Loma Linda University School of Medicine
MD Program Objectives

Patient Care
Whole Person Care
Medical Knowledge
Professionalism
Systems-based Practice
Interpersonal & Communication Skills
Practice-based Learning & Improvement
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.

### Year 1
- Obtain, synthesize and organize the essential medical history from a patient in a standard format
- Identify the format and components of a standard medical history
- Recognize and describe normal physical examination findings
- Perform the basic elements of a physical exam on an adult patient
- Identify the appropriate format components for documenting a complete screening history and physical examination
- Practice the basic principles of universal precautions in all settings
- Identify components of a management plan and incorporate those components in a patient encounter
- Comprehend the utility, cost effectiveness and limitations of diagnostic tests
- Describe how religious beliefs affect the perception of illness and understand the benefits of incorporating spiritual care into patient care
- Demonstrate respect for patients' spiritual/religious belief systems
- Perform a spiritual history as part of a complete medical history

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

### Year 3
- Obtain complete history in an organized fashion
- Obtain a focused interval history
- Apply clinical reasoning to focus the history and identify and resolve important missing information
- Perform the clinically relevant, focused physical exam in a time efficient manner
- Recognize, describe and document abnormal and unexpected physical examination findings
- Focus or expand the physical examination based upon the clinical presentation and differential diagnosis
- Include an assessment and initial plan in each case presentation
- 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)
- Document patient encounters accurately in history and physical and SOAP notes, including in each note an assessment and plan

### Year 4
- 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)
- Observe, assist, or perform procedures and skills as appropriate for each discipline
- Follow sterile technique
- 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
- Recognize and use appropriate supervision when needed for patient safety
- Interpret results of common laboratory tests
- Use information technology to support patient care decisions and patient education
- Recognize the impact of health care systems on individual patient care
- Explore the application of clinical and translational research during journal club sessions
- Identify appropriate instances for referral to a chaplain or spiritual counselor
- Demonstrate the ability to appropriately perform a spiritual history as a part of patient care

- Identify focused pertinent history in urgent and emergent settings
- Identify and use alternate sources of information to obtain history when needed
- Gather complete and focused histories in an organized fashion, appropriate to the clinical situation and specific population
- Conduct relevant, complete and focused physical examinations
- Synthesize and present relevant clinical information with a prioritized differential diagnosis and plan appropriate to the setting and audience efficiently and accurately
- Document encounters including reporting of information and development of a prioritized assessment and plan efficiently and accurately
- Demonstrate the ability to perform the skills outlined in the School's Red Book
- Explain components of informed consent (sub-I)
- 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
- Manage multiple complex patients simultaneously at the level of an intern
- Recognize life threatening emergencies and know appropriate initial interventions
- Conduct discharge planning and individualized disease management and/or prevention plans, including behavioral change
- Communicate sign-out effectively
- Collaborate with health care professionals, including those from other disciplines, to provide patient-focused care
- Describe how the principles of complementary medicine apply to patient care
- Recognize medical errors in the care of patients and develop tactics to correct, communicate and prevent them
- Explore the application of clinical and translational research during journal club sessions
- Integrate psychosocial care and patients' spiritual beliefs and resources into ongoing treatment and discharge plans
- Collaborate with staff, family, pastoral care and other members of the healthcare team to address patients' spiritual care
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.

Year 1
- Comprehend the development, structure, and function of the human body at molecular, microscopic, macroscopic, and behavioral levels
- Comprehend how psychosocial factors, patient belief systems, religion and spirituality influence the physician-patient interaction
- Locate, filter, evaluate and utilize biomedical science information for self-directed, problem-based learning
- Use medical knowledge for basic problem solving, clinical reasoning, direct application of the scientific method, accurate observation of biomedicine phenomena and critical analysis of data
- Describe the fundamental steps in the clinical reasoning process

Year 2
- 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
- Comprehend the pharmacologic and non-pharmacologic approaches to diseases management and symptom relief
- Comprehend the principles of health promotion and disease prevention for individuals and populations
- Comprehend how psychosocial factors, patient belief systems, religion and spirituality influence the physician-patient interaction
- Locate, filter, evaluate and utilize biomedical science information for self-directed, problem-based learning
- Use medical knowledge for basic problem solving, clinical reasoning, direct application of the scientific method, accurate observation of biomedicine phenomena and critical analysis of data
- Describe the fundamental steps in the clinical reasoning process

