



KAISER PERMANENTE
BERNARD J. TYSON
SCHOOL OF MEDICINE
Educational Program Outcomes
and Professionalism Attributes

Approved by Curriculum and Educational Policy
Committee on August 2020

Domain: Patient Care (PC)

Title: Info Gathering

Description: Gathers essential and accurate information about patients and their conditions through history-taking, which includes relevant interpersonal and structural factors that affect health, physical examination, clinical data, imaging, and other diagnostic tests, appropriately using technology and leveraging panel or population-level data.

Title: Dx and Plan

Description: Organizes, synthesizes, and interprets information from patients' records, history, diagnostic testing, and physical examination to construct a relevant differential diagnosis, a logical working diagnosis, and an effective management plan that includes attention to interpersonal and structural factors that affect health as appropriate.

Title: Documentation

Description: Demonstrates timely, accurate, comprehensive, and concise documentation of the clinical encounter that respects patient safety, confidentiality, and privacy.

Title: Team Manage

Description: Manages patients as part of a team, including prioritizing responsibilities to provide care that is safe, effective, and efficient.

Title: Patient Collaboration

Description: Collaborates with patients in their health promotion, disease prevention, and/or treatment by recognizing uncertainty; prioritizing patients' wishes; acknowledging structural biases, incentives, and inequities; and respecting patients' concerns and expectations.

Title: Procedures

Description: Describes safe and reliable performance of common procedures (IV insertion, venipuncture, bag and mask ventilation, CPR).

Title: Urgent/Emergent Care (systematic assessment through simulation only)

Description: Recognizes patients requiring urgent or emergent care and initiates evaluation and management.

Title: Transitions

Description: Works to ensure continuity of care during transitions between providers or settings, including handoffs and following up on patients' progress and outcomes.

Domain: Life-long Learning (LLL)

Title: Uncertainty

Description: Recognizes uncertainty as a core principle of medicine, science, and systems by engaging in processes to assess, manage, and maintain uncertainty, including the judicious identification, appraisal, and use of evidence.

Title: Self-directed Learning

Description: Performs informed self-assessment to identify gaps and strengths, sets goals, and performs activities to further knowledge, skills, and professional behaviors.

Title: Well-Being

Description: Identifies and utilizes evidence-informed practices to further one's own health and well-being.

Domain: Systems-based Practice (SBP)

Title: Systems Thinking and Design

Description: Applies understanding of systems thinking and complexity to design interventions that contribute to individual, community and population health.

Title: Resource Use

Description: Demonstrates appropriate sensitivity to patients, healthcare, and societal resources.

Title: Quality Improvement

Description: Applies concepts of quality and performance improvement aimed at improving patient and population health outcomes.

Title: Patient Safety

Description: Initiates safety interventions aimed at reducing patient harm.

Title: Leadership Change

Description: Applies leadership skill sets with the aim of creating innovation and change within healthcare systems.

Domain: Population and Community Health (PCH)

Title: Advocacy

Description: Applies knowledge of structural factors affecting health to advocate with and for community partners toward implementation of evidence-based, community-level health interventions.

Title: Inequity Reduction

Description: Participates in activities and proposes projects aimed at helping healthcare systems reduce health-related inequities of a population of patients.

Domain: Interprofessional Collaboration and Teamwork (IPC)

Title: Roles and Teamwork

Description: Uses knowledge of one's own role and the roles of other health professionals and community agents to appropriately assess and address the healthcare needs of patients and populations.

Title: Collegial Communication

Description: Communicates and interacts with colleagues and team members, including other health professionals and community agents, in a responsive manner that creates a climate of mutual respect, inclusion, and ethical integrity.

Domain: Interpersonal and Communication Skills (ICS)

Title: Person-Centered Communication

Description: Demonstrates person-centered communication that incorporates humility, recognition of uncertainty, honesty, and empathy when interacting with patients, families, and communities, with attention to values, health-literacy levels, and cultural and socioeconomic factors.

Title: Digital Communication

Description: Demonstrates appropriate use of digital technologies to effectively communicate and optimize clinical decision-making and treatment with patients, families, communities, and the healthcare team.

Title: Teaching

Description: Demonstrates effective teaching skills in presentations, group learning activities, and discussions with faculty and peers.

Domain: Professionalism (PR)

Title: Trustworthiness

Description: Demonstrates accountability, conscientiousness, truthfulness, and discernment in the care of patients, their families, and communities.

Title: Diversity

Description: Engages in behaviors that exemplify humility, value diversity, and foster an inclusive and equitable environment.

Title: Standards

Description: Demonstrates a commitment to ethical, legal, and professional standards, including conduct of human subjects encountered in clinical care, research, and interaction with communities.

Title: Ethical Reasoning

Description: Recognizes, analyzes, and proposes solutions to ethical issues and challenges encountered in clinical care, interaction with communities, and/or research.

Domain: Medical Knowledge (MK)

Title: Deep Knowledge

Description: Demonstrates deep knowledge of the sciences (biomedical science, clinical science, and health systems science) and applies it to advance the health of patients and communities.

Title: Scholarly Project

Description: Engages in a mentored scholarly project to deepen curiosity and foster participation in a community of scholars.

Professionalism Attributes

Below are the professional attributes (behaviors and attitudes) that KPBJTSOM medical students are expected to develop. To ensure systematic assessment of these attributes, each is represented in one or more Educational Program Outcomes (EPOs).

Accountability: A physician who demonstrates **accountability** accepts responsibility for one's own decisions and their effects on patient outcomes, then ensures appropriate follow-up. Additional accountability to one's colleagues is demonstrated through working well in teams, openly identifying and learning from one's own mistakes and **speaking up** to support team members in their efforts for the same.

Truthfulness: A physician who demonstrates **truthfulness** consistently communicates actions and knowledge honestly and without deception by means of inclusion or omission.

Conscientiousness: A physician who demonstrates **conscientiousness** is prepared, careful and thorough in attending to details and **processes** necessary to realize **individual and team** goals and **ensure equitable outcomes.**

Discernment: A physician who practices **discernment** is aware of the limitations of one's own knowledge, skills, **biases** and attitudes, and uses this awareness to continually identify areas for improvement and to seek help as needed.

Respect: A physician who practices **respect** **seeks to understand and show due regard for the diverse perspectives,** feelings, wishes, rights, and/or traditions of patients, colleagues, team members, and the communities they serve.

Humility: A physician who demonstrates **humility** asks questions and listens with the goal of arriving at deeper understanding that benefits relationships, teamwork and patient care. This physician embraces ambiguity and tensions between points of view with curiosity, and actively listens to understand rather than only to react and respond.