

LSUHSC-New Orleans School of Medicine

Educational Program Objectives and Institutional Competencies

2014-15

Adopted by Curriculum Steering Committee on 3/25/15

Approved by Administrative Council on 4/1/15

Approved by the General Faculty at the May 2015 Faculty Meeting

Patient Care

1. Students demonstrate the ability to gather accurate information from patients via history taking and physical examination:
 - a. Take an appropriate history, including the history of present illness, social history, and psychological factors.
 - b. Examine patients as thoroughly as necessary, while providing for the patients' comfort and safety.
2. Students demonstrate the ability to manage patients' health by making diagnoses and planning treatment:
 - a. Identify the patients' most significant problems and diagnoses based on all available evidence, including laboratory tests and imaging studies.
 - b. Consider treatment and recommend management plans only after obtaining adequate knowledge of the patient's health, lifestyle, capacity for cooperation, and preference.
3. Students counsel patients and utilize healthcare services in order to prevent health problems and maintain health.
4. Students possess the knowledge necessary to provide effective patient care with respect to patient diversity and cultural beliefs:
 - a. Understand the need to adapt care of patients with consideration of their age, ethnicity, gender, and cultural and health beliefs.
 - b. Understand the importance and means of overcoming literacy, linguistic, or other cultural barriers to effective doctor-patient communication.
5. Students demonstrate the knowledge and skill required to manage unique or challenging aspects of patients' health:
 - a. Understand the principles of pain assessment and management.
 - b. Understand the components and attributes of effective and compassionate end-of-life care.
6. Students collaborate and communicate effectively in order to provide care:
 - a. Consult and take advice from colleagues when appropriate.
 - b. Perform agreed upon roles and responsibilities as members of healthcare teams.
 - c. Maintain clear, complete, accurate, timely, and legible records.
 - d. Accurately report the relevant clinical findings to team members using case presentations.

Medical Knowledge

7. Students understand and apply the principles of the basic sciences, particularly core areas of anatomy, physiology, biochemistry, immunology, microbiology, pathology, pharmacology, and genetics.
8. Students demonstrate knowledge of the basic disease processes encountered in the clinical sciences, particularly the fields of internal medicine, surgery, obstetrics and gynecology, psychiatry, family medicine, neurology, and pediatrics.
9. Students identify and apply principles of medical ethics and attributes of professionalism in both patient care and research. These include the core ethical principles of beneficence, nonmaleficence, autonomy and justice, and core professional values such as confidentiality, informed consent, disclosing errors, duty to treat, access and limits to care, life saving support and withdrawal:
 - a. Understand the fiduciary nature of the doctor-patient relationship and recognize the difference between paternalistic, patient-centered and shared-decision models of care.
 - b. Understand and apply the core duty to maintain confidentiality and the legal exceptions to that duty in patient care and human research.
 - c. Understand the importance of and methods of disclosing errors to patients.
 - d. Identify and apply the ethical principles pertinent to end of life care, including: providing beneficial therapies and support, controlling pain, discontinuing futile care, and respecting patient's dignity.
 - e. Identify and apply the elements of obtaining informed consent, including information, capacity and voluntariness.
 - f. Exhibit an awareness of state and federal laws that provide the foundation for policies and practices that affect patient care and should know how to access these laws and regulations.
10. Students apply principles of epidemiological and statistical sciences.
 - a. Demonstrate the ability to identify risk factors for disease and strategies for disease prevention for patients and populations.
 - b. Understand how new knowledge is statistically evaluated and translated into medical practice.
11. Students apply principles of social-behavioral sciences in the provision of patient care.
 - a. Demonstrate knowledge of psychological and socio-economic influences on health, illness, and care-seeking behavior.
 - b. Demonstrate knowledge of cultural, ethnic, and spiritual influences on health, illness, and care-seeking behavior.
12. Students participate regularly in learning activities that maintain and advance their competence and performance:
 - a. Maintain up-to-date skills by completing appropriate training before undertaking new procedures or practices.

Practice Based Learning and Improvement

13. Students demonstrate the ability to review current sources of medical information:
 - a. Seek timely answers to questions that arise at the time of care using appropriate information sources and databases.
 - b. Assimilate evidence from practice guidelines and scientific studies related to your patients' health problems, evaluate the quality of evidence, assess its relevance to patients' needs, and integrate the information into patient care.
14. Students know how to appraise evidence in order to enhance knowledge:
 - a. Use critical thinking skills when evaluating information.
 - b. Apply knowledge of study and statistical methods to the appraisal of clinical studies and other medical information.
15. Students strive to evaluate and improve patient care practices:
 - a. Regularly seek useful assessment and feedback from others.
 - b. Implement changes in their performance and improvements in practice that incorporate feedback from patients and colleagues.
 - c. Apply best practice and available benchmarks to their patient care.

