

Appendix VII:

**Core Competencies for Portfolio I, II, III:
Achievement Levels**

Western Reserve₂ Reserve₂Curriculum

Competency	Achievement Levels at End of Block 4/First Year (Portfolio I)	Achievement Levels at Start of Clinical and Research Years (Portfolio II)	Educational Program Objectives / Achievement Levels for the MD degree (Portfolio III)
<p><u>Medical Knowledge:</u> Demonstrates knowledge of biological and non-biological determinants of health and disease and applies it to patient care; demonstrates knowledge of the normal and pathologic function of the human body at the molecular, cellular, organ and whole body levels (biological determinants); demonstrates knowledge of economic, psychological, social, environmental and cultural factors that contribute to the maintenance of health and to the development and/or continuation of illness (non-biological determinants).</p>	<ul style="list-style-type: none"> • Meets passing criteria for summative block assessments for Blocks 1,2,3,7 (shows evidence of successful remediation when applicable) • Applies concepts from the basic and clinical sciences when trying to explain problems in IQ cases and in patient presentations • Uses feedback and weekly and end of block assessments to identify areas of strength and areas for improvement 	<ul style="list-style-type: none"> • Meets passing criteria for summative block assessments for Blocks 4, 5, 6, and 7 (and shows evidence of successful remediation when applicable) • Applies concepts from basic and clinical sciences to explain IQ cases, CPCP patient presentations, and new problems • Transfers knowledge of concepts/ experiences learned in one block to explain cases in subsequent blocks • Uses feedback and assessments to identify areas of strength and areas for improvement and further study 	<ol style="list-style-type: none"> 1. Uses and integrates knowledge of biological and non-biological determinants of health and disease to identify and solve problems in the medical care setting 2. Demonstrates an understanding of the bidirectional relationship between emerging knowledge and clinical care 3. Applies knowledge from a known situation to an unknown situation 4. Tolerates, analyzes and incorporates uncertainty in clinical decision making 5. Uses feedback and assessments to identify areas of strength and areas for improvement and further study

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<p><u>Patient Care:</u> Demonstrates proficiency in clinical skills and clinical reasoning; engages in patient care that is appropriate, compassionate and effective in promoting health and treating disease; uses multiple information sources for problem solving; able to filter, evaluate, and reconcile information.</p>	<ul style="list-style-type: none"> • Obtains a thorough and accurate medical history • Performs a complete adult physical examination using proper techniques • Begins to identify and describe abnormal physical exam findings • Demonstrates skills to counsel patients for health behavior change 	<ul style="list-style-type: none"> • Does a thorough and accurate patient work-up that includes the history, physical exam, and organized data collection • Generates a prioritized problem list and attempts to develop a differential diagnosis for the main presenting problem; explains how likely each item on the differential diagnosis is or is not and why • Increasingly able to differentiate normal from abnormal clinical findings • Applies principles learned in the block curriculum to patient care and clinical reasoning, including assessment of medications (class of medication, mechanism of action and drug interactions) 	<ul style="list-style-type: none"> • Proficiently takes a clinical history; performs a mental and physical examination; selects, justifies, and interprets clinical tests and imaging; performs basic clinical procedures; records, presents, researches, critiques and manages clinical information • Attempts to diagnose clinical problems by identifying the main problems, generating a differential diagnosis, and explaining the clinical reasoning to justify the items in the differential diagnosis • Intervenes in the natural history of disease through preventive, curative, and palliative strategies, including the utilization of appropriate health care system resources • Formulates a prognosis about future events of an individual's health and illness based upon an understanding of the patient, the natural history of disease, and upon known intervention alternatives

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<p><u>Interpersonal and Communication Skills:</u> Demonstrates effective written and oral communication skills in interactions with patients, peers, faculty, and other health care professionals in the classroom and in the health care environment; demonstrates sensitivity to a diverse group of peers, colleagues, patients and health professionals. Case presentations demonstrate the integration of clinical reasoning skills.</p>	<ul style="list-style-type: none"> • Engages in effective exchange of medical knowledge and feedback (written and oral) with peers and faculty in the small group/team setting • Appropriately uses open and closed ended questions; makes empathetic statements when appropriate; elicits the patient’s perspective • Provides a write up of a patient presentation and responds to reviewer’s feedback 	<ul style="list-style-type: none"> • Engages in effective exchange of medical knowledge and feedback (written and oral) with peers and faculty in the small group/team setting • Completes patient write-ups and gives case presentations to preceptors that include a CC, HPI, PMH, medications and allergies, FH, SH, ROS, problem list, DDX, justification of the DDX, and management plan; incorporates reviewer’s feedback to improve performance • Displays sensitivity and responsiveness to a diverse patient population and their families, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation • Effectively educates patients without the use of medical jargon about a chronic disease; checks for patient understanding of a diagnosis and treatment plan. 	<ul style="list-style-type: none"> • Engages effectively with a patient to build a physician-patient relationship for the purposes of information gathering, guidance, education and support • Effectively interacts with patients and their families under a broad range of personal and clinical circumstances • Builds relationships and engages in effective exchange of information with peers, teachers, healthcare professionals and others who may be involved in education and the care of patients • Provides clinical care within the practical context of the individual patient-physician relationship, taking into account the patient’s age, gender, personal preferences and culture

