

UNC Department of Dermatology Residency – ACGME Core Competency Curriculum

1) Patient Care

Domain	Competency Objectives	Opportunities and Methods For Learning	Expected Behavioral Outcomes	Method of Evaluation
Doctor-patient Relationship	<ul style="list-style-type: none"> ▪ Demonstrate caring and respectful Behavioral Outcomes through effective communication ▪ Incorporate patient education, counseling, and informed decision-making throughout practice 	<ul style="list-style-type: none"> ▪ Didactic sessions ▪ Clinical Experiences ▪ Modeling ▪ Conferences 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ ABD ▪ 360
Gathering information and synthesis into action	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ Clinic presentations/performance ▪ UNC/Duke Conferences ▪ Conferences 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ ABD ▪ 360
Comprehensive care	<ul style="list-style-type: none"> ▪ Incorporate prevention and health maintenance throughout practice ▪ Coordinate patient-focused care with all other healthcare disciplines 	<ul style="list-style-type: none"> ▪ Presentations to preceptor ▪ Referral skills ▪ Conferences 	<ul style="list-style-type: none"> ▪ Specific referral question(s) and reasons for referral stated ▪ Uses ancillary healthcare services ▪ Follows up on referral recommendations 	<ul style="list-style-type: none"> ▪ ABD ▪ 360
Psychomotor skills	<ul style="list-style-type: none"> ▪ Perform competently physical exams and all procedures appropriate to Dermatology 	<ul style="list-style-type: none"> ▪ Modeling by faculty preceptors and attendings ▪ Direct clinical teaching 	<ul style="list-style-type: none"> ▪ Can perform physical exams and procedures correctly under supervision 	<ul style="list-style-type: none"> ▪ ABD ▪ 360

2) Medical Knowledge

Domain	Competency Objectives	Opportunities and Methods for Learning	Expected Behavioral Outcomes	Method of Evaluation
Gathering information and synthesis into action	<ul style="list-style-type: none"> ▪ Demonstrate a “critical thinking” approach to clinical situations ▪ Demonstrate sound scientific and clinical knowledge base appropriate to Dermatology 	<ul style="list-style-type: none"> ▪ Hideaway Conference ▪ Basic science sessions ▪ Didactic Conferences ▪ UNC/Duke Conferences ▪ Independent reading/study 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ ABD ▪ 360 ▪ In-Training ▪ Portfolio

3) Practice Based Learning

Domain	Competency Objectives	Opportunities and Methods for Learning	Expected Behavioral Outcomes	Method of Evaluation
Gathering information and synthesis into action	<ul style="list-style-type: none"> ▪ Obtain and use population and community-based information ▪ Demonstrate evidence-based approach to practice ▪ Apply critical principles to investigate diagnostic and therapeutic options 	<ul style="list-style-type: none"> ▪ UNC/Duke Conferences ▪ Didactic conference presentations ▪ Independent Study 	Completes required projects and presentations	<ul style="list-style-type: none"> ▪ ABD ▪ Portfolio
Maintaining Quality	<ul style="list-style-type: none"> ▪ Demonstrate practice-based learning ▪ Apply principles of quality care to outpatient and inpatient practice 	<ul style="list-style-type: none"> ▪ Quality Assurance Conference participation ▪ Conferences 	<ul style="list-style-type: none"> ▪ Quality Assurance Conference participation 	<ul style="list-style-type: none"> ▪ ABD ▪ 360
Teaching and Learning	<ul style="list-style-type: none"> ▪ Facilitate the learning of others ▪ Use information technology effectively in all aspects of practice and continuing education 	<ul style="list-style-type: none"> ▪ Preceptor Modeling ▪ Clinical experiences ▪ Computing resources ▪ Presentations ▪ Conferences 	<ul style="list-style-type: none"> ▪ Active participation in conferences ▪ Progressive leadership and teaching skills development ▪ Medical student teaching ▪ Uses computing resources 	<ul style="list-style-type: none"> ▪ ABD ▪ 360 ▪ Portfolio

4) Interpersonal Skills

Domain	Competency Objectives	Opportunities and Methods for Learning	Expected Behavioral Outcomes	Method of Evaluation
Doctor-Patient Relationship	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ Preceptor Modeling ▪ Clinical experiences ▪ Conferences 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ ABD ▪ 360
Professional Relationships	<ul style="list-style-type: none"> ▪ Demonstrate effective teamwork 	<ul style="list-style-type: none"> ▪ Advancing roles as leaders to conferences and clinics ▪ Faculty modeling ▪ Conferences 	<ul style="list-style-type: none"> ▪ Satisfactory evaluations from nurses, other staff, and peers ▪ Progressive leadership skills as advances through each year level ▪ Active participation in departmental meetings, and partnerships 	<ul style="list-style-type: none"> ▪ ABD ▪ 360

5) Professionalism

Domain	Competency Objectives	Opportunities and Methods for Learning	Expected Behavioral Outcomes	Method of Evaluation
Values	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ Faculty modeling ▪ Lectures ▪ Conferences 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ ABD ▪ 360
Ethics	<ul style="list-style-type: none"> ▪ Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices 	<ul style="list-style-type: none"> ▪ Lectures ▪ Case discussions ▪ Quality assurance meetings ▪ Conferences 	<ul style="list-style-type: none"> ▪ Defines the principles of beneficence, autonomy, justice, and nonmalficence ▪ Displays ethically defensible approaches to dealing with cases 	<ul style="list-style-type: none"> ▪ ABD ▪ 360

			involving withholding care, confidentiality, informed consent, and competing principles of the business model of care	
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6) System-Based Care

Domain	Competency Objectives	Opportunities and Methods for Learning	Expected Behavioral Outcomes	Method of Evaluation
Models of Care	<ul style="list-style-type: none"> ▪ Understand the integration of individual practice with the medical system at-large ▪ Know how types of medical practice and delivery systems differ from one another, including methods of controlling health care costs and allocating resources ▪ Use multidisciplinary approach to coordinate care for individuals and families 	<ul style="list-style-type: none"> ▪ Faculty modeling ▪ Clinical experiences ▪ Conferences 	<ul style="list-style-type: none"> ▪ Appropriate referral pattern ▪ Integration with community services, home health agencies ▪ Appropriate response to referral request 	<ul style="list-style-type: none"> ▪ ABD ▪ 360
Cost Consciousness	<ul style="list-style-type: none"> ▪ Practice cost-effective, high quality health care and resource allocation 	<ul style="list-style-type: none"> ▪ Modeling by faculty ▪ Coding seminars ▪ Conferences 	<ul style="list-style-type: none"> ▪ Articulates choices based on cost awareness ▪ Appropriate coding 	<ul style="list-style-type: none"> ▪ ABD ▪ 360
Patient-Centered	<ul style="list-style-type: none"> ▪ Advocate for, and assist patients in achieving quality care in larger system 	<ul style="list-style-type: none"> ▪ UNC/Duke Conferences ▪ Faculty modeling ▪ Conferences 	<ul style="list-style-type: none"> ▪ Articulates strategies when confronted with care barriers 	<ul style="list-style-type: none"> ▪ ABD ▪ 360