



## 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 PROFESSIONAL

1. Professional Values
2. Ethical Standards
3. Effective member of Interprofessional team
4. Standards of Care and Scope of Practice
5. Self-assessment and ongoing learning
6. Administrative/Executive functions:

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### Professional values

**Scope:** The graduate can describe the meaning of each of the following professional values: honesty, integrity, altruism, compassion, boundaries, and respect for patients, families and other members of the healthcare and educational team, explains why each is important in an effective professional relationship and demonstrates these values through his/her behavior as a learner and as a practitioner.

#### After graduation, the UMMS student with professional values:

- a. Acts in the patient's best interests
- b. Represents and relates information accurately
- c. Displays integrity in decision making and actions
- d. Preserves patient dignity and minimizes potential for their embarrassment
- e. Respects generally accepted boundaries for physician-patient relationships
- f. Optimizes patient's comfort during each step of the clinical encounter by explaining what is being done, what will come next, and having chaperone present if appropriate
- g. Maintains composure even when stressed and avoids being hostile, abusive, or arrogant
- h. Values patients and peers and seeks to prevent them from feeling shamed or devalued in any way
- i. Avoids imposing own mood, emotional state, or prejudices on patients and coworkers
- j. Identifies the interaction of bias and diversity and how it affects teamwork and patient care
- k. Recognizes the presentation of self to patients

### Ethical standards

**Scope:** The graduate recognizes and acts in a manner consistent with fundamental ethical principles.

#### After graduation, the UMMS student with ethical standards:

- a. Identifies and responds appropriately to potential ethical conflicts including conflicts of interest and assessment setting
- b. Respects cultural and religious beliefs that may affect a patient's choices
- c. Responds appropriately to suspected impairment, inappropriate or incompetent behavior in another health care professional
- d. Incorporates recognition of bias towards vulnerable and protected populations into team interactions and patient care

### **Effective member of Interprofessional team**

**Scope:** The graduate can describe the roles of health care professionals and consultants and demonstrates effective participation within interprofessional teams in educational and clinical settings.

#### **After graduation, the UMMS student as an effective member of an interprofessional team:**

- a. Maintains availability for professional responsibilities, actively assumes patient care activities, and transfers patient care responsibilities appropriately
- b. Works collaboratively and cooperatively with health care team members, showing respect and sensitivity to their needs and values
- c. Seeks and elevates diverse perspectives of team members to foster creative problem-solving

### **Standards of Care and Scope of Practice**

**Scope:** The graduate adheres to the current standards of clinical care within their scope of practice.

#### **After graduation, the UMMS student with standards of care and practice skills:**

- a. Provides care within the scope and level of education and training and seeks assistance when needed
- b. Applies evidence-based care to patients and families
- c. References clinical practice guidelines developed by professional organizations
- d. Strives to meet quality standards as represented by appropriate benchmarks

### **Self-assessment and ongoing learning**

**Scope:** The graduate subscribes to the concept of being a lifelong learner and seeks opportunities to expand personal knowledge and skills continuously, remains current in advances in medicine and biomedical science, and appreciates the need for lifelong learning in the profession.

#### **After graduation, the UMMS student with self-assessment and ongoing learning:**

- a. Participates in local, regional, and national educational opportunities
- b. Seeks training and updates in advances within the physician's scope of practice
- c. Stays abreast of current problems and trends in healthcare and uses this knowledge to inform their practice

### **Administrative/Executive functions**

**Scope:** The graduate recognizes, accepts, and complies with the regulatory measures taken by government and professional organizations to monitor the qualifications of practitioners and ensure the quality of service that they provide.

#### **After graduation, the UMMS student with administrative/executive functions:**

- a. Adheres to the current laws, regulations, statutes governing the practice of medicine
- b. Maintains current licensure, certifications and credentialing requirements
- c. Complies with institutional protocols for managing patient care and administrative processes
- d. Provides accurate and timely documentation in the medical record
- e. Fulfills professional tasks and obligations in a timely fashion
- f. Contributes time and service to their institution and/or community