

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

**1) Patient Care**

<b>Domain</b>	<b>Competency Objectives</b>	<b>Opportunities and Methods For Learning</b>	<b>Expected Behavioral Outcomes</b>	<b>Method of Evaluation</b>
Doctor-patient relationship	<ul style="list-style-type: none"> <li>▪ Demonstrate caring and respect through effective communication</li> <li>▪ Incorporate patient education, counseling, and informed decision-making throughout practice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Didactic sessions</li> <li>▪ Clinical experiences</li> <li>▪ Observing faculty</li> </ul>	<ul style="list-style-type: none"> <li>▪ Open-ended questions</li> <li>▪ Waiting for pt response</li> <li>▪ Clarification</li> <li>▪ Eye contact</li> <li>▪ Open body language</li> <li>▪ Asking for patient input</li> <li>▪ Explanations that are understood</li> <li>▪ Clear, easy to follow informed consent process</li> </ul>	<ul style="list-style-type: none"> <li>▪ 360</li> </ul>
Gathering information and synthesis into action	<ul style="list-style-type: none"> <li>▪ Gather essential and accurate biopsychosocial information</li> <li>▪ Develop and carry out patient management plans based on patient information and preferences, up-to-date scientific evidence, and clinical judgment</li> <li>▪ Use information technology to support patient care decisions and patient education</li> </ul>	<ul style="list-style-type: none"> <li>▪ Didactic sessions</li> <li>▪ Clinical experiences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Obtains complete history or appropriately focused/problem-based history</li> <li>▪ Follows information transfer with cogent assessment and plan</li> <li>▪ Provides reference for action plan</li> <li>▪ Conducts literature reviews</li> </ul>	<ul style="list-style-type: none"> <li>▪ Transfusion Medicine In-Service Exam (TMISE)</li> <li>▪ American Board of Pathology Examination (ABP)</li> <li>▪ 360</li> </ul>
Comprehensive care	<ul style="list-style-type: none"> <li>▪ Coordinate patient-focused care with all other healthcare disciplines</li> <li>▪ Work well with other healthcare providers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Didactic sessions</li> <li>▪ Clinical experience</li> <li>▪ Consults</li> <li>▪ Conferences (Hematology/Coagulation)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provides thorough consult notes</li> <li>▪ Writes clear and concise assessments and plans</li> <li>▪ Uses ancillary healthcare services</li> <li>▪ Follows up on referral recommendations</li> </ul>	<ul style="list-style-type: none"> <li>▪ TMISE</li> <li>▪ ABP</li> <li>▪ 360</li> </ul>

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"> <li>▪ Demonstrate a “critical thinking” approach to clinical situations</li> <li>▪ Demonstrate sound scientific and clinical knowledge base appropriate to Transfusion Medicine</li> </ul>	<ul style="list-style-type: none"> <li>▪ Didactic sessions</li> <li>▪ Teaching residents and medical students</li> <li>▪ Independent reading/study</li> </ul>	<ul style="list-style-type: none"> <li>▪ Active participation in conferences</li> <li>▪ Articulates reasoning behind patient care plans</li> <li>▪ Provides medically appropriate care</li> <li>▪ Provides accurate and understandable lectures to health care professionals new to Transfusion Medicine</li> </ul>	<ul style="list-style-type: none"> <li>▪ TMISE</li> <li>▪ ABP</li> <li>▪ 360</li> </ul>

### 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"> <li>▪ Demonstrate evidence-based approach to practice</li> <li>▪ Apply critical principles to investigate diagnostic and therapeutic options</li> </ul>	<ul style="list-style-type: none"> <li>▪ Didactic sessions</li> <li>▪ Independent Study/Reading</li> </ul>	Completes required projects and presentations	<ul style="list-style-type: none"> <li>▪ TMISE</li> <li>▪ ABP</li> <li>▪ 360</li> </ul>
Maintaining Quality	<ul style="list-style-type: none"> <li>▪ Identify ways to improve the quality of care provided to patients or improve the service given to other clinical services</li> <li>▪ 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</li> <li>▪ Investigate transfusion reactions to ensure blood products are administered correctly and reactions are promptly noted and appropriate actions are taken</li> <li>▪ Observe at least 2 TMS audits of blood administration</li> <li>▪ Assist the faculty in identifying where problems arise in processes and how to address them</li> </ul>	<ul style="list-style-type: none"> <li>▪ Didactic sessions</li> <li>▪ Transfusion Medicine/Transplant Services Supervisors/Directors Weekly Quality Meeting (fellow attends these the second 6 months of the year)</li> <li>▪ Participation in UNC's Transfusion Committee meeting quarterly</li> <li>▪ Transfusion Audits</li> <li>▪ Clinical experiences (transfusion reaction interpretations)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Active participation in Transfusion Medicine/Transplant Services Supervisors/Directors Weekly Quality Meeting</li> <li>▪ Active participation in UNC's Transfusion Committee</li> <li>▪ Completion of at least 2 TMS audits</li> <li>▪ Thoughtful and well-written transfusion reaction interpretations and recommendations for future transfusions</li> </ul>	<ul style="list-style-type: none"> <li>▪ TMISE</li> <li>▪ ABP</li> <li>▪ 360</li> </ul>
Teaching and Learning	<ul style="list-style-type: none"> <li>▪ Facilitate the learning of others</li> <li>▪ Use information technology effectively in all aspects of practice and continuing education</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teaching residents/visiting fellows from other services/medical students</li> <li>▪ Conferences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Active participation in conferences</li> <li>▪ Progressive leadership and teaching skills development</li> <li>▪ Competence and comfort working with computer resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ TMISE</li> <li>▪ ABP</li> <li>▪ 360</li> </ul>

