### UNC Department of Pathology, Transfusion Medicine Fellowship – ACGME Core Competency Curriculum 2011-2012

#### 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>
<tbody>
<tr>
<td>Doctor-patient relationship</td>
<td>▪ Demonstrate caring and respect through effective communication</td>
<td>▪ Didactic sessions</td>
<td>▪ Open-ended questions</td>
<td>360</td>
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<td></td>
<td>▪ Incorporate patient education, counseling, and informed decision-making throughout practice</td>
<td>▪ Clinical experiences</td>
<td>▪ Waiting for pt response</td>
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<td></td>
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<td>▪ Observing faculty</td>
<td>▪ Clarification</td>
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<td>▪ Eye contact</td>
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<td>▪ Open body language</td>
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<td>▪ Asking for patient input</td>
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<td>▪ Explanations that are understood</td>
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<td>▪ Clear, easy to follow informed consent process</td>
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<tr>
<td>Gathering information and synthesis into action</td>
<td>▪ Gather essential and accurate biopsychosocial information</td>
<td>▪ Didactic sessions</td>
<td>▪ Obtains complete history or appropriately focused/problem-based history</td>
<td>Transfusion Medicine In-Service Exam (TMISE)</td>
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<td></td>
<td>▪ Develop and carry out patient management plans based on patient information and preferences, up-to-date scientific evidence, and clinical judgment</td>
<td>▪ Clinical experiences</td>
<td>▪ Follows information transfer with cogent assessment and plan</td>
<td>American Board of Pathology Examination (ABP)</td>
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<td></td>
<td>▪ Use information technology to support patient care decisions and patient education</td>
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<td>▪ Provides reference for action plan</td>
<td>360</td>
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<td>Comprehensive care</td>
<td>▪ Coordinate patient-focused care with all other healthcare disciplines</td>
<td>▪ Didactic sessions</td>
<td>▪ Conducts literature reviews</td>
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<td></td>
<td>▪ Work well with other healthcare providers</td>
<td>▪ Clinical experience</td>
<td>▪ Transfusion Medicine In-Service Exam (TMISE)</td>
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<td></td>
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<td>▪ Consults</td>
<td>▪ American Board of Pathology Examination (ABP)</td>
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<td>▪ Conferences (Hematology/Coagulation)</td>
<td>▪ 360</td>
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<td>▪ Provides thorough consult notes</td>
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<td>▪ Writes clear and concise assessments and plans</td>
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<td>▪ Uses ancillary healthcare services</td>
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<td>▪ Follows up on referral recommendations</td>
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### 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 Transfusion Medicine | - Didactic sessions  
- Teaching residents and medical students  
- Independent reading/study | - Active participation in conferences  
- Articulates reasoning behind patient care plans  
- Provides medically appropriate care  
- Provides accurate and understandable lectures to health care professionals new to Transfusion Medicine | - TMISE  
- ABP  
- 360 |
### 3) Practice Based Learning