Interpersonal Relationships and Communication

16. Students demonstrate effective communication with patients:
 - a. Use active listening skills when interviewing patients.
 - b. Effectively counsel and educate patients and families, providing information in a form that can be readily understood.
17. Students demonstrate knowledge of how to effectively communicate with patients in challenging situations:
 - a. Understand the importance of taking responsibility for medical errors.
 - b. Deliver information about a life-threatening diagnosis or grave prognosis in an appropriate and effective manner.
 - c. Recognize that circumstances may arise that make it necessary to end a professional relationship with a patient, although a complaint from a patient does not necessitate such action.
 - d. Recognize that when a relationship is ended, the decision must be fair, the patient must be informed, and appropriate alternative care must be ensured.
18. Students demonstrate effective communication with team members:
 - a. Communicate effectively with colleagues when presenting patient information.
 - b. Demonstrate effective communication when transferring patient care responsibilities to other team members.

Professional Behavior

19. Students maintain integrity and personal responsibility:
 - a. Be honest and trustworthy when writing reports and completing or signing forms or other documents.
 - b. Treat patients even though their medical conditions may put you at risk, and take appropriate steps to minimize risk or seek treatment in the event that patient poses a risk to your safety.
 - c. Act with honesty and integrity to ensure that your conduct justifies the trust the patients place in you and the profession.
 - d. Refrain from improper relationships with patients.
 - e. Refrain from expressing personal beliefs in ways that are likely to exploit patients' vulnerability
 - f. Adhere to the codes, laws, and regulations of practice relevant to your work.

20. Students demonstrate an understanding of their responsibilities to others (patients, colleagues, the profession, and society):
 - a. Respect the patient's right to seek another opinion.
 - b. Understand and support your patient's emotional state.
 - c. Treat colleagues fairly and with respect.
 - d. Do not provide medical services if your performance is affected by alcohol or other substances.
 - e. Act in your patient's best interest when making referrals and providing care.
 - f. Maintain honesty when assessing the performance of colleagues.
 - g. Take appropriate steps without delay if concerns arise that a colleague displays unprofessional behavior.
 - h. Do your best to ensure fair access to healthcare services for all patients.
 - i. Provide medical care in the best interest of the patient that is not compromised by collaboration with industry or any outside influence.
 - j. When engaged in research, comply with established standards and protect the interests of research subjects as a first priority.

21. Students understand their limits and ensure their own competence:
 - a. Take personal responsibility for maintaining up-to-date knowledge of basic science and clinical medicine.
 - b. Be aware of the boundaries of your knowledge and skills.
 - c. Always state your qualifications, skills, and experience truthfully.

Systems Based Practice

22. Students demonstrate an understanding of the healthcare system as a whole, including utilization of resources:
 - a. Understand how various types of medical practice, delivery systems, and payment methods within different practice environments vary from one another.
 - b. Understand the roles of other health care providers.

- c. Advocate for safe, accessible, quality patient care, and the use of systems to reduce errors and improve safety.
23. Students recognize how their patient care decisions and professional behavior affect the healthcare and educational systems in which they work:
- a. Be committed to the efficient and effective use of resources to avoid unnecessary services.
 - b. When involved in teaching, exhibit attitudes and practices necessary to provide effective role modeling, competency training and evaluation.

Interprofessional Collaboration

24. Students establish trust and maintain a climate of respect while working in collaborative teams with other health professionals.
25. Students engage other members of interprofessional teams to in order to provide care that is safe, effective, and efficient.

Personal and Professional Development

26. Students assess their learning needs, knowledge, emotional needs, and the limitation of their skills in order to improve. They should demonstrate appropriate help seeking behavior when it is necessary for their well being, or the well being of their patients.
27. Students demonstrate flexibility, maturity, and the ability to utilize appropriate resources in the face of uncertainty.
28. Students engage in activities that promote their personal and professional growth.

Program objectives and their components were originally drafted using the National Alliance for Physician Competence document Good Medical Practice-USA [Version 0.1 August 15, 2007] as a guideline. Those competencies which were deemed appropriate for medical students were modified by a working group of the Curriculum Oversight Committee in 2007-08, and adopted by the general faculty in 2008. Revisions were made in the spring of 2009, and adopted by the faculty in August 2009. The objectives were reviewed again in 2013-14 in conjunction with a comprehensive review and renewal of the medical school curriculum. Revisions were approved in 2014-15.