**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"> <li>▪ Create and sustain a therapeutic and ethically sound relationship with patients</li> <li>▪ Use effective listening skills and elicit and provide information using effective nonverbal, explanatory, questioning, and writing skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observing faculty</li> <li>▪ Clinical experiences</li> <li>▪ Didactic sessions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Open-ended questions</li> <li>▪ Waiting for pt response</li> <li>▪ Clarification</li> <li>▪ Eye contact</li> <li>▪ Open body language</li> <li>▪ Asking for patient input</li> <li>▪ Explanations that are understood</li> <li>▪ Clear, easy to follow informed consent process</li> </ul>	<ul style="list-style-type: none"> <li>▪ 360</li> </ul>
Professional Relationships	<ul style="list-style-type: none"> <li>▪ Demonstrate effective teamwork</li> <li>▪ Works and communicates well with all members of the TMS team: attending physicians, nurses, medical technologists, and administrative staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ Faculty modeling</li> <li>▪ Consults</li> <li>▪ Clinical experience</li> <li>▪ Graduate responsibility (acting attending the second 6 months of the fellowship)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Satisfactory evaluations from nurses, technologists, other staff, and peers</li> <li>▪ Progressive leadership skills as advances through the fellowship</li> <li>▪ Active participation in departmental meetings</li> </ul>	<ul style="list-style-type: none"> <li>▪ 360</li> </ul>

**5) Professionalism**

Domain	Competency Objectives	Opportunities and Methods for Learning	Expected Behavioral Outcomes	Method of Evaluation
Values	<ul style="list-style-type: none"> <li>▪ Demonstrate respect, compassion, and integrity</li> <li>▪ Demonstrate a responsiveness to the needs of patients and society that supercedes self-interest</li> <li>▪ Demonstrate accountability to patients, society, and the profession</li> <li>▪ Demonstrate a commitment to excellence and ongoing professional development</li> <li>▪ Demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Faculty modeling</li> <li>▪ Didactic session</li> <li>▪ Clinical experience</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional attire</li> <li>▪ Active listening</li> <li>▪ Assesses patient understanding</li> <li>▪ Explains issues in non-condescending fashion</li> <li>▪ Works effectively with nurses/technologists/staff</li> <li>▪ Gives bad news effectively</li> <li>▪ Shows interest in "patient as a person"</li> <li>▪ Honesty</li> <li>▪ Keeps commitments</li> <li>▪ Steps up to the plate when needed</li> <li>▪ Follows through on patient initiated requests</li> <li>▪ Stays at the hospital until all critical patient care issues are addressed</li> <li>▪ Timely completion of all administrative tasks (licensure, etc.)</li> <li>▪ Adherence to all clinical responsibilities</li> <li>▪ Discusses principles of cultural sensitivity</li> <li>▪ Treats all patients with equal care</li> <li>▪ Respects all patients, staff, colleagues, faculty</li> </ul>	<ul style="list-style-type: none"> <li>▪ TMISE</li> <li>▪ ABP</li> <li>▪ 360</li> </ul>
Ethics	<ul style="list-style-type: none"> <li>▪ Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Didactic sessions</li> <li>▪ Consults</li> <li>▪ Conferences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Defines the principles of beneficence, autonomy, justice, and nonmaleficence</li> <li>▪ Displays ethically defensible approaches to dealing with cases involving withholding care, confidentiality, informed consent, and conflicts of interest</li> </ul>	<ul style="list-style-type: none"> <li>▪ TMISE</li> <li>▪ ABP</li> <li>▪ 360</li> </ul>

**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"> <li>▪ Understand the integration of individual practice with the medical system at-large</li> <li>▪ Know how types of medical practice and delivery systems differ from one another, including methods of controlling health care costs and allocating resources</li> <li>▪ Use multidisciplinary approach to coordinate care for individuals and families</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observing faculty</li> <li>▪ Clinical experiences</li> <li>▪ Conferences</li> <li>▪ Transfusion Medicine/Transplant Services Supervisors/Directors Weekly Quality Meeting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognize and implement methods to control costs for a hospital-based transfusion service</li> <li>▪ Excellent communication with other clinical teams to ensure best possible outcome for patients and families</li> </ul>	<ul style="list-style-type: none"> <li>▪ TMISE</li> <li>▪ ABP</li> <li>▪ 360</li> </ul>
Cost Consciousness	<ul style="list-style-type: none"> <li>▪ Practice cost-effective, high quality health care and resource allocation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observing faculty</li> <li>▪ Clinical experiences</li> <li>▪ Transfusion Medicine/Transplant Services Supervisors/Directors Weekly Quality Meeting</li> <li>▪ Conferences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Articulates choices based on cost awareness</li> </ul>	<ul style="list-style-type: none"> <li>▪ TMISE</li> <li>▪ ABP</li> <li>▪ 360</li> </ul>
Patient-Centered	<ul style="list-style-type: none"> <li>▪ Advocate for, and assist patients in achieving quality care in larger system</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clinical experiences</li> <li>▪ Faculty modeling</li> <li>▪ Conferences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Articulates strategies when confronted with care barriers</li> </ul>	<ul style="list-style-type: none"> <li>▪ TMISE</li> <li>▪ ABP</li> <li>▪ 360</li> </ul>