

Competency	Linkage to IEO --Considerations
<p>Competency 1 Patient Care Provide patient-centered care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health</p>	<ul style="list-style-type: none"> • Use if: <ul style="list-style-type: none"> ○ the instructional/assessment method for the content for these objectives includes a meaningful clinical application ○ Examples: patient care application through case discussion, clinical presentation, simulation, assignments using clinical scenarios, etc. • Do not use Patient Care IEO's for foundational skills that are distant from patient care applications
<p>Competency 2: 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</p>	<ul style="list-style-type: none"> • Use if: <ul style="list-style-type: none"> ○ Knowledge is the primary focus ○ Examples <ul style="list-style-type: none"> ○ 2.1—labs, case discussions, general class discussions ○ 2.2—almost any core basic science content ○ 2.3-- use if there is a diagnostic or therapeutic decision making, problem solving, or evidence-based component to content or assignments ○ 2.4 and 2.5— refer to specific content required (population health, prevention, social sciences, etc.)
<p>Competency 3 Practice Based Learning and Improvement 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</p>	<ul style="list-style-type: none"> • Use if: <ul style="list-style-type: none"> ○ Instructional or assessment strategies for this objective provide opportunities for learner self-evaluation and developing improvement goals (applies to all IEO's under #3). ○ Examples: Self-assessment, reflection on practice, development of learning plans Note specific content constraints to PBLI IEO's: <ul style="list-style-type: none"> ○ 3.4 -- QI methods ○ 3.5 – regular use of feedback ○ 3.6 –clinically focused use of scientific literature ○ 3.7—incorporation of IT ○ 3.9 & 3.10—outcomes for patient care/service delivery applications
<p>Competency 4. 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</p>	<ul style="list-style-type: none"> • Use if: <ul style="list-style-type: none"> ○ Instructional and assessment strategies focus on effective exchange of information or collaboration (oral or written) ○ Examples: 4.2 and 4.3 most likely to be appropriate for basic science courses with labs, simulations, or group activities

Competency	Linkage to IEO --Considerations
<p>5. Professionalism Demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles</p>	<ul style="list-style-type: none"> ● Use if: <ul style="list-style-type: none"> ○ Instructional/assessment methods provide meaningful focus on ethics or professionalism ○ 5.1 most likely to be appropriate for basic science courses ○ 5.4 may be ○ 5.6 is appropriate if one of the 7 specifically identified ethical issues is a focus
<p>6. 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</p>	<ul style="list-style-type: none"> ● Use if: <ul style="list-style-type: none"> ○ Instructional/assessment methods focus on health systems, coordinated/team-based care, patient and coordinated systems advocacy, addressing barriers and potential harms (including systems-based errors) that impede optimal delivery of health care
<p>7. Interprofessional Collaboration Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, and effective patient- and population-centered care</p>	<ul style="list-style-type: none"> ● Use if: <ul style="list-style-type: none"> ○ Students work with other health professionals ○ Session includes an interprofessional case application/simulation ○ There is a meaningful discussion of how other health professionals might be involved with this content in a clinical setting or population application (IPE team safety, coordinated roles, etc.)
<p>8. Personal and Professional Development Demonstrate the qualities required to sustain lifelong personal and professional growth</p>	<ul style="list-style-type: none"> ● Use if: <ul style="list-style-type: none"> ○ There is narrative evaluation or noncognitive assessment in some way ○ Instructional and assessment methods clearly include components of professional and personal development as defined within the competency (e.g., group activities, discussions, or assignments that identify components as session objectives)