



OHSU SoM Undergraduate Medical Education Competencies (Medical Education Program Objectives)

Implementation: AY2526

Patient Care and Procedures

PCP1 Gather information through history-taking and physical/mental status examination on patients.

PCP2 Construct prioritized differential diagnosis based on interpretation of available clinical data.

PCP3 Develop and implement a personalized management plan for the patient.

Medical Knowledge

MK1 Demonstrate foundational knowledge in basic science.

MK2 Demonstrate foundational knowledge in clinical science.

MK3 Demonstrate foundational knowledge in health systems science.

System-Based Practice

SBP1 Engage in the quality improvement process related to patient safety and system issues.

Practice-Based Learning and Improvement

PBLI1 Demonstrate behaviors that support lifelong learning and professional growth such as incorporating self-assessment and feedback.

PBLI2 Locate, critically appraise, and synthesize new information to support evidence-informed and patient-centered clinical decisions.

PBLI3 Engage in scholarly inquiry and disseminate findings using ethical principles.

Interpersonal and Communication Skills

ICS1 Communicate effectively with patients and families.

ICS2 Communicate effectively with physicians and physicians-in-training.

ICS3 Collaborate effectively with non-physician health professionals as a part of the healthcare team to coordinate patient care.

ICS4 Communicate a patient handover to transition responsibility of care.

ICS5 Access, review, and contribute to the electronic health record and other technologies.

Professionalism and Personal & Professional Development

PPPD1 Identify and address the negative effects of structural and social determinants of health for patients with diverse needs.

PPPD2 Demonstrate behaviors that are reflective of professional values of truthfulness, timeliness, accountability, and follow-through.

Reviewed and approved by:

- UME Curriculum Committee on 7/11/2024
- SoM Faculty Council on 10/11/2024
- Category II Office of the Provost Administrative Review on 10/28/2024
- Faculty Senate Education Policy Committee on 11/8/2024

Cross mapping: Current and Previous Competencies

Current (starting AY25/26)	Previous 43
PCP1 Gather information through history-taking and physical/mental status examination on patients.	PCP1 Gather essential and accurate information about patients and their conditions through history taking, physical examination, review of prior data and health records, laboratory data, imaging and other tests.
PCP2 Construct prioritized differential diagnosis based on interpretation of available clinical data.	<p>PCP2 Interpret and critically evaluate historical information, physical examination findings, laboratory data, imaging studies, and other tests required for health screening and diagnosis.</p> <p>PCP3 Construct a prioritized differential diagnosis and make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment.</p>
PCP3 Develop and implement a personalized management plan for the patient.	<p>PCP4 Develop, implement, and revise as indicated, patient management plans.</p> <p>PCP5 Apply personalized healthcare services to patients, families, and communities aimed at preventing health problems and maintaining health.</p> <p>PCP6 Perform all medical, diagnostic, and surgical procedures considered essential for the specific clinical practice context.</p>
MK1 Demonstrate foundational knowledge in basic science.	MK1 Apply established and emerging bio-medical scientific principles fundamental to the healthcare of patients and populations.
MK2 Demonstrate foundational knowledge in clinical science.	<p>MK2 Apply established and emerging knowledge and principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving and other aspects of evidence-based healthcare.</p> <p>MK4 Apply principles of social-behavioral sciences to assess the impact of psychosocial and cultural influences on health, disease, care-seeking, care-adherence, barriers to and attitudes toward care.</p>
MK3 Demonstrate foundational knowledge in health systems science.	<p>MK3 Apply principles of epidemiological sciences to the identification of health risk factors, prevention and treatment strategies, use of healthcare resources, and health promotion efforts for patients and populations.</p> <p>MK5 Apply principles of performance improvement, systems science, and science of health care delivery to the care of patients and populations.</p>
SBP1 Engage in the quality improvement process related to patient safety and system issues.	<p>SPBIC1 Participate in identifying system errors and implementing system solutions to improve patient safety.</p> <p>SPBI2 Incorporate considerations of resource allocation, cost awareness and risk-benefit analysis in patient and population-centered care.</p>

