



Office of International Activities

UNC Global Health Scholars Program

Interdisciplinary Resident Physician Global Health

Competencies¹

Patient Care (ACGME objective: Residents must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health)

- Understand the health risks associated with travel and migration with respect to patients and populations, with emphasis on potential risks and appropriate management, including referrals
- Demonstrate an understanding of cultural and ethical issues in working with underserved populations
- Understand the relationship between health and the social determinants of health with respect to patients and populations and how these vary across world regions (including food security, water/sanitation, educational opportunities, political stability and the environment)
- Identify barriers to health and healthcare locally and internationally with respect to patients and populations
- Apply and improve clinical skills (physical exam skills, procedural skills) and practice in appropriate settings including those with limited resources for diagnosis and treatment
- Within the cultural context of practice and the resources available, create treatment plans that are cost-effective, evidence-based, patient-centered, and focused on patient-identified quality of life
- Demonstrate understanding of the value of health promotion and disease prevention strategies and how their inclusion or absence impacts individual patient lives and populations

Medical Knowledge (ACGME objective: Residents must be able to demonstrate knowledge about established and evolving biomedical, clinical, and cognate (e.g. epidemiological and social-behavioral) sciences and the application of this knowledge to patient care)

- Demonstrate knowledge of the major global causes of morbidity and mortality and how health risks vary by gender and income across regions
- Demonstrate a basic understanding of the common diseases endemic to resource poor areas including the presentation, diagnosis, treatment and control measures for conditions including acute respiratory

¹ These competencies were primarily adapted with permission from: Evert J, Drain, P and T Hall (Eds.) Developing Global Health Programming: A Guidebook for Medical and Professional Schools. 2nd Edition. San Francisco: Global Health Education Collaborations Press, 2014. Other references are included in the end notes.



infections, diarrheal diseases, malnutrition, meningitis, tuberculosis, HIV and parasitic infections such as malaria and helminthic infections.

- Demonstrate basic understanding of emerging chronic diseases and understand the double impact these diseases pose in countries with concomitant high infectious disease burdens
- Demonstrate an awareness of the health issues encountered by vulnerable populations such as immigrants, refugees, internally displaced persons and those with disabilities
- Understand how travel and trade contribute to the spread of infectious diseases
- Understand the impact of rapid population growth and of unsustainable and inequitable resource consumption on important resources essential to human health, including water, sanitation, and food supply, and know how these resources vary⁷ across world regions
- Describe the relationship between environmental degradation, pollution and health
- For residents who participate in experiences in low-resource settings outside their home situations, demonstrate appropriate preparation with respect to personal health, travel safety, cultural awareness, expected ethical challenges, and an awareness of the historical, socio-political, economic, and linguistic context in which they will be learning (this would include knowing resources for pre-travel consultation and post-travel follow-up of any health issues)
- Develop a refined awareness and understanding of the sequela of late-stage presentations of untreated common illnesses and the value of preventive health for individuals and populations
- Apply and improve clinical skills (i.e. physical exam skills, procedural skills) and practice in all settings including those with limited resources for diagnosis and treatment

Practice-Based Learning and Improvement (*ACGME objective: Residents must be able to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their patient care practices*)

- Appraise the differences in practice across different healthcare systems including critical self-reflection with an understanding of contextual influences and openness to change
- Identify standardized guidelines for diagnosis and treatment of conditions common to low and middle-income countries (e.g. WHO Clinical Manuals and Guidelines)
- Within the cultural context of practice and the resources available, identify treatment plans founded on principles of evidence-based medicine that are patient-centered and focused on patient-defined quality of life
- Utilize information technology to support evidence-based patient care by allowing for continual growth and practice changes from the growing body of scientific literature and resources
- Understand the basics of a community needs assessment, situational analysis and/or secondary data analysis for research) and how to apply information to context-specific health interventions
- Identify and demonstrate ability to use a range of health information sources to inform global health work (e.g. DHHS surveys, UN organization annual reports)



- Apply and improve clinical skills (i.e. physical exam skills, procedural skills) and practice in all settings including those with limited resources for diagnosis and treatment
- Work collaboratively with health care team members to assess, coordinate, and improve patient care practices in settings with limited resources
- Establish individualized learning objectives for global health experiences and strategies for meeting those objectives
- Present a plan for personal ongoing development and training in global health, specific to specialty and career interests

Interpersonal Skills (*ACGME Residents must be able to demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, patients' families, and professional associates*)

