

Patient Care

updated September 14, 2012

Competency Domain for Patient Care						
Sub-Domain	Mid First Year Milestones	Mid Second Year Milestones	Early Third Year Milestones	Late Third Year Milestones	Fourth Year Milestones	Graduate will be able to ... (Competencies)
History Taking	<ul style="list-style-type: none"> Gather and organize basic information from a patient in the standard format of the medical history 	<ul style="list-style-type: none"> Gather, synthesize, and organize information from a patient into the standard format of a medical history, including information related to sensitive topics and information relevant to specific populations 	<ul style="list-style-type: none"> Obtain a complete history in an organized fashion Obtain a focused interval history (e.g., follow-up visit, pre-rounding interview) Gather history relevant to specific populations or behaviors as outlined in the clerkship learning objectives (e.g., acute pain, geriatric, pediatric, preoperative) Identify and begin to use alternate sources of information to obtain the history when a patient is unable to provide a clear history 	<ul style="list-style-type: none"> Identify and use alternate sources of information to obtain the history when a patient is unable to provide a clear history 	<ul style="list-style-type: none"> Obtain a complete history in an organized fashion Obtain focused, pertinent history in urgent, emergent, and consultation settings Gather history relevant to specific populations or behaviors as outlined in the clerkship learning objectives (e.g., acute pain, geriatric, pediatric, preoperative) Identify and use alternate sources of information to obtain history when needed, including from primary care and other physicians and patient caregivers 	<ul style="list-style-type: none"> Gather complete and focused histories in an organized fashion, appropriate to the clinical situation and specific population
	<ul style="list-style-type: none"> Begin to apply clinical reasoning to determine relevant information to gather in the history 	<ul style="list-style-type: none"> Apply approaches of clinical reasoning to focus the history and gather information relevant to the patient's chief complaint 	<ul style="list-style-type: none"> Apply clinical reasoning to focus the history, and identify and resolve important missing information 	<ul style="list-style-type: none"> Demonstrate clinical reasoning and efficiency in gathering focused information relevant to a patient's care 		
Physical Exam	<ul style="list-style-type: none"> Perform the basic elements of a physical exam on an adult patient 	<ul style="list-style-type: none"> Perform a full physical exam on an adult patient in a logical sequence Complete a functional assessment of an elderly patient Complete a growth and developmental assessment on a pediatric patient 	<ul style="list-style-type: none"> Perform a complete and organized physical exam in logical and fluid sequence Perform a clinically relevant, focused physical exam in a time efficient manner 		<ul style="list-style-type: none"> Perform a complete and organized physical exam in logical and fluid sequence in time efficient manner Perform a clinically relevant, focused physical exam in a time efficient manner 	<ul style="list-style-type: none"> Conduct relevant, complete, and focused physical exams
	<ul style="list-style-type: none"> Recognize, describe, and document normal physical exam findings, and begin to recognize and describe abnormal physical exam findings 	<ul style="list-style-type: none"> Begin to recognize, describe, and document abnormal physical exam findings 	<ul style="list-style-type: none"> Recognize, describe, and document abnormal and unexpected physical exam findings, particularly those relevant to the clerkship learning objectives 	<ul style="list-style-type: none"> Recognize, describe, and document abnormal and unexpected physical exam findings, particularly those relevant to the clerkship learning objectives 	<ul style="list-style-type: none"> Recognize, describe, and document abnormal physical exam findings and use those findings to guide additional history and exam and to develop an appropriate differential diagnosis 	
	<ul style="list-style-type: none"> Begin to apply approaches of clinical reasoning to help define which elements of the physical exam to perform 	<ul style="list-style-type: none"> Apply clinical reasoning to perform a more integrated and focused physical exam relevant to basic chief complaint and history 	<ul style="list-style-type: none"> Perform clinically relevant, focused physical exam relevant to the discipline, patient complaint, and differential diagnosis 	<ul style="list-style-type: none"> Focus or expand the physical exam based upon clinical presentation and differential diagnosis 	<ul style="list-style-type: none"> Focus or expand the physical exam based upon clinical presentation and differential diagnosis with a variety of patient presentations in a time efficient manner 	
