-d Communicate accurately and truthfully
- PROF 1-e Embrace feedback regarding non-cognitive achievement and seek to improve behaviors related to the feedback
- PROF 1-f Be responsive to patient needs that supersede self-interest while recognizing the need for personal wholeness
- PROF 1-g Honestly acknowledge errors including in clinical situations (e.g. M&M)

PROF 1-h 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
PROF 1-i Demonstrate honest and ethical behavior with integrity in required professional activities
PROF 2-a Demonstrate compassion and empathy to others
PROF 2-b Treat others with respect
PROF 2-c Respectfully address differences of opinion with others while continuing a professional relationship with the individual with whom the student disagrees
PROF 2-d Maintain appropriate relationships and boundaries with others
PROF 2-e Maintain patient, research subject and student confidentiality, where applicable
PROF 2-f Provide whole person support to patients and their families (physical, educational, social, psychological and spiritual)
PROF 2-g Treat patients with dignity, civility and respect regardless of their race, culture, gender, ethnicity, age, socioeconomic status, disability, or sexual orientation
PROF 2-h Manage conflict and respect patients' autonomy when their values differ from one's own
PROF 2-i Advocate for individual patient needs
PROF 3-a Communicate constructive feedback to colleagues (e.g., peer-peer evaluations of teamwork)
PROF 3-c Comply with instructional requirements and regulatory and professional standards
PROF 3-d Recognize health disparities
PROF 3-e Recognize unprofessional behaviors and misconduct in colleagues and seek advice to carry out a sensitive and ethically appropriate response
PROF 3-f Intentionally seek opportunities to be helpful to the clinical team, including maintaining prompt and appropriate accessibility
PROF 3-g Demonstrate awareness of the responsibility to promote health at the societal level.

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

SBP 1-c Experience systems infrastructure to provide quality care to patients as part of healthcare team
SBP 1-e incorporate knowledge about systems to develop a care plan for patients to promote health and treat illness
SB 3-c Collaborate 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.*

PBL 1-c Apply the principles and methods of EBM to acquire, appraise, and assimilate new basic biomedical science and clinical information in direct patient care settings
PBL 1-d Use and value advances in information technology to access evidence at the point of care and to optimize patient care.
PBL 1-e Integrate new information into the practice of medicine while considering the values, preferences and expectations of the patients
PBL 2-d Actively seek formative and summative assessment from supervisors and other members of the health care team.
PBL 2-e Acknowledges personal limitations in one's own knowledge skills, and judgment
PBL 2-f Use feedback and practice improvement data to reflect and set specific learning goals for self-improvement in the clinical setting
PBL 2-g Participates in the education of patients, families, peers and other health professionals
PBL 3-a Know the key principles of quality improvement and explain their importance to patient safety and quality of 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.*

ICS 1-c Establish rapport with patients and families and address sensitive issues, including violence and abuse, in a compassionate and nonjudgmental manner
ICS 2-b Demonstrate effective verbal and non-verbal communication skills to elicit patients' perspectives of illness and agenda without bias
ICS 3-b Communicate effectively with patients and families of diverse backgrounds and cultures, avoiding use of medical jargon
ICS 4-c Present and document patient information in an organized, accurate and logical fashion, and begin to tailor a presentation to the setting (early year three)
ICS 4-d Present and document patient information in an organized, accurate and logical fashion targeted to a variety of settings (e.g. work rounds, case conferences, focused or complete) (ending year three)
ICS 5-b Communicate effectively and respectfully with all members of the interprofessional team

Whole Person Care - *Through the study and application of whole person care, students will develop a knowledge of wholeness that can be applied to their personal and professional lives and the care of patients.*

WP 1-b Use the LLU model of whole person care and the LLU spiritual history in patient care
WP 2-c Demonstrate personal wholeness