- Demonstrate cross-cultural communication skills including utilization of interpreters or language proficiency
- Demonstrate understanding of health beliefs, behaviors, and patient and community expectations specific to the setting
- Demonstrate an ability to utilize appropriate strategies and resources to care for specific patient populations including those with lower education and literacy levels
- Demonstrate an awareness and recognition of all roles in the healthcare team, including non-traditional and lay providers, in providing optimal patient care
- Demonstrate understanding of health communication methods and technologies common in global health programming

Professionalism (*ACGME objective: Residents must be able to demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population*)

- Understand the relationship between health and social determinants of health, and how these vary across world regions and subpopulations
- Demonstrate a basic understanding of the relationship between health, human rights and global inequities
- Demonstrate an understanding of ethical issues in working with underserved populations
- Demonstrate an understanding of the impact of specific cultural issues in working with underserved populations, including such practices as traditional and complementary medicine
- Be able to discuss issues of equity and social justice in the distribution of health services in resource-poor settings



- Be able to identify strategies for addressing ethical issues impacting health disparities from a health provider's perspective
- Develop an understanding of the ethical standards and review processes for research with human subjects carried out on vulnerable populations including those in low and middle-income countries
- Reflect and recognize personal biases in caring for patients of diverse populations and different backgrounds and how these biases may affect care and decision making
- Demonstrate a commitment to professional behavior while working collaboratively with health care team members and being respectful of differences in knowledge, practices and culture

System-Based Practice (ACGME objective: Residents must be able to demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value)

- Understand how global trends in healthcare practice, commerce and culture contribute to health and the quality and availability of healthcare locally and internationally
- Demonstrate an understanding of major multinational efforts to improve health globally such as Millennium Development Goals
- Understand and describe general trends and influences in global availability and movement of healthcare workers
- Demonstrate an understanding of healthcare delivery strategies in low-resource settings, especially the role of community-based healthcare and primary health models
- With respect to patients and populations, identify barriers to health and healthcare locally and internationally
- With respect to patients and populations, understand the relationship between health and social determinants of health and how these vary across world regions
- Be able to discuss issues of equity and social justice in the distribution of health services in resource poor settings
- Be able to knowledgeably discuss priority setting, healthcare rationing and funding for health and health-related research
- Demonstrate the ability to adapt clinical skills and practice in other settings including those with limited resources for diagnosis and treatment
- Demonstrate an understanding of optimal resource management to provide optimal cost-effective care including task-shifting, algorithm-based care, and use of technology support
- Develop an increased understanding of the interdependence of multiple systems involved providing health care to patients.



References:

Accreditation Council for Graduate Medical Education. Core Competencies. Retrieved July 24, 2015 from <http://www.ecfmg.org/echo/acgme-core-competencies.html>

American Academy of Family Physicians. Recommended Curriculum Guidelines for Family Medicine Residents. AAFP Reprint N. 287. 2011. AAFP. Kansas City, MO.

Arthur, M, Battat R, and T Brewer. Teaching the Basics: Core Competencies in Global Health. *Infectious Disease Clinics of North America*. 2011. 25: 347-358.

Castillo, J, Goldenhar, L. et.al. Reflective Practice and Competencies in Global Health Training: Lesson for Serving Diverse Patient Populations. *Journal of Graduate Medical Education*. September 2010. 449-455.

Chase, JA & Evert, J. (Eds.) *Global Health Training in Graduate Medical Education: A Guidebook*, 2nd Edition. San Francisco: Global Health Education Consortium, 2011

Evert J, Drain, P and T Hall (Eds.) *Developing Global Health Programming: A Guidebook for Medical and Professional Schools*. 2nd Edition. San Francisco: Global Health Education Collaborations Press, 2014

Howard, C, Gladding S et.al. Development of a Competency-Based Curriculum in Global Child Health. *Academic Medicine*. 2011. 86(4); 521-528.

Jogerst, K, Callender, B, Adams V. et.al. Identifying Interprofessional Global Health Competencies for 21st-Century Health Professionals. *Annals of Global Health*. 2015. 81(2); 239-247.

Mullan, P, Williams, J, Malani, P. et.al. Promoting medical students' reflection on competencies to advance a global health equities curriculum. *BMC Medical Education*. 2014. 14: 91.

Veras, M, Pottie, K, Welch, V et.al. Reliability and Validity of a New Survey to Assess Global Health Competencies of Health Professionals. *Global Journal of Health Science*. 2013. 5(1); 13-27.

World Federation for Medical Education. *Global Standards for Quality Assurance Training for Postgraduate Education*. University of Copenhagen. Denmark. 2003