Oral Case Presentation	<ul style="list-style-type: none"> Describe the components of an oral case presentation and begin to present patient information in this format 	<ul style="list-style-type: none"> Use oral case presentations to present patient information in an organized and logical fashion for basic patient issues 	<ul style="list-style-type: none"> Include an assessment and initial plan in each case presentation, based on team/preceptor input, textbook reading, or medical literature 	<ul style="list-style-type: none"> Include an assessment and plan in each case presentation that includes a prioritized differential diagnosis and reflects one's own clinical reasoning 	<ul style="list-style-type: none"> Synthesize and present relevant clinical information with a prioritized differential diagnosis and plan appropriate to the setting and audience (primary team, consulting team, other) 	<ul style="list-style-type: none"> Present encounters including reporting of information and development of an assessment and plan efficiently and accurately
Medical Notes	<ul style="list-style-type: none"> Begin to document basic patient encounters in the formats of an H&P and SOAP note 	<ul style="list-style-type: none"> Document basic patient encounters in the formats of an H&P and SOAP note 	<ul style="list-style-type: none"> Document patient encounters accurately in formal H&P or consultation note, reflecting independent authorship 		<ul style="list-style-type: none"> Accurately document clinical care with increased efficiency and clarity 	<ul style="list-style-type: none"> Document encounters including reporting of information and development of an assessment and plan efficiently and accurately
			<ul style="list-style-type: none"> Document follow up visits in SOAP note and problem list format 	<ul style="list-style-type: none"> Document patient progress notes that are thorough yet succinct and reflect daily changes and properly prioritized problem lists 		
			<ul style="list-style-type: none"> Include in each note an assessment and plan that is based on team input/preceptor input and one's own reading 	<ul style="list-style-type: none"> Include in each note a differential diagnosis and problem list with an assessment and plan that reflects one's own clinical reasoning as well as team/preceptor input and information from the literature 	<ul style="list-style-type: none"> Document current problem list with assessment and plan for each problem 	
Procedures and Skills	<ul style="list-style-type: none"> Practice the basic principles of universal precautions in all settings 		<ul style="list-style-type: none"> Observe, assist, or perform procedures and skills as appropriate for the discipline, detailed in clerkship learning objectives 		<ul style="list-style-type: none"> Demonstrate ability to complete emergency skills such as cardiac resuscitation 	<ul style="list-style-type: none"> Perform common procedures safely and correctly with attention to patient's comfort
			<ul style="list-style-type: none"> Follow universal precautions and sterile technique 	<ul style="list-style-type: none"> Follow universal precautions and sterile technique 	<ul style="list-style-type: none"> Follow universal precautions and sterile technique 	
Patient Management	<ul style="list-style-type: none"> Describe a fundamental approach to the care and management of patients with acute or chronic illness, and to healthcare maintenance 	<ul style="list-style-type: none"> Describe a fundamental approach to the care and management of patients with acute or chronic illness, and to healthcare maintenance 	<ul style="list-style-type: none"> With appropriate supervision, manage patients with acute and chronic illness in the inpatient and ambulatory setting Recognize and use appropriate supervision when needed for patient safety 	<ul style="list-style-type: none"> Manage multiple and more complex patients by providing both acute and longitudinal care 	<ul style="list-style-type: none"> Manage multiple complex patients simultaneously at the level of an intern 	<ul style="list-style-type: none"> Demonstrate confidence and efficacy with the primary provider role in the acute and ambulatory settings and the provision of longitudinal care Manage and prioritize patient care tasks for a group of patients
			<ul style="list-style-type: none"> Participate with appropriate supervision in discharge planning and individualized disease management and/or prevention plans, including self-management and behavioral change 	<ul style="list-style-type: none"> Conduct discharge planning, and individualized disease management and/or prevention plans, including self-management and behavioral change Communicate sign-out information effectively 	<ul style="list-style-type: none"> Anticipate patients' needs, conduct discharge planning, and create individualized disease management and/or prevention plans including patient self-management and behavior change 	