<p>PBL11 Demonstrate behaviors that support lifelong learning and professional growth such as incorporating self-assessment and feedback.</p>	<p>PBL1 Demonstrate skills necessary to support independent lifelong learning and ongoing professional development by identifying one's own strengths, deficiencies, and limits in knowledge and expertise, set learning and improvement goals, and perform learning activities that address gaps in knowledge, skills or attitudes.</p> <p>PBL18 Incorporate feedback received from clinical performance data, patients, mentors, teachers, and colleagues into clinical practice to improve health outcomes.</p> <p>PPPD7 Demonstrate awareness of one's knowledge, skills, and emotional limitations and demonstrate healthy coping mechanisms and appropriate help-seeking behaviors.</p> <p>PPPD11 Recognize that ambiguity and uncertainty are part of clinical care and respond by demonstrating flexibility and an ability to modify one's behavior.</p>
<p>PBL12 Locate, critically appraise, and synthesize new information to support evidence-informed and patient-centered clinical decisions.</p>	<p>PBL13 Use clinical decision support tools to improve the care of patients and populations.</p> <p>PBL14 Use information technology to search, identify, and apply knowledge-based information to healthcare for patients and populations.</p> <p>PBL15 Continually identify, analyze, and implement new knowledge, guidelines, practice standards, technologies, products, and services that have been demonstrated to improve outcomes.</p> <p>PBL16 Analyze practice data using quality measurement tools and adjust clinical performance with the goal of improving patient outcomes and reducing errors.</p>
<p>PBL13 Engage in scholarly inquiry and disseminate findings using ethical principles.</p>	<p>PBL12 Participate in the education of peers and other healthcare professionals, students and trainees.</p> <p>PBL17 Participate in scholarly activity thereby contributing to the creation, dissemination, application, and translation of new healthcare knowledge and practices.</p>
<p>ICS1 Communicate effectively with patients and families.</p>	<p>ICS1 Communicate effectively with patients, families and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds.</p> <p>ICS2 Counsel, educate and empower patients and their families to participate in their care and improve their health; enable shared decision-making; and engage patients through personal health records and patient health information access systems.</p> <p>ICS3 Demonstrate insight and understanding about pain, emotions and human responses to disease states that</p>

	<p>allow one to develop rapport and manage interpersonal interactions.</p> <p>ICS8 Act in a consultative role, including participation in the provision of clinical care remotely via telemedicine or other technology.</p>
ICS2 Communicate effectively with physicians and physicians-in-training.	ICS6 Effectively communicate with colleagues, other health professionals, and health related agencies in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations.
ICS3 Collaborate effectively with non-physician health professionals as a part of the healthcare team to coordinate patient care.	<p>SBPIC4 Effectively work with other healthcare professionals to establish and maintain a climate of mutual respect, dignity, diversity, integrity, honesty, and trust.</p> <p>SBPIC5 Effectively work with other healthcare professionals as a member of an interprofessional team to provide patient care and population health management approaches that are coordinated, safe, timely, efficient, effective, and equitable.</p>
ICS4 Communicate a patient handover to transition responsibility of care.	ICS7 Effectively communicate patient handoffs during transitions of care between providers or settings, and maintain continuity through follow-up on patient progress and outcomes.
ICS5 Access, review, and contribute to the electronic health record and other technologies.	<p>ICS4 Use health information exchanges (e.g., Care Everywhere within the EPIC electronic health record) to identify and access patient information across clinical settings.</p> <p>ICS5 Effectively access, review, and contribute to the electronic health record for patient care and other clinical activities.</p> <p>PPPD2 Demonstrate respect for protected health information and safeguard patient privacy, security, and autonomy.</p> <p>PPPD5 Adhere to professional standards when using information technology tools and electronic/social media.</p>
PPPD1 Identify and address the negative effects of structural and social determinants of health for patients with diverse needs.	<p>PPPD1 Demonstrate responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disability, socioeconomic status, and sexual orientation.</p> <p>PPPD3 Demonstrate a commitment to ethical principles pertaining to provision, withdrawal of life-saving care, confidentiality, informed consent, and business practices, including conflicts of interest, compliance with relevant laws, policies, and regulations.</p> <p>PPPD4 Demonstrate sensitivity, honesty, and compassion in difficult conversations about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors, and other sensitive topics.</p>

<p>PPPD2 Demonstrate behaviors that are reflective of professional values of truthfulness, timeliness, accountability, and follow-through.</p>	<p>PPPD6 Demonstrate responsiveness to patient needs that supersedes self-interest by mitigating conflict between personal and professional responsibilities.</p> <p>PPPD8 Demonstrate integrity, establish oneself as a role model, and recognize and respond appropriately to unprofessional behavior or distress in professional colleagues.</p> <p>PPPD9 Demonstrate accountability by completing academic and patient care responsibilities in a comprehensive and timely manner.</p> <p>PPPD10 Demonstrate trustworthiness that engenders trust in colleagues, patients, and society at large.</p> <p>SPBI3 Demonstrate accountability to patients, society and the profession by fully engaging in patient care activities, and maintaining a sense of duty in the professional role of a physician.</p>
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