



POLICY TITLE

UNC School of Medicine Competencies and Enabling Competencies

PURPOSE AND SCOPE

To establish the program and learning objectives that the profession and public expect of a physician.

RESPONSIBLE PARTY AND REVIEW CYCLE

Vice Dean of Education and Education Committee shall review this document each fiscal year with input from Foundation, Application, and Individualization Phase Committees and informed by the results of annual program evaluation efforts.

LCME REFERENCE(S)

Standard 6.1: Program and Learning Objectives

HISTORY OF APPROVALS AND UPDATES

Approved by CMPC January 27, 2005

Approved by Education Committee February 20, 2012

Approved by Education Committee

Approved by Education Committee May 15, 2017

POLICY

The following are the 2017 UNC School of Medicine six Competencies and accompanying Enabling Competencies.

Competency: Patient Care and Clinical Skills

Students must be able to provide care that is compassionate, appropriate, and effective for treating health problems and promoting health.

Enabling Competencies:

- PC1. Obtain an accurate, age-appropriate medical history.
- PC2. Demonstrate proper technique in performing both a complete and a symptom-focused examination, addressing issues of patient modesty and comfort.
- PC3. Perform routine technical procedures and tests under supervision and with minimal discomfort to the patient.
- PC4. Recognize the symptoms and clinical presentations of the common conditions within each clinical discipline, standard approaches to the diagnosis of each condition, and principal treatment options.
- PC5. Justify each diagnostic test ordered and management strategy proposed with regard to cost, effectiveness, risks and complications, and the patient's overall goals and values.
- PC6. Apply clinical reasoning and critical thinking skills in developing a differential diagnosis and management plan.
- PC7. Apply the principles of pharmacology, therapeutics, and therapeutic decision-making to the care of an individual patient.



- PC8. Identify and incorporate into the care of patient's appropriate prevention strategies for common conditions.
- PC9. Identify when patients have life-threatening conditions and institute appropriate initial therapy.
- PC10. Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.

Competency: Medical Knowledge:

Students must demonstrate knowledge about established and evolving biomedical, clinical, and cognate (e.g., epidemiological and social-behavioral) sciences and the application of this knowledge in patient care.

Enabling Competencies:

- MK1. Describe the normal structure and function of the human body and of each of its major organ systems across the life span.
- MK2. Explain various causes (genetic, developmental, metabolic, toxic, microbiologic, autoimmune, neoplastic, degenerative, behavioral, and traumatic) of major diseases and conditions and the ways in which they operate on the body (pathogenesis).
- MK3. Describe how the altered structure and function (pathology and pathophysiology) of the body and its major organ systems are manifest through major diseases and conditions.
- MK4. Identify the proximate and ultimate factors that contribute to the development of disease and illness, and that contribute to health status within and across populations regionally, nationally, and globally.
- MK5. Demonstrate knowledge of the common medical conditions within each clinical discipline, including its pathophysiology and fundamentals of treatment.
- MK6. Demonstrate knowledge of the basic principles of human behavior throughout the life cycle, including human sexuality and development during infancy, childhood, adolescence, adulthood, and end of life.
- MK7. Recognize the medical consequences of common societal problems.

Competency: Interpersonal and Communication Skills

Students must demonstrate interpersonal and communication skills that facilitate effective interactions with patients and their families and other health professionals.

Enabling Competencies:

- IC1. Communicate effectively in oral format with patients and patients' families.
- IC2. Communicate effectively in oral format with colleagues, and other health care professionals.
- IC3. Communicate effectively in written format with patients, patients' families, colleagues, and other health care professionals.
- IC4. Sensitively address end-of-life issues with patients and their families, including do-not-resuscitate orders and pain management.
- IC5. Treat patients, patients' families, and colleagues with confidentiality, attentiveness, altruism, respect, empathy, and responsibility.



Competency: Professionalism

Students must demonstrate a commitment to professional service, adherence to ethical principles, sensitivity to patients, and maintain personal health and well-being.

Enabling Competencies:

- PR1. Identify and consistently demonstrate ethical principles and behaviors in the care of patients.
- PR2. Demonstrate professional behavior consistent with expectations for the medical profession including accountability, confidentiality, truthfulness, responsiveness to feedback, punctuality, and attire.
- PR3. Demonstrate ability to adapt to expectations within medical cultures and patient cultures in order to function effectively.
- PR4. Identify the causes, prevalence, symptoms, and negative impact on patient care of physician burnout and begin to formulate a thoughtful individual personal plan for dealing with stress and work life balance.

Competency: Life Long Learning

Students must be able to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their practice of medicine.

Enabling Competencies:

- LL1. Demonstrate skills in retrieving, critically assessing, and integrating social and biomedical information into clinical decision-making.
- LL2. Reflect upon clinical, service and educational experiences, evaluate positive and negative aspects, and make changes to improve future experiences.
- LL3. Demonstrate personal accountability by actively seeking feedback, admitting errors openly, and honestly modifying behavior.

Competency: Social & Health Systems Science

Students must demonstrate an awareness of and responsiveness to the larger system of health care and demonstrate the skills needed to improve the health of specific clinical populations.

Enabling Competencies:

- SHS1. Describe various approaches to the organization, financing, and delivery of health care in the United States and other countries and the role of physicians in developing and implementing health policy.
- SHS2. Identify disparities across populations in North Carolina and nationally and discuss physician roles in reducing these disparities.
- SHS3. Identify common ways that physicians can advocate for patients and communities.
- SHS4 . Identify factors that place populations at risk for disease or injury and select appropriate strategies for risk reduction.
- SHS5. Participate in identifying system errors and implementing potential systems solutions.
- SHS6. Apply principles of patient safety and quality improvement to enhance patient care.
- SHS7. Demonstrate collaborative teamwork skills and the ability to work effectively with other members of the health care team.
- SHS8. Identify and develop the leadership skills required in an era of teamwork.



- SHS9. Identify necessary elements for coordinated care of patients with complex and chronic diseases.
- SHS10. Demonstrate an ability to integrate bioinformatics including use of registries into the care of patient and populations.

PROCEDURE(S):

Please consult accompanying policies on

- Dissemination of UNC Competencies and Enabling Competencies to students, faculty, residents, fellows, and preceptors.
- Program Evaluation of UNC Competencies and Enabling Competencies.

DEFINITION(S):