



POLICY TITLE

Dissemination of UNC School of Medicine Competencies and Enabling Competencies

PURPOSE AND SCOPE

To establish the mechanism by which students, faculty, preceptors, fellows, and residents learn about the school's competencies, enabling competencies, and learning objectives for each required learning experience.

RESPONSIBLE PARTY AND REVIEW CYCLE

Senior Associate Dean for Medical Student 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)

LCME 6.1: Program and Learning Objectives

HISTORY OF APPROVALS AND UPDATES

Approved by the Education Committee February 19, 2024.

POLICY

The UNC School of Medicine must ensure that all medical students, faculty, preceptors, and residents are made aware of the UNC Doctor of Medicine competencies and enabling competencies, and the learning objectives for the specific course or clerkship in which they are involved as teachers/evaluators of medical students.

Medical students are required to review and acknowledge the school's Competencies and Enabling Competencies on an annual basis via an electronic platform at the same time they review and acknowledge the medical school's Technical Standards.

On an annual basis, clinical faculty, preceptors and residents are required to review and acknowledge the school's competencies, enabling competencies, and learning objectives, as well as commit to creating a positive learning environment, via an electronic platform.

The school further disseminates its competencies, enabling competencies, and learning objectives according to the structures of each curricular phase listed below.



Foundation Phase

The course competencies, enabling Competencies, and learning are placed on the school's adopted learning management system for students, faculty, and residents. Directors also verbally review their competencies, enabling competencies, and learning objectives at the start of each course.

Application Phase

Each course's Competencies, Enabling Competencies, and learning Objectives are placed on the school's learning management system for students, faculty, preceptors, and residents to access. Additionally, each course holds a mandatory in-person orientation session when course directors verbally review its competencies, enabling competencies, and learning objectives.

Individualization Phase

Each course's Competencies, Enabling Competencies, and learning Objectives are placed on the school's learning management system for students, faculty, preceptors, and residents to access. If the course holds a mandatory in-person orientation session, then course directors review competencies, enabling competencies, and learning objectives. If there is no in-person orientation for a course, then students must electronically acknowledge the course's competencies, enabling competencies, and learning objectives, most often through an educational module or electronic survey instrument.

PROCEDURE(S): N/A