Medical Knowledge

updated September 14, 2012

Competency Domain for Medical Knowledge						
Sub-Domain	Mid First Year Milestones	Mid Second year Milestones	Early Third Year Milestones	Late Third Year Milestones	Fourth Year Milestones	Graduate will be able to ... (Competencies)
Knowledge for Practice	<ul style="list-style-type: none"> Begin to establish knowledge necessary for patient care that addresses the maintenance of human health and the etiology, pathogenesis, and manifestations of human disease appropriate to the first year of the UCSF curriculum (see individual course objectives) 	<ul style="list-style-type: none"> Continue to establish and maintain knowledge necessary for patient care that addresses the maintenance of human health and the etiology, pathogenesis, and manifestations of human disease appropriate to the second year of the UCSF curriculum (see individual course objectives) 	<ul style="list-style-type: none"> Continue to establish and maintain knowledge necessary for patient care that addresses the maintenance of human health and the etiology, pathogenesis, and manifestations of human disease appropriate to the third-year clerkships (see individual clerkship objectives) 	<ul style="list-style-type: none"> Continue to establish and maintain knowledge necessary for patient care that addresses the maintenance of human health and the etiology, pathogenesis, and manifestations of human disease appropriate to the fourth-year subinternships and electives (see individual sub-I and elective objectives) 	<ul style="list-style-type: none"> Establish and maintain knowledge necessary for the preventive care, diagnosis, treatment, and management of medical problems 	
	<ul style="list-style-type: none"> Demonstrate curiosity, objectivity, and the use of scientific reasoning in acquisition of knowledge 	<ul style="list-style-type: none"> Demonstrate curiosity, objectivity, and the use of scientific reasoning in acquisition of knowledge, and in applying it to patient care 	<ul style="list-style-type: none"> Demonstrate curiosity, objectivity, and the use of scientific reasoning in acquisition of knowledge, and in applying it to patient care 	<ul style="list-style-type: none"> Demonstrate curiosity, objectivity, and the use of scientific reasoning in acquisition of knowledge, and in applying it to patient care 	<ul style="list-style-type: none"> Demonstrate curiosity, objectivity, and the use of scientific reasoning in acquisition of knowledge, and in applying it to patient care 	
Problem-Solving and Diagnosis	<ul style="list-style-type: none"> Based on patient vignettes relevant to first/second year course objectives, select, justify and interpret diagnostic clinical tests and imaging 	<ul style="list-style-type: none"> Based on patients' clinical presentations, select, justify, and interpret diagnostic clinical tests and imaging for common medical and surgical problems relevant to clerkship objectives 	<ul style="list-style-type: none"> Based on patients' clinical presentations, select, justify, and interpret diagnostic clinical tests and imaging for medical and surgical problems 	<ul style="list-style-type: none"> Select, justify and interpret diagnostic clinical tests and imaging 		
	<ul style="list-style-type: none"> Reason through clinical problems using a systematic approach, including developing basic problem lists and hypotheses, and beginning to construct differential diagnoses 	<ul style="list-style-type: none"> Reason through clinical problems using a systematic approach that includes the generation of problem lists and hypotheses, and construction of differential diagnoses 	<ul style="list-style-type: none"> Use problem-solving skills, clinical decision making, and one's own clinical experience to solve basic clinical problems with a systematic approach that includes the generation of problem lists and hypotheses and construction of comprehensive, prioritized differential diagnoses 	<ul style="list-style-type: none"> Use problem-solving skills, clinical decision making, and one's own clinical experience to solve basic clinical problems with a systematic approach that includes the generation of problem lists and hypotheses and construction of focused, prioritized differential diagnoses 	<ul style="list-style-type: none"> Diagnose and explain clinical problems 	
Treatment	<ul style="list-style-type: none"> Based on patient vignettes relevant to first year course content, select basic preventive, curative, and/or palliative therapeutic strategies for the management of common medical and surgical problems 	<ul style="list-style-type: none"> Based on patient vignettes relevant to second year course content, select basic preventive, curative, and/or palliative therapeutic strategies for the management of common medical and surgical problems 	<ul style="list-style-type: none"> Based on information gathered from patient and test results, select and propose basic preventive, curative, and/or palliative therapeutic strategies for the management of common medical and surgical problems 	<ul style="list-style-type: none"> Based on information gathered from patients and test results, select and apply basic preventive, curative, and/or palliative therapeutic strategies for the management of medical and surgical problems 	<ul style="list-style-type: none"> Select and apply basic preventive, curative, and/or palliative therapeutic strategies for the management of clinical conditions 	
Inquiry and Discovery	<ul style="list-style-type: none"> Contribute to the development, application, and translation of new medical knowledge through scholarly inquiry, discovery, and dissemination. 					

