

# OVERVIEW

The University of South Carolina School of Medicine Greenville offers a hands-on, real-world experience that isn't a mere promise for the future, but a way of life. The USC School of Medicine Greenville is a place where students learn using the latest clinical, information and simulation technology and where they develop the leadership, clinical and interpersonal skills essential to delivering the next generation of patient-focused health care with confidence and compassion.

## Learning Outcomes

**PATIENT CARE: Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health**

- PC 1: Demonstrate the ability to perform routine technical procedures.
- PC 2: Gather essential and accurate information about patients and their condition through history-taking, physical examination, and the use of laboratory data, imaging, and other tests
- PC 3: Organize and prioritize responsibilities to provide care that is safe, effective and efficient.
- PC4: Interpret laboratory data, imaging studies, and other tests required for the area of practice
- PC 5: Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
- PC 6: Develop and carry out patient management plans
- PC 7: Counsel and educate patients and their families to empower them to participate in their care and enable shared decision making
- PC 8: Provide appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings and following up on patient progress and outcomes
- PC 9: Provide health care services to patients, families, and communities aimed at preventing health problems or maintaining health

**KNOWLEDGE FOR PRACTICE: Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care**

- KP1: Demonstrate knowledge of the normal structure and function of the body and of each of its major organ systems across the life span.
- KP2: Demonstrate knowledge of the molecular, biochemical, and cellular mechanisms that are important in maintaining the body's homeostasis.
- KP3: Demonstrate knowledge of the various causes (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, and traumatic) of maladies and the ways in which they affect the body (pathogenesis).
- KP4: Demonstrate knowledge of the altered structure and function (pathology and pathophysiology) of the body and its major organ systems that are seen in various diseases and conditions.
- KP5: Demonstrate an investigatory and analytic approach to clinical situations
- KP6: Apply established and emerging biophysical scientific principles fundamental to health care for patients and populations

- KP7: Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision making, clinical problem solving, and other aspects of evidence-based health care
- KP8: Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations
- KP9: Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial-cultural influences on health, disease, care-seeking, care-compliance, and barriers to and attitudes toward care

**PRACTICE-BASED LEARNING AND IMPROVEMENT: Demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and lifelong learning**

- PBL1 1: Identify strengths, deficiencies, and limits in one's knowledge and expertise
- PBL1 2: Set learning and improvement goals
- PBL1 3: Identify and perform learning activities that address one's gaps in knowledge, skills, or attitudes
- PBL1 4: Incorporate feedback into daily practice
- PBL1 5: Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems
- PBL1 6: Use information technology to optimize learning
- PBL1 7: Participate in the education of patients, families, students, trainees, peers, and other health professionals
- PBL1 8: Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care
- PBL1 9: Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes

**INTERPERSONAL AND COMMUNICATION SKILLS: Demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals**

- ICS 1: Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds
- ICS 2: Communicate effectively with colleagues within one's profession or specialty, other health professionals, and health-related agencies
- ICS 3: Work effectively with others as a member or leader of a health care team or other professional group
- ICS 4: Maintain comprehensive, timely, and legible medical documentation
- ICS 5: Demonstrate sensitivity, honesty, and compassion in difficult conversations (e.g. about issues such as death, end-of-life issues, adverse events, bad news, disclosure of errors, and other sensitive topics)
- ICS 6: Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions

**PROFESSIONALISM: Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles**

- P 1: Demonstrate honesty, integrity, compassion and respect in all interactions with others
- P 2: Demonstrate responsiveness to patient needs that supersedes self-interest
- P 3: Demonstrate respect for patient privacy and autonomy
- P 4: Demonstrate accountability to patients, society, and the profession
- P 5: Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation
- P 6: Demonstrate a commitment to ethical principles pertaining to provision or withholding of care, confidentiality, informed consent, and business practices, including compliance with relevant laws, policies, and regulations
- PPD 5: Demonstrate trustworthiness that makes colleagues feel secure when one is responsible for the care of patients
- PPD 6: Provide leadership skills that enhance team functioning, the learning environment, and/or the health care delivery system
- PPD 7: Demonstrate self-confidence that puts patients, families, and members of the health care team at ease
- PPD 8: Recognize that ambiguity is part of clinical health care and respond by using appropriate resources in dealing with uncertainty

**SYSTEMS-BASED PRACTICE: Demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care**

- SBP 1: Coordinate patient care within the health care system
- SBP 2: Incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care
- SBP 3: Advocate for quality patient care and optimal patient care systems for all patients
- SBP 4: Participate in identifying system errors and implementing potential systems solutions to promote patient safety and quality outcomes

**INTERPROFESSIONAL COLLABORATION: Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient and population-centered care**

- IPC 1: Work with other health professionals to establish and maintain a climate of mutual respect, dignity, diversity, ethical integrity, and trust
- IPC 2: Use the knowledge of one's own role and those of other professions to appropriately assess and address the health care needs of the patients and populations served
- IPC 3: Communicate with other health professionals in a responsive and responsible manner that supports the maintenance of health and the treatment of disease in individual patients and populations
- IPC 4: Participate in different team roles to establish, develop, and continuously enhance interprofessional teams to provide patient- and population-centered care that is safe, timely, efficient, effective, and equitable

**PERSONAL AND PROFESSIONAL DEVELOPMENT: Demonstrate the qualities required to sustain lifelong personal and professional growth**

- PPD 1: Develop the ability to use self-awareness of knowledge, skills, and emotional limitations to engage in appropriate help-seeking behaviors
- PPD 2: Demonstrate healthy coping mechanisms to respond to stress
- PPD 3: Manage conflict between personal and professional responsibilities
- PPD 4: Practice flexibility and maturity in adjusting to change with the capacity to alter behavior