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<p>Professionalism: Demonstrates a commitment to ethical and responsible action, to the highest standards of honesty, dependability, accountability, and integrity at all times in interactions with patients, peers, faculty and other colleagues. Accepts responsibility for one's own learning. Willingness to speak up when faced with breaches in professionalism or unsafe practices.</p>	<ul style="list-style-type: none"> • Demonstrates responsibility, reliability and dependability, honesty, courtesy, and self-discipline in IQ groups, and in other classroom and clinical settings • Provides timely and constructive feedback to peers, faculty, and block leaders • Recognizes personal limitations and biases and finds ways to overcome them • Revisits Oath of Medical Professionalism read at White Coat Ceremony and reflects on its importance to one's development over the past year. 	<ul style="list-style-type: none"> • Is responsible, reliable and respectful in interactions with faculty, staff and peers; demonstrates honesty, courtesy, and self-discipline in IQ groups, and in other classroom and clinical settings. • Provides feedback to peers, faculty, and block leaders in a timely manner • Demonstrates ability to work effectively as a member of a team • Recognizes personal limitations and biases and finds ways to overcome them • Revisits Oath of Medical Professionalism read at White Coat Ceremony and reflects on its importance and challenges as the core clinical rotations begin. 	<ul style="list-style-type: none"> • Demonstrates a) respect, b) responsibility and accountability, c) excellence and scholarship, d) honor and integrity, e) altruism, f) leadership and interdisciplinary collaboration, g) caring and compassion in the act of medical care • Demonstrates responsible, reliable and respectful interactions with faculty, staff and peers; demonstrates honesty, courtesy, and self-discipline in classroom and clinical settings; provides feedback to peers, faculty, and block leaders in a timely manner • Works effectively as a member of a team • Adheres to fundamental ethical principles when engaged in research • Revisits Oath of Medical Professionalism read at White Coat Ceremony and reflects on its importance and challenges as residency approaches

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<p><u>Life-long Learning and Personal Development:</u> Demonstrates self management in learning – able to reflect on a situation, self-assess learning needs, identify and execute an action plan. Recognizes and accepts limitations in one’s knowledge and clinical skills, and commits to continuous improvement of knowledge and abilities. Recognizes and balances personal and professional needs and stresses.</p>	<ul style="list-style-type: none"> • Prioritizes learning needs and manages time and resources to effectively accomplish self-learning goals • Uses self-reflection as well as feedback and assessments from peers and teachers to reflect on strengths and areas for improvement; develops a professional learning plan and implements plan. 	<ul style="list-style-type: none"> • Prioritizes learning needs and manages time and resources to effectively accomplish self-learning goals • Uses self-reflection as well as feedback and assessments from peers and teachers to reflect on strengths and areas for improvement; continues to develop professional learning plans and implements them. • Considers how one would cope adaptively with stresses likely to occur during core clinical rotations • Recognizes personal limits in knowledge and experience and pursues information necessary to understand and solve problems 	<ul style="list-style-type: none"> • Demonstrates a willingness to express uncertainties and limitations relevant to his/her practice of medicine and pursue information and help necessary to practice safe and effective patient care • Uses self-reflection as well as feedback and assessments from peers and teachers to reflect on strengths and areas for improvement; routinely develops professional learning plans and implements them • Identifies tension between personal and professional goals; reconciles clashes between professional responsibilities and personal needs • Reflects on the impact of interpersonal behaviors on others, identifies the reactions of others to those behaviors, and modulates behavior to interact more effectively with patients and/or the healthcare team

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<p><u>Research and Scholarship:</u> Acquires tools and experience in asking questions and critically assessing the literature in the pursuit of basic, translational, clinical, and population-based research and scholarship</p>	<p><u>OPTIONAL</u></p> <ul style="list-style-type: none"> • Demonstrates an understanding of the bidirectional relationship between emerging knowledge and clinical care 	<p><u>OPTIONAL</u></p> <ul style="list-style-type: none"> • Demonstrates an understanding of the bidirectional relationship between emerging knowledge and clinical care • Critically assesses research papers to deepen understanding of IQ cases and patient presentations • May engage in elective or summer research/scholarship opportunities 	<ul style="list-style-type: none"> • Fulfills expectations for a mentored research block and MD thesis; formulates a question in an area of interest, develops and implements an approach to answering it, arrives at an interpretation of the results • Defines translational research and discusses examples of patient care when diagnostic or therapeutic interventions arising from translational research were used to treat or prevent disease