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Practice-Based Learning and Improvement

updated August 19, 2013

Competency Domain for Practice-Based Learning and Improvement						
Sub-Domain	Mid First Year Milestones	Mid Second year Milestones	Early Third Year Milestones	Late Third Year Milestones	Fourth Year Milestones	Graduate will be able to ... (Competencies)
Information Management	<ul style="list-style-type: none"> Navigate the campus Collaborative Learning Environment (CLE) and other university technology systems Employ tools in the CLE to enhance one's own and peers' learning 	<ul style="list-style-type: none"> Employ tools in the CLE to enhance one's own and peers' learning 	<ul style="list-style-type: none"> Use the medical record system to access and handle patient data for individual patients 	<ul style="list-style-type: none"> Use the medical record system to access and handle patient data for individual patients or groups of patients 	<ul style="list-style-type: none"> Identify information (e.g. demographic, diagnosis, timeframe) necessary to analyze a patient panel for purposes of quality improvement 	<ul style="list-style-type: none"> Use information technology to access online medical information, manage information, and assimilate evidence from scientific studies in patient care
	<ul style="list-style-type: none"> Use information technology to access appropriate online medical information, such as databases, online medical textbooks, and current clinical information 	<ul style="list-style-type: none"> Collect relevant medical information from appropriate sources and apply to paper and simulated cases Use information technology to locate scientific studies related to individual patient's health problems 	<ul style="list-style-type: none"> Access institutional and national guidelines relevant to individual patient care Use information technology to locate scientific studies related to individual patient's health problems 	<ul style="list-style-type: none"> Compare specific indicators for a panel of individual patients to institutional and national clinical guidelines relevant to individual patient care Efficiently use information technology to identify relevant, high-quality evidence and apply to individual patient care 		
Evidence-Based Medicine	<ul style="list-style-type: none"> Define a clinical question in the context of patient care and begin to access resources for answering this question 	<ul style="list-style-type: none"> Define a clinical question in the context of patient care and begin to access resources for answering this question Appraise, assimilate, and apply scientific evidence in discussion of paper, simulated, or real cases 	<ul style="list-style-type: none"> Define clinical questions, access appropriate resources (e.g. scientific studies, systematic reviews, and evidence-based guidelines) for answering these questions and apply findings in the context of patient care Appraise, assimilate, and apply scientific evidence from individual studies, systematic reviews, and/or evidence-based guidelines in providing optimal care for individual patients under the clinical supervision of the healthcare team 	<ul style="list-style-type: none"> Routinely identify clinical questions as they emerge in patient care activities and identify and apply evidence relevant to answering those questions Appraise, assimilate, and apply relevant, high-quality evidence in clinical decision making 	<ul style="list-style-type: none"> Identify clinical questions as they emerge in patient care activities and identify and apply evidence relevant to answering those questions Appraise and assimilate the scientific evidence from the literature and apply it to clinical decision making for individual patients 	
