College of Medicine Competencies and Institutional Learning Objectives (ILO’s)
(Approved by the UCC on April 27, 2012)

Medical Knowledge (MK)
Students must demonstrate knowledge about established and evolving basic, clinical, and cognate (i.e., epidemiological and social-behavioral) sciences and the application of this knowledge to the practice of medicine.

MK 1  Describe the normal structure and function (morphology and physiology) of the human body and of each of its major organ systems across the life span.

MK 2  Describe how molecular, biochemical, cellular and genetic mechanisms affect human development and maintain the body's homeostasis across the life span.

MK 3  Explain various causes of major diseases and conditions (genetic, developmental, metabolic/nutritional, toxic, microbiologic, immunologic, inflammatory, neoplastic, degenerative, traumatic and behavioral) and the ways in which they operate on the body (pathogenesis) in individuals and in populations.

MK 4  Describe how altered structure and function (pathology and pathophysiology) of the body and its major organ systems are exhibited through various diseases and conditions, and as a result of aging.

MK 5  Describe the scientific principles underlying diagnostic methods, including laboratory and radiologic testing, and treatment approaches (pharmacologic and non-pharmacologic) that may be applied to major diseases and conditions.

MK 6  Demonstrate knowledge of physical and functional principles of normal and altered human behavior throughout the life cycle, including scientific basis for diagnostic and treatment approaches applied to these conditions.

MK 7  Explain how social determinants, health behaviors and preventive measures affect disease, illness, and health in individuals and across populations regionally, nationally, and globally.

MK 8  Demonstrate knowledge of the scientific method in establishing causation of health and disease, the utility of diagnostic modalities, and the efficacy of therapies (traditional and non-traditional), through critical evaluation of current basic and clinical scientific knowledge.

Patient Care (PC)
Students must be prepared to provide patient care that is compassionate, appropriate, safe and effective.

PC 1  Obtain essential, accurate, and age-appropriate information about their patients.

PC 2  Formulate an accurate and comprehensive differential diagnosis that synthesizes relevant patient data.

PC 3  Develop an appropriate evaluation and management plan utilizing patient information and preferences, evidence-based medicine and clinical judgment.
PC 4  Provide care that is responsive to the personhood of the patient inclusive of culture, ethnicity, spirituality, gender, age, disabilities, and other aspects of personal and/or health beliefs, practices and decisions.

PC 5  Counsel and educate patients appropriately using accurate, up-to-date information.

PC 6  Partner with patients to prevent health problems and to improve health status.

PC 7  Perform routine procedures safely and correctly with appropriate supervision.

PC 8  Work as members of interprofessional health care teams to provide effective, safe, quality, and patient-focused care.

Interpersonal and Communication Skills (CS)
Students must demonstrate interpersonal and communication skills that facilitate effective interactions with patients, their families and other health professionals.

CS 1  Communicate effectively with the patient, the patient's family, colleagues and other health care professionals through the use of active listening and appropriate verbal, nonverbal and written skills.

CS 2  Foster therapeutic and ethically sound relationships with patients through respect, empathy and support of emotions.

CS 3  Demonstrate effective collaboration skills as a member of a team, including learning teams and health care teams.

Professionalism (PR)
Students must demonstrate a commitment to professional and personal excellence in all settings, including adherence to ethical principles and sensitivity to a diverse patient population.

PR 1  Demonstrate honesty, integrity, respect, and compassion in all interactions with patients, peers, faculty, staff, and other health care professionals in all settings.

PR 2  Demonstrate ethical, patient-centered decision-making and respect for the confidentiality of patient information in all settings (i.e., clinical, academic, electronic or web-based.)

PR 3  Demonstrate sensitivity and responsiveness to the personhood of the patient inclusive of culture, ethnicity, spirituality, gender, age, disabilities, family-context and other aspects of personal and health beliefs, practices and decisions.

PR 4  Demonstrate accountability for academic, patient care and professional responsibilities, and a commitment to continuous professional development.

PR 5  Acknowledge personal limitations and mistakes openly and honestly, and critically evaluate mistakes to promote professional development.

PR 6  Demonstrate a commitment to personal health and well-being, and recognize and address personal attributes, attitudes, and behaviors that may adversely influence one’s effectiveness as a physician.

PR 7  Define professional impairment and describe the role and responsibility of health care
professionals in addressing impairment and unprofessional behavior in colleagues and in the profession.

Practice-based and Lifelong Learning (PL)
Students must investigate and assess their academic and clinical performance, develop skills for lifelong learning and personal improvement in order to improve patient care.

PL 1 Demonstrate strategies for analyzing, identifying and improving personal deficiencies in medical knowledge, clinical and collaborative skills, and professionalism.

PL 2 Seek and respond to feedback about professional performance.

PL 3 Retrieve, critically appraise, and integrate current, evidence-based biomedical information into patient care and clinical decision-making.

PL 4 Apply principles of medical informatics, patient safety and quality improvement to enhance patient care.

PL 5 Apply the foundational principles of basic, clinical and translational research to patient care.

PL 6 Describe and apply principles of population health improvement for specific populations with attention to access, cost and patient-centered clinical outcomes.

System-based Learning (SL)
Students must demonstrate an awareness of and responsiveness to the larger context and systems of health care, including barriers and drivers of health and health care access.

SL 1 Describe various approaches to the organization, financing, and delivery of health care locally, nationally and internationally.

SL 2 Advocate for quality patient care and describe strategies for assisting patients in dealing with system complexities.

SL 3 Define the roles of various health professionals in the health care team and describe how successful collaboration can improve individual patient care and system performance.

SL 4 Describe the role and responsibility of physicians in developing and implementing health policy.

SL 5 Describe health disparities and health care disparities and how they affect outcomes of the health care system.