

Loma Linda University School of Medicine Competencies
Year 2

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-a Obtain, synthesize and organize the essential medical history from a patient in a standard format
- PC 1-c Use clinical reasoning to focus the history and gather information relevant to the patient's chief complaint
- PC 2-a Recognize and describe normal physical examination findings
- PC 2-c Perform a full physical examination on an adult patient in a logical sequence
- PC 2-d Apply clinical reasoning to perform a properly sequenced focused physical examination relative to the chief complaint and history
- PC 3-a Describe the components of an oral case presentation and communicate information using this format
- PC 4-b Use the appropriate format and components for a focused patient encounter
- PC 4-c Develop a problem list relevant to the encounter
- PC 5-a Practice the basic principles of universal precautions in all settings
- PC 6-a Identify components of management plan and incorporate those components in a patient encounter
- PC 6-b Comprehend the utility, cost effectiveness and limitations of diagnostic tests

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 with a whole person care approach.*

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

- MK 1-b 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
- MK 1-c Comprehend the pharmacologic and non-pharmacologic approaches to diseases management and symptom relief
- MK 2-a Comprehend the principles of health promotion and disease prevention for individuals and populations
- MK 3-a Comprehend how psychosocial factors, patient belief systems, religion and spirituality influence the physician-patient interaction
- MK 4-a Locate, filter, evaluate and utilize biomedical science information for self-directed, problem-based learning
- MK 5-a 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
- MK 5-b Describe the fundamental steps in the clinical reasoning process

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 Embrace feedback regarding cognitive achievement and seek to improve performance related to the feedback
- 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
- PROF 3-a Communicate constructive feedback to colleagues (e.g., peer-peer evaluations of teamwork)
- PROF 3-b Actively participate in small groups or other educational opportunities (e.g., preparedness, collaboration, punctual, initiative)
- PROF 3-c Comply with institutional requirements and regulatory and professional standards
- PROF 3-d Recognize health disparities

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-a Identify different types of medical practice and delivery systems
- SBP 1-b Define the major parts of the healthcare system (patients, interprofessional providers, hospitals, payors, regulators, pharmacy, biomedical scientists, etc.)
- SBP 2-c Begin to learn how to assess and improve healthcare
- SBP 3-a Participate in student and/or health professional led 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-a 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.
- PBL 1-b Use information technology [IT] to access relevant information.
- PBL 2-a Articulate the value and importance of feedback and self-assessment.
- PBL 2-b Identify principles of good feedback and distinguish between formative and summative evaluation.
- PBL 2-c Use feedback to self-identify areas in need of improvement.
- PBL 3-a List the key principles of quality improvement (e.g. improvement of processes, lean versus six sigma, etc.) 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-b Demonstrate rapport building behaviors during patient and colleague interactions
- ICS 2-a Describe and practice 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
- ICS 3-b Communicate in an honest and supportive manner with patients and families, avoiding the use of medical jargon
- ICS 4-b Demonstrate fundamentals of oral presentation and clinical reasoning skills
- ICS 5-a Describe the ability to contribute and learn in a team environment and demonstrate respectful communication with colleagues

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-a Explain how to integrate the LLU model of whole person care and the LLU spiritual history with the history and physical of patients
- WP 2-a Explain the concepts of personal wholeness in relationship to human and personal values
- WP 2-b Recognize and appropriately address biases in approaches to health care delivery (e.g., gender, cultural)