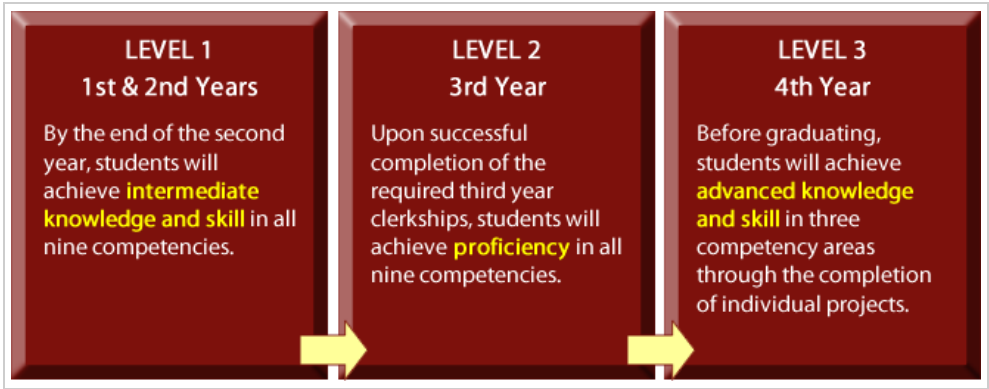


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Competencies

Indiana University School of Medicine’s Competency Based Curriculum

IUSM is a national leader in developing one of the first competency based curricula for Undergraduate Medical Education, providing our graduates the clinical, scientific and relational abilities they will need to care for patients, as well as a smooth transition to competency based curricula in Graduate Medical Education.



Overview of Competencies:

I. Effective Communication

Glenda Westmoreland, M.D., M.P.H., Competency I Director

The competent graduate listens attentively and communicates clearly with patients, families, and health care team members. The graduate establishes the rapport necessary to form and maintain a therapeutic relationship with the patient.

Student Learning Outcomes	Knowledge Base	Resources
Levels of Achievement	Assessment Toolbox	

II. Basic Clinical Skills

Cory Pitre, M.D., Competency II Director

The competent graduate elicits and records a complete and accurate history and performs a skillful examination appropriate to a variety of patient encounters. The graduate correctly determines whether to perform a comprehensive or suitably focused history and physical examination. The graduate also correctly selects, proficiently performs, and accurately interprets selected clinical procedures and laboratory tests.

Student Learning Outcomes	Knowledge Base	Resources
Levels of Achievement	Assessment Toolbox	

III. Using Science to Guide Diagnosis, Management, Therapeutics, and Prevention

Regina Kreisle, M.D., Ph.D., Competency III Director

The competent graduate knows and can explain the scientific underpinnings, at the molecular, cellular, organ, whole body, and environmental levels for states of health and disease based upon current understanding and cutting-edge advances in contemporary basic science. The graduate uses this information to diagnose, manage and present the common health problems of individuals, families, and communities in collaboration with them. The graduate develops a problem list and differential diagnosis, carries out additional investigations, chooses and implements interventions with consultation and referral as needed, determines outcome goals, recognizes and utilizes opportunities for prevention, monitors progress, shares information and educates, and adjusts therapy and diagnosis according to results.

Student Learning Outcomes	Knowledge Base	Resources
Levels of Achievement	Assessment Toolbox	

IV. Lifelong Learning

Frances Brahmi, Ph.D., Competency IV Director

The competent graduate is aware of the limits of her/his personal knowledge and experience. The graduate actively sets and pursues clear learning goals, exploits new opportunities

for intellectual growth and professional enlightenment, is capable of critical, reliable and valid self-assessment, and applies the knowledge gained to the practice of his/her profession. Competency IV Director

Student Learning Outcomes	Knowledge Base	Resources
Levels of Achievement	Assessment Toolbox	

V. Self-Awareness, Self-Care, and Personal Growth

Nancy Butler, M.D., Competency V Director

The competent graduate approaches the practice of medicine with awareness of his/her limits, strengths, weaknesses and personal vulnerabilities. The graduate assesses personal values and priorities in order to develop and maintain an appropriate balance of personal and professional commitments. The graduate seeks help and advice when needed for his/her own difficulties and develops personally appropriate coping strategies. The graduate recognizes his/her effect on others in professional contacts. The graduate seeks, accurately receives and appropriately responds to performance feedback.

Student Learning Outcomes	Knowledge Base	Resources
Levels of Achievement	Assessment Toolbox	

VI. The Social and Community Contexts of Health Care

Deanna Willis, M.D., M.B.A, F.A.A.F.P., Competency VI Director

The competent graduate will demonstrate an understanding of the relationship between the patient, the community, and the healthcare system; appropriately address their own role within those social and system dynamics; and recognize the impact of each of the following factors on those relationships: Culture, Economic Impact, Environment, Health Literacy, Heath Policy and Advocacy, Law and Oversight, Social Influence, Spirituality. Click [here](#) for information.

Student Learning Outcomes	Knowledge Base	Resources
Levels of Achievement	Assessment Toolbox	

VII. Moral Reasoning and Ethical Judgment

Margaret Gaffney, M.D., Competency VII Director

The competent graduate recognizes the ethical issues of medical practice and health policy; identifies alternatives in difficult ethical choices; analyzes systematically the conflicting considerations supporting different alternatives; and formulates, defends, and effectively carries out a course of action that takes account of this ethical complexity. The graduate combines a willingness to recognize the nature of the value systems of patients and others with commitment to his/her own system and the ethical choices necessary to maintain his/her own ethical integrity.

Student Learning Outcomes	Knowledge Base	Resources
Levels of Achievement	Assessment Toolbox	

VIII. Problem Solving

Aloysius (Butch) Humbert, M.D., Competency VIII Director

The competent graduate recognizes and thoroughly characterizes a problem. The graduate develops an informed plan of action, acts to resolve the problem, and subsequently assesses the results of his/her action.

Student Learning Outcomes	Knowledge Base	Resources
Levels of Achievement	Assessment Toolbox	

IX. Professionalism and Role Recognition

Richard M. Frankel, Ph.D., Competency IX Director

The competent graduate recognizes the powerful impact of his/her professional attitudes and behavior on others and consistently demonstrates the highest standards of excellence, duty, and accountability to the patient. The competent graduate values the humanity of all patients and does not exploit patients for personal gain. The competent graduate recognizes his/her role in working collaboratively with others to meet the health care needs of the individual and the community.

Student Learning Outcomes	Knowledge Base	Resources
Levels of Achievement	Assessment Toolbox	

- CEG (Clinical Education Guidelines)

DoCC (Database of Competency Curriculum)

FES (Faculty Education Site)

MSIS (Medical Student Interactive Site)

Oncourse
- MSA (Medical Student Affairs)

IUSM Campuses
- Indianapolis Calendar Year 1

Indianapolis Calendar Year 2