

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 or in preventive, continuing, rehabilitative, or end of life settings 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 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-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-g Be responsive to patient needs that supersede self-interest while recognizing the need for personal wholeness
- PROF 1-h Honestly acknowledge errors including in clinical situations (e.g. M&M)
- PROF 1-i 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 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-e Recognize unprofessional behaviors and misconduct in colleagues and seek advice to carry out an 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.
PROF 3-i Advocate for just distribution of health resources

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 Navigate systems infrastructure to provide quality care to patients
SBP 1-d Describe basic health policy concepts of access, cost, and resource allocation
SBP 1-e incorporate knowledge about systems to develop a care plan for patients to promote health and treat illness
SBP 1-f Describe how system structures, policies, and costs affect healthcare delivery
SBP 2-d Identify methods of assessing, coordinating and improving healthcare including patient satisfaction, cost-effectiveness and clinical outcomes
SB 3-b 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 this new information into the practice of medicine while considering the values, preferences and expectations of the patients for whom they are responsible
PBL 2-d Actively seek formative and summative assessment from supervisors and other members of the health care team.
PBL 2-e Willingly acknowledges personal limitations in one's own knowledge skills, and judgment
PBL 2-f Welcomes and uses 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-b Engage in the process of continuous quality improvement during clinical rotations
PBL 3-c Apply the principles of quality improvement to assess and improve clinical performance and patient safety

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 emotionally charged and sensitive issues, including violence and abuse, in a compassionate and nonjudgmental manner
CS 2-b Demonstrate effective listening skill to elicit patients' perspectives of illness and agenda for care by the culturally appropriate use of:
1) eye contact and nonverbal facilitators,
2) the identification and response to emotional cues,
3) the use of checking and summarization and checking for accuracy of content, and
4) the resolution of barriers to effective listening
ICS 3-c Communicate effectively with patients and families of diverse backgrounds and cultures
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