

## Core Competencies for Core Teaching Faculty. Core <sup>2</sup>

### PATIENT CARE

Faculty will model patient care that is compassionate, appropriate and effective for the promotion of health, prevention of illness, treatment of disease and at the end of life.

Faculty will supervise and provide effective feedback and guidance to residents specific to the expectation for quality in patient care.

1. Demonstrates comprehensive data gathering, decision-making and documentation with a focus on patient centered care.
2. Seek and respond to patient feedback of physician performance.
3. Achieve clinical productivity goals according to institution and department standards and expectations.
4. Provide direct role-modeling of compassionate care to residents and students
5. Appropriately supervise residents in direct patient care activities including the performance of procedures and provide specific, focused and timely feedback to residents.

### MEDICAL KNOWLEDGE

Faculty are expected to demonstrate knowledge of established and evolving biomedical, clinical and social sciences and apply knowledge to patient care and education of others.

1. Maintain current clinical skills and knowledge through CME and resources in literature and technology.
2. Be an effective teacher through small group and large lecture/workshop learning and through innovation.
3. Understand and apply adult learning principles through teaching of residents and students.
4. Educate patients, their families and the community on current medical issues.

### PRACTICE-BASED LEARNING

Faculty are expected to be able to use scientific evidence and methods to investigate, evaluate, and improve patient care practices for their own and resident practices.

1. Maintain an environment of inquiry and scholarship through regular participation in scholarly activity, clinical discussions, rounds, journal club and conferences.
2. Be actively involved in processes that evaluate and implement optimal clinical systems, care guidelines, safety and/or cost effective patient care.
3. Complete annual individual learning plan for improvement.
4. Assist residents with their individual development through advising, mentoring and goal setting.
5. Demonstrate willingness to learn from errors.
6. Develop an area of expertise

### INTERPERSONAL AND COMMUNICATION SKILLS

Faculty are expected to demonstrate interpersonal and communication skills that enable them to establish and maintain professional relationships with patients, families, members of healthcare teams, residents, students and colleagues.

1. Use effective listening, nonverbal, explanatory, questioning and writing skills to communicate in all settings, including respectful, honest and compassionate feedback.
2. Demonstrate leadership through active involvement within residency program, healthcare organization and educational system.
3. Give quality presentations through effective use of group based learning, powerpoint, multimedia and interactive techniques.
4. Model and maintain comprehensive, timely and legible medical records.
5. Educate patients, their families and the community on current medical issues.

### PROFESSIONALISM

Faculty are expected to demonstrate behaviors that reflect a commitment to continuous professional development, ethical practice, an understanding and sensitivity to diversity and a responsible attitude toward their patients, profession and society.

1. Adhere to scientific/academic integrity through patient care practices, research and scholarly activity.
2. Demonstrate professional behavior through leadership, business practices and role modeling to residents and students.
3. Actively monitor resident wellness including attention to fatigue and effects of sleep deprivation.
4. Demonstrate professional balance in personal wellness and work/life roles
5. Demonstrate integrity and commitment to excellence through ongoing professional development.
6. Provide therapeutic and ethically sound professional relationships with patients, their families and colleagues.

### SYSTEM-BASED PRACTICE

Faculty are expected to demonstrate an understanding of the contexts and system in which healthcare is provided within a residency program and the ability to apply the knowledge to improve and optimize healthcare and residency education.

1. Maintain active licensure and certifications, clinical privileges, and professional memberships.
2. Regularly participate in scholarly activity of various forms for advancement of clinical knowledge in the field of medicine

and/or education of residents.

3. Actively participate in QA/QI processes.

4. Be an integral part of residency program improvement through participation in program evaluations and curriculum development and recruitment.

5. Participate in interdisciplinary teaching opportunities across specialties and organizations.

6. Be knowledgeable and compliant with policies and procedures which govern the administration of the residency program

\* Highlighted areas represent ACGME expectations.

## Competency Based Faculty Developmental Curriculum

PATIENT CARE	
<ul style="list-style-type: none"> <li>❖ Clinical productivity.</li> <li>❖ <u>Coding/Billing for increased revenue.</u></li> <li>❖ <u>Chronic disease management.</u></li> <li>❖ Teaching techniques in busy clinical practice</li> <li>❖ PCMH concepts</li> </ul>	<ul style="list-style-type: none"> <li>❖ Medicare/Medicaid teaching and documentation guidelines.</li> <li>❖ Positive patient experiences.</li> <li>❖ Maximizing clinical documentation.</li> <li>❖ Receiving resident evaluations.</li> <li>❖ Updates on procedural skills</li> </ul>
MEDICAL KNOWLEDGE	
<ul style="list-style-type: none"> <li>❖ Small group teaching.</li> <li>❖ Problem-based learning techniques.</li> <li>❖ Journal Club participation.*</li> <li>❖ Advanced education/adult learning principles.</li> <li>❖ Teaching skills for core faculty</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use of medical informatics.</li> <li>❖ Presentation skills on clinical topics.</li> <li>❖ Community education on clinical topics.</li> <li>❖ Developing an area of expertise.</li> <li>❖ <u>Use of EBM at the point of care</u> *</li> </ul>
PRACTICE-BASED LEARNING	
<ul style="list-style-type: none"> <li>❖ Effective use of EPIC</li> <li>❖ Assessing and addressing learning needs of students and residents.</li> <li>❖ Teaching the difficult learner.</li> <li>❖ Running effective meetings.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Risk management and disclosure.</li> <li>❖ Participation on hospital committees.</li> <li>❖ Participation on clinic committees.</li> <li>❖ Effective Advising</li> <li>❖ Participation in QA/QI projects with outcomes noted on patient panel.*</li> </ul>
INTERPERSONAL AND COMMUNICATION SKILLS	
<ul style="list-style-type: none"> <li>❖ Develop leadership philosophy.</li> <li>❖ Effective evaluation and feedback, written and verbal.</li> <li>❖ Effective presentations for different groups</li> <li>❖ Helping residents move patients to change in health behaviors (motivational interviewing).</li> </ul>	<ul style="list-style-type: none"> <li>❖ Leadership positions held.</li> <li>❖ Portfolio development and update.</li> <li>❖ Medical record review.</li> <li>❖ Apology in the medical setting.</li> <li>❖ Effective communication via email and other methods.</li> </ul>
PROFESSIONALISM	
<ul style="list-style-type: none"> <li>❖ Current CV</li> <li>❖ New Faculty mentorship</li> <li>❖ Senior Faculty mentorship</li> <li>❖ Time Management and organizational skills.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Scholarly activity</li> <li>❖ <u>Cultural Competency</u></li> <li>❖ Wellness plan for personal and professional lives</li> </ul>
SYSTEM-BASED PRACTICE	
<ul style="list-style-type: none"> <li>❖ Board certification.</li> <li>❖ Credentialing updated and accurate.</li> <li>❖ Membership in appropriate professional organizations.</li> <li>❖ Curriculum development.</li> <li>❖ Working with and leading your clinical team.</li> </ul>	<ul style="list-style-type: none"> <li>❖ <u>Recruitment for quality</u></li> <li>❖ Leadership roles within professional organizations.</li> <li>❖ <u>Complete annual program evaluation and retreat planning for improvement.</u></li> <li>❖ Best resources for practical teaching.</li> </ul>

6/3/2011. Core competencies for core faculty