	<ul style="list-style-type: none"> Describe basic methodological terms of study design and statistical methods used in biomedical research and population health studies 	<ul style="list-style-type: none"> Begin to apply knowledge of study design and statistical methods to the appraisal of clinical studies Begin to apply epidemiologic terms for benefits and harms to the care of paper, simulated, or real cases. Begin to apply evidence-based medicine to discuss improvement of care of paper, simulated, or real cases. 	<ul style="list-style-type: none"> Apply knowledge of study design and statistical methods to the appraisal of clinical studies Apply epidemiologic terms for benefits and harms as they relate to the care of individual patients and populations Apply evidence-based medicine to discuss improvement of care of individual patients and populations 	<ul style="list-style-type: none"> Determine whether clinical evidence can be generalized to an individual patient Describe benefits and harms of an intervention using appropriate epidemiologic terms Apply knowledge of disease patterns to assess the value of diagnostic tests based on patients' risk of disease Access and appropriately apply information from practice guidelines in patient care and improvement of patient care 	<ul style="list-style-type: none"> Apply evidence-based medicine to improve the care of individual patients and populations 	
	<ul style="list-style-type: none"> Identify multiple sources of feedback and incorporate that feedback into a learning plan. 	<ul style="list-style-type: none"> Critically reflect on one's own performance to identify strengths and challenges, summarize individual learning and improvement goals in a plan, and engage in activities to meet those goals 	<ul style="list-style-type: none"> Critically reflect on one's own performance to identify strengths and challenges, set individual learning and improvement goals, and engage in learning activities to meet those goals 	<ul style="list-style-type: none"> Critically reflect on one's own performance to identify strengths and challenges, set individual learning and improvement goals, and engage in learning activities to meet those goals 	<ul style="list-style-type: none"> Critically reflect on one's own performance to identify strengths and challenges, set individual learning and improvement goals, and engage in learning activities to meet those goals 	
Reflection and Self-Improvement	<ul style="list-style-type: none"> Document evidence of critical reflection on educational experiences in any setting to inform development of individual learning and improvement goals summarized in a plan 	<ul style="list-style-type: none"> Document evidence of critical reflection on educational experiences in any setting to inform development of individual learning and improvement goals summarized in a plan 	<ul style="list-style-type: none"> Document evidence of critical reflection from clinical settings, including incorporating feedback and considering past experiences, to inform development of a plan for the future 	<ul style="list-style-type: none"> Document evidence of critical reflection from clinical settings, including incorporating feedback and considering past experiences, to inform development of a plan for the future 	<ul style="list-style-type: none"> Document professional and personal development in relation to the UCSF MD competency milestones 	
	<ul style="list-style-type: none"> Begin to employ strategies for seeking, incorporating, and delivering feedback 	<ul style="list-style-type: none"> Employ strategies for seeking, incorporating, and delivering feedback 	<ul style="list-style-type: none"> Employ strategies for seeking, incorporating, and delivering feedback 	<ul style="list-style-type: none"> Employ strategies for seeking, incorporating, and delivering feedback 	<ul style="list-style-type: none"> Employ strategies for seeking, incorporating, and delivering feedback 	
	<ul style="list-style-type: none"> Document professional and personal development in relation to the UCSF MD competency milestones 	<ul style="list-style-type: none"> Document professional and personal development in relation to the UCSF MD competency milestones 	<ul style="list-style-type: none"> Document professional and personal development in relation to the UCSF MD competency milestones 	<ul style="list-style-type: none"> Document professional and personal development in relation to the UCSF MD competency milestones 	<ul style="list-style-type: none"> Document professional and personal development in relation to the UCSF MD competency milestones 	

