

# 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
<b>A.</b> Demonstrate honesty and integrity in all interactions with patients, their families and colleagues.	<b>PR1A1.</b> Demonstrate honesty and integrity in all settings including the classroom, in peer interactions, and during patient encounters.	<b>PR2A1.</b> Demonstrate honesty and integrity in all setting including the classroom, in peer interactions, and during patient encounters.	<b>PR3A1.</b> Demonstrate honesty and integrity in all settings including the classroom, in peer interactions, and during patient encounters.	<b>PR4A1.</b> Demonstrate honesty and integrity in all settings including the classroom, peer interactions, and during patient encounters.  <b>PR4A2.</b> Demonstrate techniques which are useful in dealing with difficult situations involving patients and their families.
<b>B.</b> Identify and apply theories and principles that govern ethical decision-making to the practice of medicine.	<b>PR1B1.</b> List and discuss the fundamental principles which are the basis of modern medical ethics: autonomy, beneficence, non-malfeasance, justice.  <b>PR1B2.</b> Discuss the ethical principles underlying informed consent.	<b>PR2B1.</b> Discuss underlying ethical principles and recommended action for patients with ethical issues impacting care decisions.  <b>PR2B2.</b> Apply ethical principle to case studies.	<b>PR3B1.</b> Describe the process for obtaining a DNR order and how to access the state advance directives database  <b>PR3B2.</b> Identify when consultation with ethics committees or with colleagues is advised.  <b>PR3B3.</b> Discuss the procedures for obtaining an informed consent from a patient.	<b>PR4B1.</b> Identify resources within the hospital, as well as, medical and legal communities to assist practitioners in resolving complex ethical dilemmas.  <b>PR4B2.</b> Apply fundamental ethical principles to case management of critically ill and emergent patients.  <b>PR4B3.</b> Discuss when voluntary treatment options should consider or initiated.
<b>C.</b> Recognize and discuss the implications of conflicts of	<b>PR1C2.</b> Describe potential conflicts of interest in the	<b>PR2C1.</b> Discuss potential conflicts of interest	<b>PR3C1.</b> Identify potential conflicts of interest in	<b>PR4C1.</b> 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><b>PR1C3.</b> 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><b>PR1D1.</b> Outline confidentiality provisions and describe how these apply to doctor-patient interactions.</p>	<p><b>PR2D1.</b> Identify potential breaches to patient privacy and describe strategies to mitigate these risks.</p>	<p><b>PR3D1.</b> Identify clinical situations where truth-telling and confidentiality may conflict and discuss appropriate strategies to deal with these situations.</p>	<p><b>PR4D1.</b> 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><b>PR1E1.</b> Outline methods of addressing mistakes (e.g. hospital, legal, government).</p> <p><b>PR1E2.</b> Discuss appropriate responses to professional mistakes.</p> <p><b>PR1E3.</b> Discuss the essential elements of the risk management process as it applies to patient care.</p>	<p><b>PR2E1.</b> Discuss medical errors and their impact on patient care and outcomes</p>	<p><b>PR3E1.</b> Describe the role of morbidity and mortality conferences in promoting professional development</p>	<p><b>PR4E1.</b> 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><b>PR1F1.</b> List the professionalism competencies at JCESOM.</p> <p><b>PR1F2.</b> Outline expectations related to medical student behavior in medical school, including social media.</p> <p><b>PR1F3.</b> List possible consequences of unprofessional behavior in medical school.</p> <p><b>PR1F4.</b> Reflect on ways to</p>	<p><b>PR2F1.</b> Provide constructive feedback to peers and professors in small setting and evaluations.</p>	<p><b>PR3F1.</b> Describe the possible consequences of improper professional behavior by residents, and by practicing physicians in the academic and private practice setting</p>	<p><b>PR4F1.</b> 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><b>PR1F5.</b> 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><b>PR1G1.