Year 3
- Select the appropriate, evidence-based, therapeutic interventions for managing the illnesses encountered on each of the required clerkships
- 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
- Evaluate the health, demographic and socioeconomic characteristics of a medically underserved population
- Engage in effective interventions for health promotion and disease prevention
- Apply theories and principles that govern ethical decision-making and human values in patient care
- Comprehend the major ethical dilemmas in medicine
- 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
- Retrieve biomedical and clinical science information from electronic databases and other resources
- Critically appraise biomedical and clinical science information
- Comprehend the basic scientific and ethical principles of clinical and translational research

Year 4
- 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
- Use problem solving skills to create appropriate differential diagnoses for the illnesses
- Utilize biomedical and clinical information for solving problems and making decisions in the care of individual patient
- Comprehend the established and evolving biomedical, clinical, epidemiological social and behavioral sciences (graduate)
- 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
- Evaluate the health, demographic and socioeconomic characteristics of a medically underserved population
- Engage in effective interventions for health promotion and disease prevention
- Apply theories and principles that govern ethical decision-making and human values in patient care
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- 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
- Retrieve biomedical and clinical science information from electronic databases and other resources
- Critically appraise biomedical and clinical science information
- Use medical knowledge and clinical reasoning skills to evaluate, diagnose and manage high fidelity, simulated patients encountered during the intensive care and emergency medicine clerkships
- Use medical knowledge and clinical reasoning skills to effectively evaluate and manage hospitalized patients during a sub-internship rotation
- Apply medical knowledge and clinical reasoning to effectively evaluate and manage patients subjected to the effects of bioterrorism
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.

**Years 1 & 2**
- Consistently present self in an appropriate manner (e.g., dress, hygiene, language, behavior)
- 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
- Demonstrate respect for teachers and the educational process through adequate preparation, active participation, punctuality and timely completion requirements
- Communicate accurately and truthfully
- Embrace feedback regarding non-cognitive achievement and seek to improve behaviors related to the feedback
- Embrace feedback regarding cognitive achievement and seek to improve performance related to the feedback
- Demonstrate compassion and empathy to others
- Treat others with respect
- 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
- Maintain patient, research subject and student confidentiality
- Communicate constructive feedback to colleagues (e.g., peer-peer evaluations of teamwork)
- Actively participate in small groups or other educational opportunities (e.g., preparedness, collaboration, punctual, initiative)
- Comply with institutional requirements and regulatory and professional standards
- Recognize health disparities

**Year 3**
- Be responsive to patient needs that supersede self-interest while recognizing the need for personal wholeness
- Honestly acknowledge errors including in clinical situations (e.g. M&M)
- 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
- Provide whole person support to patients and their families (physical, educational, social, psychological and spiritual)
- Treat patients with dignity, civility and respect regardless of their race, culture, gender, ethnicity, age, socioeconomic status, disability, or sexual orientation
- Manage conflict and respect patients’ autonomy when their values differ from one’s own
- Advocate for individual patient needs
- Recognize unprofessional behaviors and misconduct in colleagues and seek advice to carry out an ethically appropriate response
- Intentionally seek opportunities to be helpful to the clinical team, including maintaining prompt and appropriate accessibility
- Demonstrate awareness of the responsibility to promote health at the societal level.
- Advocate for just distribution of health resources

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- Advocate for individual patient needs
- Recognize unprofessional behaviors and misconduct in colleagues and seek advice to carry out an ethically appropriate response
- Intentionally seek opportunities to be helpful to the clinical team, including maintaining
- Demonstrate awareness of the responsibility to promote health at the societal level.
- Exhibit honesty in interactions, documentations, research, and scholarly activity. (graduation)
- Advocate for just distribution of health resources
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.

**Year 1**
- Explain importance of improving the quality of healthcare and preventing errors
- Participate in student and/or health professional led team

**Year 2**
- Identify different types of medical practice and delivery systems
- Define the major parts of the healthcare system (patients, interprofessional providers, hospitals, payors, regulators, pharmacy, biomedical scientists, etc.)
- Begin to learn how to assess and improve healthcare
- Participate in student and/or health professional led team

**Year 3**
- Navigate systems infrastructure to provide quality care to patients
- Describe basic health policy concepts of access, cost, and resource allocation
- Incorporate knowledge about systems to develop a care plan for patients to promote health and treat illness
- Describe how system structures, policies, and costs affect healthcare delivery
- Identify methods of assessing, coordinating and improving healthcare including patient satisfaction, cost-effectiveness and clinical outcomes
- Collaborate effectively and respectfully with all members of the interprofessional team

**Year 4**
- Demonstrate awareness of responsibility to promote health at the patient and societal level
- Incorporate knowledge about systems to develop a care plan for patients to promote health and treat illness
- Describe how system structures, policies, and costs affect healthcare delivery
- Engage in systems-level approaches to assess and improve quality of patient care including patient satisfaction, cost-effectiveness and clinical outcomes
- Contribute effectively and respectively with all members of the interprofessional team
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.

