

## University of Kansas School of Medicine Graduation Competencies

Domains of Competence (General Competency)	KUSOM Graduation Competency (Medical Education Program Objective)
<p><b>Patient Care (PC)</b> <i>Contribute to and provide patient-centered care to treat medical problems and promote health.</i></p>	<b>PC1.</b> Demonstrate proficiency in performing selected clinical procedures.
	<b>PC2.</b> Elicit thorough medical histories using questions appropriate for the patient’s presenting concerns.
	<b>PC3.</b> Perform both comprehensive and focused physical exams with sensitivity to patient comfort. Select techniques appropriate to the complexity and acuity of the patient.
	<b>PC4.</b> Interpret core laboratory data, imaging studies, and other tests required for the area of practice.
	<b>PC5.</b> Develop a logical prioritized differential diagnosis as the basis for informed decisions about diagnostic and therapeutic interventions.
	<b>PC6.</b> Develop evidence-based patient management plans.
	<b>PC7.</b> Demonstrate an effective handoff of a patient from one level of care to another.
	<b>PC8.</b> Counsel and educate patients and their families about health conditions and disease prevention.
<p><b>Knowledge for Practice (KP)</b> <i>Demonstrate and employ knowledge of established principles and evolving biomedical, clinical, epidemiological and social-behavioral information to propose strategies for patient care and health promotion.</i></p>	<b>KP1.</b> Apply investigative and analytical approaches to address clinical situations.
	<b>KP2.</b> Apply scientific principles and knowledge to provide evidence-based health care for patients and populations.
	<b>KP3.</b> Create, disseminate, translate, or apply new health care knowledge and practices.
<p><b>Practice-Based Learning and Improvement (PBLI)</b> <i>Demonstrate the commitment to learn and improve patient care through self-assessment and reflection on performance and assimilate scientific evidence and recommendations for best practices.</i></p>	<b>PBLI1.</b> Identify strengths, deficiencies, and limits in his/her knowledge and performance.
	<b>PBLI2.</b> Set personal goals to improve performance and demonstrate progress in achieving them.
	<b>PBLI3.</b> Solicit and incorporate appropriate feedback into patient care.
	<b>PBLI4.</b> Integrate information technology to optimize learning and performance.
	<b>PBLI5.</b> Access and appropriately incorporate new knowledge, guidelines, standards, technologies, products, or services to improve outcomes.

## University of Kansas School of Medicine Graduation Competencies

Domains of Competence (General Competency)	KUSOM Graduation Competency (Medical Education Program Objective)
<b>Interpersonal and Communication Skills (ICS)</b> <i>Demonstrate appropriate interpersonal and communication skills to ensure collaborative relationships with patients, their families, and health professionals to promote optimal health outcomes.</i>	<b>ICS1.</b> Demonstrate interpersonal and communication skills that result in the effective exchange of information with patients, families, peers and / or other team members.
	<b>ICS2.</b> Communicate effectively and appropriately with peers, supervisors, other health professionals, and representatives of health-related agencies.
	<b>ICS3.</b> Maintain comprehensive, accurate, timely, and legible medical records.
<b>Professionalism (P)</b> <i>Student will fulfill patient care and educational responsibilities in a professional and ethically sound manner.</i>	<b>P1.</b> Demonstrate compassion, integrity, and respect for others in patient care and educational environments.
	<b>P2.</b> Demonstrate commitment, responsiveness and accountability to patients, society, and the profession.
	<b>P3.</b> Respect patient privacy and autonomy.
	<b>P4.</b> Demonstrate sensitivity and responsiveness to a diverse patient population.
	<b>P5.</b> Carry out professional responsibilities in an ethical and unselfish manner.
<b>Systems-Based Practice (SBP)</b> <i>Demonstrate responsiveness to the larger context and systems of health care, including the ability to propose integration of health system and community resources into the provision of health care.</i>	<b>SBP1.</b> Work effectively in various health care delivery settings and systems.
	<b>SBP2.</b> Contribute to the coordination of patient care within the health care system.
	<b>SBP3.</b> Incorporate cost effectiveness and risk-benefit analysis in patient and/or population-based care.
	<b>SBP4.</b> Identify systems errors and recommend processes to improve patient care quality.
<b>Interprofessional Collaboration (IPC)</b> <i>Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe and effective patient- and population-centered health care.</i>	<b>IPC1.</b> Work with other health professionals to establish and maintain a climate of mutual respect, inclusion, ethical integrity, and trust.
	<b>IPC2.</b> Communicate with other health professionals in a responsive and responsible manner focused on enhancing quality and safety in patient care.
	<b>IPC3.</b> Enhance interprofessional team function by soliciting, providing and using feedback on individual and team performance.
<b>Personal and Professional Development (PPD)</b> <i>Demonstrate the commitment, habits and qualities to sustain lifelong personal and professional growth.</i>	<b>PPD1.</b> Use healthy coping mechanisms to respond to stress.
	<b>PPD2.</b> Use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking in self and encourage it in team members.