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Interpersonal and Communication Skills

updated September 14, 2012

Competency Domain for Interpersonal and Communication Skills						
Sub-Domain	Mid First Year Milestones	Mid Second Year Milestones	Early Third Year Milestones	Late Third Year Milestones	Fourth Year Milestones	Graduate will be able to ... (Competencies)
Doctor-Patient Relationship	<ul style="list-style-type: none"> Describe and practice the essentials of rapport-building behaviors 	<ul style="list-style-type: none"> Demonstrate rapport-building behaviors during patient interactions 	<ul style="list-style-type: none"> Establish rapport with patients and families 	<ul style="list-style-type: none"> Establish collaborative and constructive relationships with patients and families 	<ul style="list-style-type: none"> Establish collaborative and constructive relationships with patients and families 	<ul style="list-style-type: none"> Establish collaborative and constructive relationships with patients and families
Communication and Information Sharing with Patients and Families	<ul style="list-style-type: none"> Describe how patients' background and culture influence doctor-patient communication 	<ul style="list-style-type: none"> Communicate in an honest and supportive manner with patients and families 	<ul style="list-style-type: none"> Communicate effectively with patients and families of diverse background and cultures 	<ul style="list-style-type: none"> Communicate effectively with patients and families of diverse background and cultures 	<ul style="list-style-type: none"> Communicate effectively with patients and families of diverse background and cultures 	<ul style="list-style-type: none"> Communicate effectively with patients and families of diverse background and cultures
	<ul style="list-style-type: none"> Demonstrate the ability to discuss serious, sensitive, and challenging topics with peers and instructor 	<ul style="list-style-type: none"> Begin to communicate with patients and families about serious, sensitive, and challenging topics (eg, sexual history, bad news) 	<ul style="list-style-type: none"> Discuss challenging information with patients and families (eg, breaking bad news, negotiating complex discharge plans or end-of-life care issues) under direction of the health care team 	<ul style="list-style-type: none"> Discuss challenging information with patients and families (eg, breaking bad news, negotiating complex discharge plans or end-of-life care issues) 	<ul style="list-style-type: none"> Discuss challenging information with patients and families (eg, breaking bad news, negotiating complex discharge plans or end-of-life care issues) 	<ul style="list-style-type: none"> Effectively and empathetically discuss serious, sensitive, and difficult topics
		<ul style="list-style-type: none"> Begin to share information and findings with patients and families 	<ul style="list-style-type: none"> Explain findings and next steps to patients and families under direction of healthcare team 	<ul style="list-style-type: none"> Explain diagnosis and treatment plan to patients and families 	<ul style="list-style-type: none"> Engage in collaborative diagnostic and treatment planning and explore potential obstacles for the execution of plans 	<ul style="list-style-type: none"> Share information and negotiate treatment plans with patients and their families
	<ul style="list-style-type: none"> Explain to peers and instructors how patients' perspective of illness and preferences may affect the outcome of care 	<ul style="list-style-type: none"> Demonstrate effective listening skills to elicit patients' perspectives of illness and agenda for care 	<ul style="list-style-type: none"> Elicit the patient's concerns and agenda for care by employing effective listening skills, including non-verbal and verbal skills 	<ul style="list-style-type: none"> Elicit, interpret, and begin to address the patient's concerns and agenda for care 	<ul style="list-style-type: none"> Elicit, interpret, and address patients' concerns and needs by employing effective listening skills, including non-verbal and verbal skills and incorporate these into mutually acceptable management plans 	<ul style="list-style-type: none"> Elicit and address patients' concerns, needs and preferences and incorporate them into management plans