**Year 1**
- 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.
- Use information technology [IT] to access relevant information
- Articulate the value and importance of feedback and self-assessment.
- Identify principles of good feedback and distinguish between formative and summative evaluation
- Use feedback to self-identify areas in need of improvement
- 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.

**Year 2**
- 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.
- Use information technology [IT] to access relevant information
- Articulate the value and importance of feedback and self-assessment.
- Identify principles of good feedback and distinguish between formative and summative evaluation
- Use feedback to self-identify areas in need of improvement
- 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.

**Year 3**
- Apply the principles and methods of EBM to acquire, appraise, and assimilate new basic biomedical science and clinical information in direct patient care settings.
- Use and value advances in information technology to access evidence at the point of care and to optimize patient care.
- Integrate this new information into the practice of medicine while considering the values, preferences and expectations of the patients for whom they are responsible.
- Actively seek formative and summative assessment from supervisors and other members of the health care team.
- Willingly acknowledges personal limitations in one’s own knowledge skills, and judgment.
- Welcomes and uses feedback and practice improvement data to reflect and set specific learning goals for self-improvement in the clinical setting.
- Participates in the education of patients, families, peers and other health professionals.
- Engage in the process of continuous quality improvement during clinical rotations.
- Apply the principles of quality improvement to assess and improve clinical performance and patient safety.

**Year 4**
- Apply the principles and methods of EBM to acquire, appraise, and assimilate new basic biomedical science and clinical information in direct patient care settings.
- Use and value advances in information technology to access evidence at the point of care and to optimize patient care.
- Integrate this new information into the practice of medicine while considering the values, preferences and expectations of the patients for whom they are responsible.
- Actively seek formative and summative assessment from supervisors and other members of the health care team.
- Willingly acknowledges personal limitations in one’s own knowledge skills, and judgment.
- Welcomes and uses feedback and practice improvement data to reflect and set specific learning goals for self-improvement in the clinical setting.
- Participates in the education of patients, families, peers and other health professionals.
- Engage in the process of continuous quality improvement during clinical rotations.
- Apply the principles of quality improvement to assess and improve clinical performance and patient safety.
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.

Year 1
- Describe and practice the essentials of non-judgmental exploration and rapport building behaviors
- 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
- Describe how patients’ background and culture influence doctor-patient communication
- Demonstrate the ability to create a written history and physical examination in a logical, organized and accurate fashion
- Describe the ability to contribute and learn in a team environment and demonstrate respectful communication with colleagues

Year 2
- Demonstrate rapport building behaviors during patient and colleague interactions
- 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
- Communicate in an honest and supportive manner with patients and families, avoiding the use of medical jargon
- Demonstrate fundamentals of oral presentation and clinical reasoning skills
- Describe the ability to contribute and learn in a team environment and demonstrate respectful communication with colleagues

Year 3
- Establish rapport with patients and families and address emotionally charged and sensitive issues, including violence and abuse, in a compassionate and nonjudgmental manner
- 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 Communicate effectively with patients and families of diverse backgrounds and cultures
  4) the resolution of barriers to effective listening
- Present and document patient information in an organized, accurate and logical fashion, and begin to tailor a presentation to the setting (early year three)
- Communicate effectively with patients and families of diverse backgrounds and cultures
- 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)
- Communicate effectively and respectfully with all members of the interprofessional team

Year 4
- Establish collaborative and constructive relationships with patients and families
- Demonstrate a patient-centered interview that elicits the patient’s agenda and story without bias, identifying and responding to emotional cues, summarizing and checking for accuracy of content and interpretation, and resolving barriers to effective listening
- Communicate effectively with patients and families of diverse backgrounds and cultures, including engaging in collaborative diagnostic and treatment planning and exploring potential obstacles to the execution of plans
- Present and document patient information in an organized, accurate and logical fashion, using a problem-based approach and distilling relevant information into an assessment and plan in a variety of settings
- Contribute effectively and respectfully with all members of the interprofessional team in a variety of settings, including interpersonal conflicts, hand-offs and transitions of 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.

**Year 1**
- Explain how to integrate the LLU model of whole person care and the LLU spiritual history with the history and physical of patients
- Explain the concepts of personal wholeness in relationship to human and personal values
- Recognize and appropriately address biases in approaches to health care delivery (e.g., gender, cultural)

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

**Year 3**
- Use the LLU model of whole person care and the LLU spiritual history in patient care
- Demonstrate personal wholeness

**Year 4**
- Use the LLU model of whole person care and the LLU spiritual history in patient care
- Demonstrate personal wholeness