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| Gathering information and synthesis into action | ▪ Demonstrate evidence-based approach to practice  
▪ Apply critical principles to investigate diagnostic and therapeutic options | ▪ Didactic sessions  
▪ Independent Study/Reading | Completes required projects and presentations | ▪ TMISE  
▪ ABP  
▪ 360 |
| Maintaining Quality | ▪ Identify ways to improve the quality of care provided to patients or improve the service given to other clinical services  
▪ Work to maintain benchmarks of quality within TMS, including monitoring inappropriate use of blood products, maintaining the UNC Crossmatch to Transfused Ratio at less than 1.5  
▪ Investigate transfusion reactions to ensure blood products are administered correctly and reactions are promptly noted and appropriate actions are taken  
▪ Observe at least 2 TMS audits of blood administration  
▪ Assist the faculty in identifying where problems arise in processes and how to address them | ▪ Didactic sessions  
▪ Transfusion Medicine/Transplant Services Supervisors/Directors Weekly Quality Meeting (fellow attends these the second 6 months of the year)  
▪ Participation in UNC’s Transfusion Committee meeting quarterly  
▪ Transfusion Audits  
▪ Clinical experiences (transfusion reaction interpretations) | ▪ Active participation in Transfusion Medicine/Transplant Services Supervisors/Directors Weekly Quality Meeting  
▪ Active participation in UNC’s Transfusion Committee  
▪ Completion of at least 2 TMS audits  
▪ Thoughtful and well-written transfusion reaction interpretations and recommendations for future transfusions | ▪ TMISE  
▪ ABP  
▪ 360 |
| Teaching and Learning | ▪ Facilitate the learning of others  
▪ Use information technology effectively in all aspects of practice and continuing education | ▪ Teaching residents/visiting fellows from other services/medical students  
▪ Conferences | ▪ Active participation in conferences  
▪ Progressive leadership and teaching skills development  
▪ Competence and comfort working with computer resources | ▪ TMISE  
▪ ABP  
▪ 360 |
### 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 | ▪ Observing faculty  
▪ Clinical experiences  
▪ Didactic sessions | ▪ Open-ended questions  
▪ Waiting for pt response  
▪ Clarification  
▪ Eye contact  
▪ Open body language  
▪ Asking for patient input  
▪ Explanations that are understood  
▪ Clear, easy to follow informed consent process | ▪ 360 |
| Professional Relationships    | ▪ Demonstrate effective teamwork  
▪ Works and communicates well with all members of the TMS team: attending physicians, nurses, medical technologists, and administrative staff | ▪ Faculty modeling  
▪ Consults  
▪ Clinical experience  
▪ Graduate responsibility (acting attending the second 6 months of the fellowship) | ▪ Satisfactory evaluations from nurses, technologists, other staff, and peers  
▪ Progressive leadership skills as advances through the fellowship  
▪ Active participation in departmental meetings | ▪ 360 |
### Professionalism

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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  
▪ Didactic session  
▪ Clinical experience | ▪ Professional attire  
▪ Active listening  
▪ Assesses patient understanding  
▪ Explains issues in non-condescending fashion  
▪ Works effectively with nurses/technologists/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 until all critical patient care issues are addressed  
▪ Timely completion of all administrative tasks (licensure, etc.)  
▪ Adherence to all clinical responsibilities  
▪ Discusses principles of cultural sensitivity  
▪ Treats all patients with equal care  
▪ Respects all patients, staff, colleagues, faculty | ▪ TMISE  
▪ ABP  
▪ 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 | ▪ Didactic sessions  
▪ Consults  
▪ Conferences | ▪ Defines the principles of beneficence, autonomy, justice, and nonmalficence  
▪ Displays ethically defensible approaches to dealing with cases involving withholding care, confidentiality, informed consent, and conflicts of interest | ▪ TMISE  
▪ ABP  
▪ 360 |
### 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>▪ Observing faculty ▪ Clinical experiences ▪ Conferences ▪ Transfusion Medicine/Transplant Services Supervisors/Directors Weekly Quality Meeting</td>
<td>▪ Recognize and implement methods to control costs for a hospital-based transfusion service ▪ Excellent communication with other clinical teams to ensure best possible outcome for patients and families</td>
<td>▪ TMISE ▪ ABP ▪ 360</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>
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<td>▪ Use multidisciplinary approach to coordinate care for individuals and families</td>
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<tr>
<td>Cost</td>
<td>▪ Practice cost-effective, high quality health care and resource allocation</td>
<td>▪ Observing faculty ▪ Clinical experiences ▪ Transfusion Medicine/Transplant Services Supervisors/Directors Weekly Quality Meeting ▪ Conferences</td>
<td>▪ Articulates choices based on cost awareness</td>
<td>▪ TMISE ▪ ABP ▪ 360</td>
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<td>Cost-Consciousness</td>
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<td>Patient-Centered</td>
<td>▪ Advocate for, and assist patients in achieving quality care in larger system</td>
<td>▪ Clinical experiences ▪ Faculty modeling ▪ Conferences</td>
<td>▪ Articulates strategies when confronted with care barriers</td>
<td>▪ TMISE ▪ ABP ▪ 360</td>
</tr>
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