

Marshall University Joan C. Edwards School of Medicine Core Competencies with Milestones

Professionalism (PR)				
Students must demonstrate a commitment to professional service, adherence to ethical problems, Sensitivity to patients, and maintain personal health and well-being, specifically:				
Enabling Competency	Milestones students should achieve			
	Year 1	Year 2	Year 3	Year 4
A. Demonstrate honesty and integrity in all interactions with patients, their families and colleagues.	PR1A1. Demonstrate honesty and integrity in all settings including the classroom, in peer interactions, and during patient encounters.	PR2A1. Demonstrate honesty and integrity in all setting including the classroom, in peer interactions, and during patient encounters.	PR3A1. Demonstrate honesty and integrity in all settings including the classroom, in peer interactions, and during patient encounters.	PR4A1. Demonstrate honesty and integrity in all settings including the classroom, peer interactions, and during patient encounters. PR4A2. Demonstrate techniques which are useful in dealing with difficult situations involving patients and their families.
B. Identify and apply theories and principles that govern ethical decision-making to the practice of medicine.	PR1B1. List and discuss the fundamental principles which are the basis of modern medical ethics: autonomy, beneficence, non-malfeasance, justice. PR1B2. Discuss the ethical principles underlying informed consent.	PR2B1. Discuss underlying ethical principles and recommended action for patients with ethical issues impacting care decisions. PR2B2. Apply ethical principle to case studies.	PR3B1. Describe the process for obtaining a DNR order and how to access the state advance directives database PR3B2. Identify when consultation with ethics committees or with colleagues is advised. PR3B3. Discuss the procedures for obtaining an informed consent from a patient.	PR4B1. Identify resources within the hospital, as well as, medical and legal communities to assist practitioners in resolving complex ethical dilemmas. PR4B2. Apply fundamental ethical principles to case management of critically ill and emergent patients. PR4B3. Discuss when voluntary treatment options should consider or initiated.
C. Recognize and discuss the implications of conflicts of	PR1C2. Describe potential conflicts of interest in the	PR2C1. Discuss potential conflicts of interest	PR3C1. Identify potential conflicts of interest in	PR4C1. Describe the mechanism for reporting a

<p>interest inherent in various financial and organizational arrangements for the practice of medicine and in medical education and research.</p>	<p>instructor-student, advisor-student relationship.</p> <p>PR1C3. Discuss the JCESOM conflict of interest and disclosure policy.</p>	<p>experienced by providers and payers arising from the reimbursement for medical care.</p>	<p>medical practice.</p>	<p>potential conflict of interest or potential conflict of interest in a research program or clinical setting.</p>
<p>D. Protect patient privacy and confidentiality.</p>	<p>PR1D1. Outline confidentiality provisions and describe how these apply to doctor-patient interactions.</p>	<p>PR2D1. Identify potential breaches to patient privacy and describe strategies to mitigate these risks.</p>	<p>PR3D1. Identify clinical situations where truth-telling and confidentiality may conflict and discuss appropriate strategies to deal with these situations.</p>	<p>PR4D1. Describe how patient health information may be appropriately used within the research setting.</p>
<p>E. Demonstrate personal accountability and admit professional mistakes openly and honestly with one's colleagues and instructors and critically evaluate these mistakes to promote professional development.</p>	<p>PR1E1. Outline methods of addressing mistakes (e.g. hospital, legal, government).</p> <p>PR1E2. Discuss appropriate responses to professional mistakes.</p> <p>PR1E3. Discuss the essential elements of the risk management process as it applies to patient care.</p>	<p>PR2E1. Discuss medical errors and their impact on patient care and outcomes</p>	<p>PR3E1. Describe the role of morbidity and mortality conferences in promoting professional development</p>	<p>PR4E1. Outline a plan to disclose a medical error with a patient or family.</p>
<p>F. Recognize unprofessional behaviors in one's self as well as in peers and other health professionals with whom one interacts and address these in a constructive manner.</p>	<p>PR1F1. List the professionalism competencies at JCESOM.</p> <p>PR1F2. Outline expectations related to medical student behavior in medical school, including social media.</p> <p>PR1F3. List possible consequences of unprofessional behavior in medical school.</p> <p>PR1F4. Reflect on ways to</p>	<p>PR2F1. Provide constructive feedback to peers and professors in small setting and evaluations.</p>	<p>PR3F1. Describe the possible consequences of improper professional behavior by residents, and by practicing physicians in the academic and private practice setting</p>	<p>PR4F1. List the formal mechanisms through which unprofessional behavior is addressed at the institutional, state and national level.</p>

