### UNC Department of Dermatology Residency – ACGME Core Competency Curriculum

#### 1) Patient Care

<table>
<thead>
<tr>
<th>Domain</th>
<th>Competency Objectives</th>
<th>Opportunities and Methods For Learning</th>
<th>Expected Behavioral Outcomes</th>
<th>Method of Evaluation</th>
</tr>
</thead>
</table>
| Doctor-patient Relationship   | ▪ Demonstrate caring and respectful Behavioral Outcomes through effective communication  
▪ Incorporate patient education, counseling, and informed decision-making throughout practice                                                                  | ▪ Didactic sessions  
▪ Clinical Experiences  
▪ Modeling  
▪ Conferences                                                                  | ▪ Open-ended questions  
▪ Waiting for pt response  
▪ Clarification  
▪ Eye contact  
▪ Open body language  
▪ Asking for patient input  
▪ Explanations that are understood  
▪ Provides patient handouts or other written instructions                          | ▪ ABD  
▪ 360                                |
| Gathering information and synthesis into action | ▪ Gather essential and accurate biopsychosocial information  
▪ Develop and carry out patient management plans (diagnostic and therapeutic) based on patient information and preferences, up-to-date scientific evidence, and clinical judgment  
▪ Use information technology to support patient care decisions and patient education               | ▪ Clinic presentations/ performance  
▪ UNC/Duke Conferences  
▪ Conferences                                                                  | ▪ Obtains complete history or appropriately focused/problem-based history  
▪ Follows information transfer with cogent assessment and plan  
▪ Provides reference for action plan  
▪ Conducts literature reviews                                                  | ▪ ABD  
▪ 360                                |
| Comprehensive care           | ▪ Incorporate prevention and health maintenance throughout practice  
▪ Coordinate patient-focused care with all other healthcare disciplines                                        | ▪ Presentations to preceptor  
▪ Referral skills  
▪ Conferences                                                                  | ▪ Specific referral question(s) and reasons for referral stated  
▪ Uses ancillary healthcare services  
▪ Follows up on referral recommendations                                         | ▪ ABD  
▪ 360                                |
| Psychomotor skills           | ▪ Perform competently physical exams and all procedures appropriate to Dermatology                                                                             | ▪ Modeling by faculty preceptors and attendings  
▪ Direct clinical teaching                                                      | ▪ Can perform physical exams and procedures correctly under supervision                                    | ▪ ABD  
▪ 360                                |
## 2) Medical Knowledge

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| Gathering information and synthesis into action | ▪ Demonstrate a “critical thinking” approach to clinical situations  
▪ Demonstrate sound scientific and clinical knowledge base appropriate to Dermatology | ▪ Hideaway Conference  
▪ Basic science sessions  
▪ Didactic Conferences  
▪ UNC/Duke Conferences  
▪ Independent reading/study | ▪ Active participation in conferences  
▪ Articulates reasoning behind patient care plans  
▪ Provides medically appropriate care  
▪ Patient complaints r.e. quality of care minimal or of minor nature only  
▪ No standard of care violations through risk management process | ▪ ABD  
▪ 360  
▪ In-Training  
▪ Portfolio |
### 3) Practice Based Learning

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<tbody>
<tr>
<td>Gathering information and synthesis</td>
<td>▪ Obtain and use population and community-based information</td>
<td>▪ UNC/Duke Conferences</td>
<td>Complies required projects and presentations</td>
<td>▪ ABD</td>
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<td>into action</td>
<td>▪ Demonstrate evidence-based approach to practice</td>
<td>▪ Didactic conference presentations</td>
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<td>▪ Portfolio</td>
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<td></td>
<td>▪ Apply critical principles to investigate diagnostic and therapeutic options</td>
<td>▪ Independent Study</td>
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<td>Maintaining Quality</td>
<td>▪ Demonstrate practice-based learning</td>
<td>▪ Quality Assurance Conference participation</td>
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<td>▪ ABD</td>
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<td>▪ Apply principles of quality care to outpatient and inpatient practice</td>
<td>▪ Conferences</td>
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<td>▪ 360</td>
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<tr>
<td>Teaching and Learning</td>
<td>▪ Facilitate the learning of others</td>
<td>▪ Preceptor Modeling</td>
<td>▪ Active participation in conferences</td>
<td>▪ ABD</td>
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<td></td>
<td>▪ Use information technology effectively in all aspects of practice and continuing</td>
<td>▪ Clinical experiences</td>
<td>▪ Progressive leadership and teaching skills</td>
<td>▪ 360</td>
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<tr>
<td></td>
<td>education</td>
<td>▪ Computing resources</td>
<td>development</td>
<td>▪ Portfolio</td>
</tr>
<tr>
<td></td>
<td>▪ Presentations</td>
<td>▪ Conferences</td>
<td>▪ Medical student teaching</td>
<td></td>
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<tr>
<td></td>
<td>▪ Conferences</td>
<td></td>
<td>▪ Uses computing resources</td>
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### 4) Interpersonal Skills