	<ul style="list-style-type: none"> Discuss with peers and instructors the diversity of patient populations and the concept of cultural forces in a relationship between two people 	<ul style="list-style-type: none"> Identify the cultural forces and communication barriers that could affect the patient's care 	<ul style="list-style-type: none"> Identify and begin to address cultural forces and communication issues affecting each patient's care 	<ul style="list-style-type: none"> Work with cultural forces affecting each patient's care, communicate with the patient using strategies that are comprehensible, and begin to assess patient understanding 	<ul style="list-style-type: none"> Work with cultural forces affecting each patient's care, communicate with the patient using strategies that are comprehensible, and assess the patient's understanding of the information delivered 	<ul style="list-style-type: none"> Communicate effectively with diverse patients and ensure patient understanding
Communication with the Medical Team	<ul style="list-style-type: none"> Demonstrate fundamentals of oral presentation and clinical-reasoning skills 	<ul style="list-style-type: none"> Integrate material learned in other settings appropriately into a presentation Begin to tailor a presentation to the setting 	<ul style="list-style-type: none"> Present patient information in an organized, accurate, and logical fashion, and begin to tailor a presentation to the setting 	<ul style="list-style-type: none"> Present patient information in an organized, accurate, and logical fashion targeted to a variety of settings (eg, work rounds, formal case conference, focused or complete presentation) 	<ul style="list-style-type: none"> Present patient information in an organized, accurate, and logical fashion, using a problem-based approach and distilling relevant information into an assessment and plan in a variety of settings 	<ul style="list-style-type: none"> Present patient information efficiently in an organized, accurate, and logical fashion appropriate for the clinical situation, including assessment and plan
	<ul style="list-style-type: none"> Demonstrate the ability to synthesize and summarize information in oral and written forms 		<ul style="list-style-type: none"> Synthesize and summarize basic patient information clearly in oral and written forms 	<ul style="list-style-type: none"> Synthesize and summarize complex patient information clearly in oral and written forms 	<ul style="list-style-type: none"> Synthesize and summarize complex patient information clearly in oral and written forms 	<ul style="list-style-type: none"> Communicate oral and written clinical information that accurately and efficiently summarizes patient data
			<ul style="list-style-type: none"> Create documents (e.g., notes, orders and prescriptions) that are accurate, timely, and legible 	<ul style="list-style-type: none"> Create documents (e.g., notes, orders and prescriptions) that are accurate, timely, and legible 	<ul style="list-style-type: none"> Create documents (e.g., notes, orders and prescriptions) that are accurate, timely, and legible 	
	<ul style="list-style-type: none"> Describe the ability to contribute and learn in a team or group environment and demonstrate respectful communication with interprofessional colleagues 	<ul style="list-style-type: none"> Communicate with a learning group or an interprofessional clinical care team on a shared responsibility 	<ul style="list-style-type: none"> Communicate effectively and respectfully with all members of the interprofessional team Communicate with team effectively at point of departure from clinic/shift about all completed and pending clinical information and tasks 	<ul style="list-style-type: none"> Communicate effectively and respectfully with all members of the interprofessional team Provide handover of clinical information to next team/provider at points of transition 	<ul style="list-style-type: none"> Communicate effectively and respectfully with all members of the interprofessional team in a variety of settings, including hand-offs 	<ul style="list-style-type: none"> Communicate effectively and respectfully with all members of the interprofessional team involved in a patient's care
	<ul style="list-style-type: none"> Demonstrate awareness of audience (give appropriate background information and use technical language appropriately) 		<ul style="list-style-type: none"> Demonstrate awareness of audience (give appropriate background information and use technical language appropriately) in clinical and small group settings 	<ul style="list-style-type: none"> Demonstrate awareness of audience (give appropriate background information and use technical language appropriately) in clinical and small group settings 	<ul style="list-style-type: none"> Demonstrate awareness of audience (give appropriate background information and use technical language appropriately) in clinical and small group settings 	

