

## Competencies for Medical Education

A Physician is first and foremost a Healer. Six attributes of the physician as healer form the organizing headings of this document:

**Professional, Scientist, Communicator, Clinical Problem Solver, Patient & Community Advocate, and Person.** Under each heading, we describe specific competencies that students graduating from UMass School of Medicine will have demonstrated. As an educational community, we strive to produce graduates who will become caring healers both by assuring that they possess the requisite knowledge and skills and by strengthening their natural talents and desire to care for others.

# Competencies for Medical Education

## PHYSICIAN AS COMMUNICATOR

1. **Physician-patient communication**
  2. **Communication with patients from diverse backgrounds**
  3. **Communication with the interprofessional healthcare team**
- 

### Physician-patient communication

**Scope:** The graduate applies core principles, practices and evidence-based models in patient/doctor communication by building collaborative, therapeutic relationships with the patient and when appropriate, with family members.

#### **After graduation, the UMMS student who has physician-patient communication:**

- a. Communicates effectively during all stages of the doctor-patient relationship by developing rapport, remaining attentive and responsive throughout, and bringing closure to the therapeutic relationship as necessary
- b. Elicits and listens to important information in interactions with patients
- c. Observes and identifies subtle cues revealing a patient's hidden questions and concerns and responds appropriately
- d. Assesses the patient's understanding of written and verbal communications concerning the clinical assessment, diagnosis, plan of care and follow-up
- e. Educates, counsels and works collaboratively with patients or their surrogates to promote wellness and disease prevention using patient-centered and evidence-based method
- f. Self-assesses and reflects on interpersonal communications for appropriateness, effectiveness and areas for improvement

### Communication with patients from diverse backgrounds

**Scope:** The graduate is adept at integrating the impact of families, culture and social determinants of health on the way that patients experience and communicate about illness and responds appropriately.

#### **After graduation, the UMMS student who has communication with patients from diverse backgrounds:**

- a. Recognizes that cultural humility includes, but is not limited to, sensitivity to socioeconomic status, education level, racial and ethnic differences, religion, health behaviors sexual orientation, and gender identity
- b. Displays ability to identify patients' unique cultural perspectives and their resulting relationships with healthcare
- c. Accepts patients' cultural differences, appropriately educates and partners with them to provide a comprehensive plan of care that is acceptable to physician and patient
- d. Acknowledges that effective communication with patients and families may require the services of a trained interpreter and can access interpreter services

- e. Refers observance of culturally insensitive behavior to appropriate supervisor for follow up action

### **Communication with the interprofessional healthcare team**

**Scope:** The graduate is proficient in communicating respectfully with all members of the healthcare team through accurate and complete documentation in the medical record, well-organized case presentations and other written and verbal interactions. The graduate is comfortable assuming the role of educator when it is appropriate.

#### **After graduation, the UMMS student who has communication with the interprofessional healthcare team:**

- a. Uses electronic systems to record, share and access patient information effectively and responsibly within the system of care, while maintaining the confidentiality of protected health information
- b. Presents and accounts for the accuracy of clinical information communicated about patients (orally and written) and completes and submits documentation in a concise and timely manner
- c. Responds to pages, emails and other communications in a timely manner
- d. Listens discerningly and acknowledges clinical information about patients presented by other team members
- e. Demonstrates ability to teach other members of the team about clinically relevant material when appropriate
- f. Models respectful and effective communication skills
- g. Acts when observing unsafe or disrespectful behavior