	<p>prevent occurrences of unprofessional behavior in one's self.</p> <p>PR1F5. List institutional resources available to students with concerns re: professional behavior amongst peers, supervisors, etc.</p>			
<p>G. Maintain personal health and well-being and achieve a balance between priorities of patient care and personal and professional development.</p>	<p>PR1G1. List personal priorities and values and reflect on the interaction between these values and medical school.</p> <p>PR1G2. Reflect on work-life balance in first year and develop a study/work plan for second year.</p> <p>PR1G3. Identify warning signs of imbalance, e.g., depression, substance misuse and resources for addressing issues associated with imbalance.</p>	<p>PR2G1. Discuss challenges to the development of an appropriate work-life balance.</p>	<p>PR3G1. Reflect on work-life situations in which patient needs take priority to personal needs.</p> <p>PR3G2. Recognize situations in which patient needs take priority to personal needs.</p>	<p>PR4G1. Discuss strategies for balancing patient care responsibilities with personal and professional development.</p> <p>PR4G2. Recognize the importance of developing a study/work plan for PGY1 year.</p>
<p>H. Provide culturally sensitive care to patients of diverse cultures and belief systems.</p>	<p>PR1H1. Identify the core elements of cultural sensitivity and describe its relevance to the delivery of high quality medical care.</p> <p>PR1H2. Recognize the impact of patients' life experiences, family, community, and ethnic background on health and response to illness.</p>	<p>PR2H1. Incorporate the core elements of cultural sensitivity into interactions with patients while obtaining histories and performing physical examinations.</p> <p>PR2H2. Discuss the role of life experiences, culture and belief systems on patient choice of diagnostic and therapeutic alternatives.</p>	<p>PR3H1. Demonstrate cultural and gender sensitivity skills in interactions with patients, families, peers, and colleagues.</p> <p>PR3H2. Identify the impact of culture and belief systems on patient and family decision making in the patient care setting.</p>	<p>PR4H1. Incorporate knowledge of patients' life experiences, family, community and ethnic background to provide culturally sensitive care to patients of diverse cultures and belief systems.</p>

	<p>PR1H3. Demonstrate respect and understanding for diversity in gender, sexual identity, culture, ethnicity, socioeconomic status, and rural settings among peers and patients.</p> <p>PR1H4. Discuss the importance of diversity in gender, sexual identity, culture and ethnicity among peers and patients and how this diversity shapes interactions with peers and with patients.</p>	<p>PR2H3. Identify the clinically important contextual issues related to family, social class, ethnicity, gender and sexual identity.</p>		
I. Develop empathetic, caring relationships with patients.	<p>PR1I1. Identify behaviors that communicate empathy and caring to patients and ones that do not.</p> <p>PR1I2. Demonstrate the use of affective components of empathic care, including self-disclosure, expressions of emotion, and answering 'what would you do?' in clinical setting.</p>	<p>PR2I1. Reflect on personal patient encounters and identify opportunities to enhance patient interactions.</p>	<p>PR3I1. Demonstrate empathic caring relationships with patients in difficult clinical situations (e.g. end-of-life).</p> <p>PR3I2. Reflect on difficult patient encounters and identify opportunities to enhance patient interactions.</p> <p>PR3I3. Demonstrate empathy and caring in all patient encounters.</p>	<p>PR4I1. Demonstrate empathic caring relationships with patients in area(s) of specialty/disciplinary interest.</p>
J. Identify gaps in medical knowledge, clinical skills (including communication skills), and professionalism, and develop a strategy for self-improvement.	<p>PR1J1. Recognize that professionalism entails a process of continuous self-assessment and improvement.</p>	<p>PR2J1. Develop a list of profession-related strengths and weaknesses and identify strategies for self-improvement.</p> <p>PR2J2. Identify development gaps in knowledge, skills, and professionalism and</p>	<p>PR3J1. Enumerate learning objectives and personal development strategies that address areas of weakness.</p> <p>PR3J2. Develop a 4th year schedule that enhances personal and professional development</p>	<p>PR4J1. Develop a plan for continued self-improvement of knowledge, skills, and professionalism during PGY1 year.</p>

		formulate strategies to address these gaps.		
K. Actively seek and respond to feedback about professional performance.	<p>PR1K1. Define feedback and list formative sources of feedback received during the academic year.</p> <p>PR1K2. List and describe proper methods to request and process feedback.</p> <p>PR1K3. Provide appropriate feedback to fellow medical students and faculty.</p>	<p>PR2K1. Actively request feedback from patients in simulated setting.</p> <p>PR2K2. Set goals for clinical rotations and seek out feedback regarding self-identified goals.</p>	<p>PR3K1. Reflect on feedback received from faculty and others in clinical settings.</p> <p>PR3K2. Actively request and respond to feedback from other members of the health care team.</p>	<p>PR4K1. Demonstrate insight as to profession-related strengths and weaknesses based on feedback from peers, colleagues, and faculty and develop a plan for personal and professional development based on this feedback.</p> <p>PR4K2. Provide appropriate feedback to other members of the health care team.</p>