</b> List personal priorities and values and reflect on the interaction between these values and medical school.</p> <p><b>PR1G2.</b> Reflect on work-life balance in first year and develop a study/work plan for second year.</p> <p><b>PR1G3.</b> Identify warning signs of imbalance, e.g., depression, substance misuse and resources for addressing issues associated with imbalance.</p>	<p><b>PR2G1.</b> Discuss challenges to the development of an appropriate work-life balance.</p>	<p><b>PR3G1.</b> Reflect on work-life situations in which patient needs take priority to personal needs.</p> <p><b>PR3G2.</b> Recognize situations in which patient needs take priority to personal needs.</p>	<p><b>PR4G1.</b> Discuss strategies for balancing patient care responsibilities with personal and professional development.</p> <p><b>PR4G2.</b> 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><b>PR1H1.</b> Identify the core elements of cultural sensitivity and describe its relevance to the delivery of high quality medical care.</p> <p><b>PR1H2.</b> Recognize the impact of patients' life experiences, family, community, and ethnic background on health and response to illness.</p>	<p><b>PR2H1.</b> Incorporate the core elements of cultural sensitivity into interactions with patients while obtaining histories and performing physical examinations.</p> <p><b>PR2H2.</b> Discuss the role of life experiences, culture and belief systems on patient choice of diagnostic and therapeutic alternatives.</p>	<p><b>PR3H1.</b> Demonstrate cultural and gender sensitivity skills in interactions with patients, families, peers, and colleagues.</p> <p><b>PR3H2.</b> Identify the impact of culture and belief systems on patient and family decision making in the patient care setting.</p>	<p><b>PR4H1.</b> 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><b>PR1H3.</b> Demonstrate respect and understanding for diversity in gender, sexual identity, culture, ethnicity, socioeconomic status, and rural settings among peers and patients.</p> <p><b>PR1H4.</b> 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><b>PR2H3.</b> 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><b>PR1I1.</b> Identify behaviors that communicate empathy and caring to patients and ones that do not.</p> <p><b>PR1I2.</b> 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><b>PR2I1.</b> Reflect on personal patient encounters and identify opportunities to enhance patient interactions.</p>	<p><b>PR3I1.</b> Demonstrate empathic caring relationships with patients in difficult clinical situations (e.g. end-of-life).</p> <p><b>PR3I2.</b> Reflect on difficult patient encounters and identify opportunities to enhance patient interactions.</p> <p><b>PR3I3.</b> Demonstrate empathy and caring in all patient encounters.</p>	<p><b>PR4I1.</b> 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><b>PR1J1.</b> Recognize that professionalism entails a process of continuous self-assessment and improvement.</p>	<p><b>PR2J1.</b> Develop a list of profession-related strengths and weaknesses and identify strategies for self-improvement.</p> <p><b>PR2J2.</b> Identify development gaps in knowledge, skills, and professionalism and</p>	<p><b>PR3J1.</b> Enumerate learning objectives and personal development strategies that address areas of weakness.</p> <p><b>PR3J2.</b> Develop a 4th year schedule that enhances personal and professional development</p>	<p><b>PR4J1.</b> 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><b>PR1K1.</b> Define feedback and list formative sources of feedback received during the academic year.</p> <p><b>PR1K2.</b> List and describe proper methods to request and process feedback.</p> <p><b>PR1K3.</b> Provide appropriate feedback to fellow medical students and faculty.</p>	<p><b>PR2K1.</b> Actively request feedback from patients in simulated setting.</p> <p><b>PR2K2.</b> Set goals for clinical rotations and seek out feedback regarding self-identified goals.</p>	<p><b>PR3K1.</b> Reflect on feedback received from faculty and others in clinical settings.</p> <p><b>PR3K2.</b> Actively request and respond to feedback from other members of the health care team.</p>	<p><b>PR4K1.</b> 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><b>PR4K2.</b> Provide appropriate feedback to other members of the health care team.</p>