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| Doctor-Patient Relationship   | ▪ Create and sustain a therapeutic and ethically sound relationship with patients  
▪ Use effective listening skills and elicit and provide information using effective nonverbal, explanatory, questioning, and writing skills | ▪ Preceptor Modeling  
▪ Clinical experiences  
▪ Conferences | ▪ Open-ended questions  
▪ Waiting for pt response  
▪ Clarification  
▪ Eye contact  
▪ Open body language  
▪ Asking for patient input  
▪ Explanations that are understood  
▪ Provides written instructions when appropriate | ▪ ABD  
▪ 360 |
| Professional Relationships    | ▪ Demonstrate effective teamwork  
▪ Advancing roles as leaders to conferences and clinics  
▪ Faculty modeling  
▪ Conferences | ▪ Satisfactory evaluations from nurses, other staff, and peers  
▪ Progressive leadership skills as advances through each year level  
▪ Active participation in departmental meetings, and partnerships | ▪ ABD  
▪ 360 |
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| Values | ▪ Demonstrate respect, compassion, and integrity  
▪ Demonstrate a responsiveness to the needs of patients and society that supercedes self-interest  
▪ Demonstrate accountability to patients, society, and the profession  
▪ Demonstrate a commitment to excellence and ongoing professional development  
▪ Demonstrate sensitivity and responsiveness to patients’ culture, age, gender, and disabilities | ▪ Faculty modeling  
▪ Lectures  
▪ Conferences | ▪ Professional attire  
▪ Active listening  
▪ Assesses patient understanding  
▪ Explains issues in non-condescending fashion  
▪ Works effectively with nurses/staff  
▪ Gives bad news effectively  
▪ Shows interest in “patient as a person”  
▪ Honesty  
▪ Keeps commitments  
▪ Steps up to the plate when needed  
▪ Follows through on patient initiated requests  
▪ Stays at the hospital or clinic until all critical patient care issues are addressed  
▪ Timely completion of all administrative tasks (licensure, etc.)  
▪ Adherence to all clinical responsibilities (no missed clinics, etc)  
▪ Discusses principles of cultural sensitivity  
▪ Treats all patients with equal care  
▪ Respects all patients, staff, colleagues, faculty | ▪ ABD  
▪ 360 |
| Ethics | ▪ Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices | ▪ Lectures  
▪ Case discussions  
▪ Quality assurance meetings  
▪ Conferences | ▪ Defines the principles of beneficence, autonomy, justice, and nonmalfeasance  
▪ Displays ethically defensible approaches to dealing with cases | ▪ ABD  
▪ 360 |
| involving withholding care, confidentiality, informed consent, and competing principles of the business model of care |
### 6) System-Based Care

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<td>Models of Care</td>
<td>▪ Understand the integration of individual practice with the medical system at-large</td>
<td>▪ Faculty modeling</td>
<td>▪ Appropriate referral pattern</td>
<td>▪ ABD</td>
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<td>▪ Know how types of medical practice and delivery systems differ from one another, including methods of controlling health care costs and allocating resources</td>
<td>▪ Clinical experiences</td>
<td>▪ Integration with community services, home health agencies</td>
<td>▪ 360</td>
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<td>▪ Use multidisciplinary approach to coordinate care for individuals and families</td>
<td>▪ Conferences</td>
<td>▪ Appropriate response to referral request</td>
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<tr>
<td>Cost Consciousness</td>
<td>▪ Practice cost-effective, high quality health care and resource allocation</td>
<td>▪ Modeling by faculty</td>
<td>▪ Articulates choices based on cost awareness</td>
<td>▪ ABD</td>
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<td>▪ Coding seminars</td>
<td>▪ Appropriate coding</td>
<td>▪ 360</td>
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<td>▪ Conferences</td>
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<tr>
<td>Patient-Centered</td>
<td>▪ Advocate for, and assist patients in achieving quality care in larger system</td>
<td>▪ UNC/Duke Conferences</td>
<td>▪ Articulates strategies when confronted with care barriers</td>
<td>▪ ABD</td>
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<td></td>
<td></td>
<td>▪ Faculty modeling</td>
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<td>▪ 360</td>
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<td></td>
<td></td>
<td>▪ Conferences</td>
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