

**Wayne State University, School of Medicine**  
**Medical Student Competencies and Institutional Learning Objectives**

The Wayne State University School of Medicine has established a comprehensive set of competencies and institutional objectives to prepare students for practicing medicine in the 21st century. The following table summarizes the general competencies and institutional learning objectives. The first row defines the general competency. The second row refers to the specific learning objective associated with each competency and the cognitive domain (knowledge, skill, attitude/behavior) being evaluated for each objective.

<i>Competency:</i> <b>Integration of the Basic Sciences in Medicine</b>	
<b>Cognitive Domain:</b> <small>K=Knowledge S=Skill AB=Attitude/Behavior</small>	<b>Institutional Learning Objectives:</b>
K1	Knowledge of the normal structure of the human body (cell tissues and organs).
K2	Knowledge of the normal function of the human body (cell tissues and organs).
K3	Knowledge of the nature of agents and mechanisms that produce alterations in structure and function of the body.
K4	Knowledge of the nature and course of alterations in function produced by etiological agents and mechanisms (Pathophysiology) of the body.
K5	Knowledge of the nature and course of alterations in structure produced by etiological agents and mechanisms (Pathological Anatomy) of the body.
K6	Knowledge of the appropriate use of laboratory techniques in identifying diseases or health problems.
K7	Knowledge of the action, metabolism, and toxic effects of drugs.
K8	Knowledge of the therapeutic use of drugs.
K9	Knowledge of normal growth and development.
K10	Knowledge of the principles and concepts underlying normal behavior and mental illness.
K11	Knowledge of the aging process.

**Competency:**  
**Integration of Clinical Knowledge and Skills to Patient Care**

<b>Cognitive Domain:</b> K=Knowledge S=Skill AB=Attitude/Behavior	<b>Institutional Learning Objectives:</b>
S1	The ability to perform a satisfactory physical exam.
S2	The ability to take a satisfactory medical history including psychosocial, nutritional, occupational and sexual dimensions.
S3	The ability to utilize data from the history, physical exam and laboratory evaluations to identify the health problem.
S4	The ability to formulate an appropriate differential diagnosis.
S5	The ability to formulate effective management plans (diagnostic, treatment, and prevention strategies) for diseases and other health problems.
S6	The ability to monitor the course of illnesses and to appropriately revise the management plan.
S7	The ability to perform routine technical procedures specific to the medical specialty.
S8	The ability to document the clinical encounter.
S9	The ability to apply the principles and concepts underlying normal behavior and mental illness.
S10	The ability to diagnose and participate in the management of mental illnesses.
S11	The ability to apply the therapeutic use of drugs in patient care.
S12	The ability to recognize normal growth and development.
S13	The ability to recognize the relationship between health and illness, the patient and the patient's environment.
S14	The ability to apply psychosocial principles and concepts in the delivery of health care.
S15	The ability to apply preventive and health maintenance principles and techniques in the delivery of health care.
S16	The ability to apply the appropriate use of laboratory methods in identifying diseases or health problems.
S17	The ability to recognize patients with immediately life threatening conditions.
K12	Knowledge about relieving pain and ameliorating the suffering of patients.
S18	The ability to apply Evidence Based Medicine principles to clinical decision making.

**Competency:  
Interpersonal and Communication Skills**

<b>Cognitive Domain:</b> K=Knowledge S=Skill AB=Attitude/Behavior	<b>Institutional Learning Objectives:</b>
S19	The ability to demonstrate effective physician-patient interaction skills.
S20	The ability to utilize appropriate communication skills to obtain a history, diagnosis, and deliver an effective treatment plan to patients.
S21	The ability to effectively communicate with peers and members of the healthcare team in the care of patients and their families.
<b>Competency: Professionalism</b>	
<b>Cognitive Domain:</b> K=Knowledge S=Skill AB=Attitude/Behavior	<b>Institutional Learning Objectives:</b>
AB1	The ability to apply humanistic values in the delivery of health care.
AB2	The ability to work cooperatively with other health care workers in the delivery of health care.
AB3	The ability to respect the patients' dignity, privacy, and confidentiality in the delivery of health care.
AB4	The ability to effectively interact with patients, peers and other healthcare workers from diverse cultural backgrounds.

<b>Competency: Organization and Systems-Based Approach to Medicine</b>	
<b>Cognitive Domain:</b> <small>K=Knowledge S=Skill AB=Attitude/Behavior</small>	<b>Institutional Learning Objectives:</b>
S22	The ability to apply the concepts and principles of primary care and Family Medicine in the delivery of health care.
S23	The ability to apply cost containment principles and techniques in the delivery of health care.
K13	Knowledge of the health care delivery systems including social, economic and political dimensions.
K14	The ability to apply Evidence Based Medicine principles to clinical decision making.
K15	An understanding of the need and value of consultations and referrals in the delivery of health care.
<b>Competency: Life Long Learning and Self-Improvement</b>	
<b>Cognitive Domain:</b> <small>K=Knowledge S=Skill AB=Attitude/Behavior</small>	<b>Institutional Learning Objectives:</b>
AB5	Recognize the need to engage in lifelong learning to stay abreast of relevant scientific advances.
AB6	The ability to recognize personal educational needs and to select and utilize appropriate learning resources.
S24	The ability to critically appraise the medical literature.

The integration of the new School of Medicine competencies and revision of the educational objectives were approved by the Curriculum Committee in February, 2005.