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<p><u>Civic Professionalism, Health Advocacy and Leadership:</u> Demonstrates personal and professional skills needed to negotiate and manage change in individuals, groups, communities and society; demonstrates effectiveness in working in teams and leading teams; identifies community and population-based health issues and interventions</p>	<ul style="list-style-type: none"> • Appreciates the importance of the many non-biologic factors that influence health, disease, disability and access to care; recognizes barriers to health care that nonbiological factors impose • Recognizes strategies designed to enhance the health and well-being of individuals, families and communities 	<ul style="list-style-type: none"> • Engages in community service activities • Demonstrates nonjudgmental attitude toward value systems and beliefs different from one's own • Works to enhance the health and well-being of individuals, families, and communities • Works to reduce sociocultural barriers to health care, including problems of accessibility, acceptability and availability 	<ul style="list-style-type: none"> • Considers ethical and legal perspectives, patient advocacy, health policy and public health concerns in clinical care • Serves as a patient advocate in identifying resources, community services and referrals that match patient needs • Keeps current with local and national health care issues • Takes personal responsibility to advocate through contributions of time, medical expertise and other sources of support for practices and policies that improve the health of individual patients and populations

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<p><u>Practice-Based Learning & Improvement:</u> Engages in self-reflection, self-assessment and self-regulation to improve patient care; seeks and uses feedback; appraises and assimilates scientific evidence; applies research and statistical methods appropriately</p>	<p><u>OPTIONAL</u></p> <ul style="list-style-type: none"> • Recognizes the connection between self-reflection and professionalism • Demonstrates that improvement methodology can be used to address personal goals • Demonstrates understanding of basic statistical methods and uses them in critically reviewing evidence. 	<ul style="list-style-type: none"> • Uses a PDSA cycle to set clinical learning and improvement goals and performs appropriate learning activities • Uses information technology to optimize learning; locates, appraises and assimilates evidence from scientific studies related to patients' health problems • Identifies strengths, deficiencies, and limits in one's knowledge and expertise • Demonstrates performance that steadily improves as a result of self-reflection, critical self-appraisal and openness to feedback 	<ul style="list-style-type: none"> • Identifies and critically analyzes relevant scientific and medical literature and practice based guidelines to apply best evidence in patient care and management • Identifies gaps in clinical performance and applies a Plan Do Study Act cycle (PDSA) to a patient care or patient safety concern • Displays the habit of continually identifying learning goals based on self-reflection and feedback

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<p><u>Systems-based Practice:</u> Demonstrates an awareness of and responsiveness to the larger context and system of health care and calls on system resources effectively to provide optimal patient care.</p>	<p><u>OPTIONAL</u></p> <ul style="list-style-type: none"> • Defines the health care system and its various parts • Describes the roles of the members of a health care team 	<p><u>OPTIONAL</u></p> <ul style="list-style-type: none"> • Describes the impact of cost on patients' ability to receive proper health care and the various types of health insurance and services available for uninsured • Demonstrates an understanding that tests and treatments have inherent risks and benefits (including NNT and NNH) • States the steps of a root cause analysis. • Feels like part of the team and takes leadership of a small part of the team's work 	<ul style="list-style-type: none"> • Identifies medical errors/near misses and works to improve patient safety and patient care • Uses a Root Cause Analysis to study errors within the healthcare system and propose changes to prevent similar errors in the future. • Adapts clinical care to practical encounter-time constraints, economic limitations, individual and family considerations, and to the availability of health care system resources • Sees oneself as a member of a team and appreciates the individual expertise and contributions of the other members to the team's function • Accesses, manages and utilizes biomedical information for solving problems and making decisions that are relevant to the care of individuals and populations

Resources for the development of achievement levels for WR2

1. Indiana University competency-defined curriculum
2. University of Texas Southwestern medical school educational objectives
3. National Medical Education Portfolio Collaborative (Univ. of Maryland, CWRU (UP and CP), Indiana University, Univ. of Minnesota, Univ. of Missouri)
4. CCLCM
5. University of Washington clinical skills benchmarks
6. University of Minnesota portfolio benchmarks
7. AAMC Project on the Clinical Education of Medical students
8. ACGME Core Competencies