

## Loma Linda University School of Medicine Educational Outcomes and Performance Indicators—Year 4

### **Medical Knowledge and Clinical Reasoning**

*Students will continue to improve their knowledge base in the biomedical sciences and will learn how to apply this knowledge to effective patient care.*

- Continue to acquire sufficient clinical and basic science knowledge to pass USMLE Step II Clinical Knowledge and provide competent patient care under supervision.
- Develop diagnostic reasoning and analytic problem-solving skills in order to establish appropriate diagnoses and treatment plans.
- Demonstrate ability to discern the indications for performing a comprehensive medical interview and physical examination from a more focused medical interview and disease-specific exam;
- Demonstrate the ability to use medical knowledge and information obtained from the medical history, physical examination and diagnostic studies to establish appropriate differential diagnoses and treatment plans that consider relative risks and benefits;
- Determine which laboratory tests and radiographic procedures are appropriate for diagnosing common medical problems and how the use of these tests impact the quality and cost of medical care;
- Apply knowledge about relieving pain and principles of end-of-life care to supervised patient care activities in the hospital, outpatient and hospice settings;

### **Clinical Skills**

*Students will develop the clinical skills that are integral to the safe and competent practice of medicine.*

- Demonstrate the ability to obtain an accurate and comprehensive patient-centered medical history;
- Perform an organized, accurate and appropriately sensitive physical exam, including the screening physical exam, the disease-specific physical exam and a preventive medicine oriented physical exam;
- Demonstrate effective use of technology to retrieve, filter, analyze, manage and use biomedical information and other patient specific information to solve problems and make patient-care decisions or provide education;
- Demonstrate sufficient diagnostic skills necessary for success in core experiences in intensive care medicine, emergency medicine, and sub-internship;
- Identify the role and importance of translational research and investigation in the care of patients;
- Demonstrate proficiency in the clinical activities and technical procedures that are listed in the School of Medicine skills log and departmental skills logs;
- Use the scientific method to establish the causation of disease and evaluate the efficacy of traditional and non-traditional therapies;
- Demonstrate skills necessary to care for patients with emergent and life-threatening conditions, including those that may be the result of bioterrorism, natural disasters, etc;
- Demonstrate the ability to apply principles of epidemiology and health maintenance to the care of patients in the hospital and ambulatory settings;
- Evaluate prevailing practices and best practices and identify steps necessary to close the gap;

### **Whole Person Care**

*Students understand and apply the University philosophy of wholeness into their personal and professional lives.*

- Demonstrate ability to integrate psycho-social and spiritual care with the physical care of patients;
- Plan a strategy for wholeness, including implementation of your wholeness strategies.

### **Interpersonal and Communication Skills**

*Students will develop effective interpersonal and communication skills that will enable them to effectively interact with peers, faculty, patients and their families and other health care providers, including those from diverse backgrounds (e.g., cultural, ethnicity, gender, generational, socioeconomic and religious). (This outcome addresses the following university outcomes: Students demonstrate effective communication skills in English; Students demonstrate effective use of technology appropriate to the discipline; Students understand the importance of embracing and serving a diverse world; Students demonstrate the importance of collaborating with others within and across disciplines;)*

- Demonstrate oral and written communication skills necessary for effective interactions with peers, faculty, patients and their families and other health care providers;
- Demonstrate effective use of technology (e.g., database searches, learning management/assessment systems/medical notes/test results).
- Demonstrate the ability to incorporate cultural and religious beliefs and practices when addressing medical problems, concerns and anxieties of patients from diverse cultures and socioeconomic backgrounds, including differing approaches to health, wellness and human suffering;

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- Demonstrate willingness to serve as a member of the health care team and effectively use the contribution that each member of the team can make to a patient's recovery;
- Demonstrate respect for differing values, cultures and beliefs, including diversity in sexual orientation, gender, age, race, ethnicity and spirituality of patients peers, faculty and other health care providers;
- Explain how racial and ethnic disparities can influence health care delivery and quality;

***Medical Professionalism***

*Students will develop professionalism in excellence and scholarship, accountability and responsibility and altruistic behaviors. (This outcome addresses the following university outcome: Students understand the importance of integrating LLU's Christ-centered values in their personal and professional lives.)*

- Demonstrate accountability and responsibility by acknowledging one's limits in knowledge or ability, demonstrating initiative for own learning and responding to feedback appropriately.
- Demonstrate excellence and scholarship through preparedness for educational activities and contributions in small groups;
- Demonstrate commitment to values through behaviors, such as, integrity, compassion and teamwork;

***Ethical and Spiritual Foundation***

*Students will integrate ethical and Christ-centered principles of conduct in their personal and professional lives.*

- Accept responsibility for upholding ethical and professional standards in one's own life and among one's colleagues;
- Facilitate the use of patients' assets in coping with illness, including their health-affirming spiritual and religious resources;
- Develop an awareness of and comfort with one's own emotional experience as a foundation for positive interpersonal relationships and the empathetic care of patients;

***Preparation for Lifelong Learning***

*Students develop a commitment to discovery and lifelong learning.*

- Initiate independent learning activities to find out "why" and "how" through questioning and extra reading;
- Seek relevant information by gathering and interpreting clinical data and research reports;
- Demonstrate problem-solving skills by analysis and prioritization of information and proposing reasonable options;
- Engage in self-reflection to monitor performance and select educational activities to meet learning needs;
- Function effectively in supervised patient care at the level of the first year of postgraduate training.
- Explore career options through elective rotations;