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Professionalism

updated September 14, 2012

Competency Domain for Professionalism						
Sub-Domain	Mid First Year Milestones	Mid Second year Milestones	Early Third Year Milestones	Late Third Year Milestones	Fourth Year Milestones	Graduate will be able to ... (Competencies)
Professional Relationships	<ul style="list-style-type: none"> Demonstrate sensitivity and responsiveness to patients' culture, race/ethnicity, age, socioeconomic status, gender, sexual orientation, spirituality, disabilities, and other aspects of diversity Demonstrate awareness of how cultural beliefs and practices (including one's own) can influence professional relationships Advocate for effective care for the underserved 		<ul style="list-style-type: none"> Treat patients with compassion, respect, and sensitivity to their individuality Respond sensitively to patients' culture, race/ethnicity, age, socioeconomic status, gender, sexual orientation, spirituality, disabilities, and other aspects of diversity Advocate for effective care for the underserved 		<ul style="list-style-type: none"> Recognize variations in approach to effective doctor-patient relationships, and integrate patient factors to form unique doctor-patient relationships Advocate for effective care for the underserved 	<ul style="list-style-type: none"> Form doctor-patient relationships demonstrating sensitivity and responsiveness to culture, race/ethnicity, age, socioeconomic status, gender, sexual orientation, spirituality, disabilities, and other aspects of diversity and identity, and advocate for care for the underserved Demonstrate respect, compassion, accountability, dependability, and integrity when interacting with peers, interprofessional healthcare providers, patients, and families
	<ul style="list-style-type: none"> Demonstrate respect, compassion, accountability, dependability, and integrity when interacting with peers, interprofessional healthcare providers, patients, and families 		<ul style="list-style-type: none"> Demonstrate respect, compassion, accountability, dependability, and integrity when interacting with peers, interprofessional healthcare providers, patients, and families 	<ul style="list-style-type: none"> Demonstrate respect, compassion, accountability, dependability, and integrity when interacting with peers, interprofessional healthcare providers, patients, and families 		
Boundaries and Priorities	<ul style="list-style-type: none"> Recognize and maintain appropriate boundaries with peers, other health professionals, and patients Recognize when the needs of others diverge from one's own needs, and develop strategies to balance these Define and recognize the role of supervisors in healthcare Appropriately balance multiple responsibilities (eg, core courses, electives, extracurricular activities) 		<ul style="list-style-type: none"> Recognize and maintain appropriate boundaries with patients (e.g., disclosure, time, intimacy, gifts) and other health care professionals (e.g., disclosure, dating, "brown nosing") Balance the needs of others (eg, patient, patient care, healthcare team) with one's own needs Effectively navigate the balance of autonomy and need for supervision Appropriately balance multiple responsibilities (eg, different clerkship responsibilities, personal) 		<ul style="list-style-type: none"> Identify when boundaries are difficult to maintain or are violated and make a plan for resolution and prevention in similar instances Appropriately balance clinical responsibilities with personal, other curricular, and societal responsibilities Effectively navigate the balance of autonomy and need for supervision Appropriately balance multiple responsibilities (eg, clerkships, residency applications and interviews, personal) 	<ul style="list-style-type: none"> Be responsive to the needs of patients and society and appropriately balance these needs with one's own
	<ul style="list-style-type: none"> Demonstrate punctuality, reliability, preparedness, initiative, and follow-through Create written work that is accurate, timely, and legible Display professional dress, hygiene, language, demeanor, and behavior during work hours appropriate to the activity Display awareness of intended and unintended representation of the medical profession in public, non-professional settings 		<ul style="list-style-type: none"> Demonstrate punctuality, reliability, preparedness, initiative, and follow-through Create written work that is accurate, timely, and legible Display professional dress, hygiene, language, demeanor, and behavior during work hours Display awareness of intended and unintended representation of the medical profession in public, non-professional settings 		<ul style="list-style-type: none"> Demonstrate punctuality, reliability, preparedness, initiative, and follow-through Create written work that is accurate, timely, and legible Display professional dress, hygiene, language, demeanor, and behavior during work hours Display awareness of intended and unintended representation of the medical profession in public, non-professional settings 	
	<ul style="list-style-type: none"> Approach all actions with integrity, honesty, and authenticity Display integrity of authorship for presentations, papers, and research (eg, knowing when copying material from another source is acceptable and how to acknowledge, disclose, or reference) Acknowledge gaps in knowledge or skills and seek help when needed Maintain patient confidentiality and respect patient privacy 		<ul style="list-style-type: none"> Approach all actions with integrity, honesty, and authenticity Display integrity of authorship for clinical notes, presentations, papers, and research (eg, knowing when copying material from another source is acceptable, and how to acknowledge, disclose or reference) Acknowledge gaps in skills, knowledge, or patient information, and seek help when needed Maintain patient confidentiality and respect patient privacy 		<ul style="list-style-type: none"> Approach all actions with integrity, honesty, and authenticity Display integrity of authorship for clinical notes, presentations, papers, and research Acknowledge gaps in skills, knowledge, or patient information, and seek help when needed Maintain patient confidentiality and respect patient privacy 	
	<ul style="list-style-type: none"> Recognize and disclose one's errors, including information or data gathering errors, to appropriate peers and/or supervisor Recognize professional misconduct in others and use personal reflection and advice from mentor or supervisor to create and carry out an ethically appropriate plan Recognize personal transgressions toward others (rudeness, losing one's temper), seek advice, and make appropriate amends 		<ul style="list-style-type: none"> Disclose one's errors including medical errors, patient data gathering errors, or misrepresentation of data, to appropriate supervisor (eg, resident, attending) Recognize professional misconduct in others and use personal reflection and advice from mentor or supervisor to create and carry out an ethically appropriate plan Recognize personal transgressions toward others (rudeness, losing one's temper), seek advice, and make appropriate amends 		<ul style="list-style-type: none"> Disclose one's errors including medical errors, patient data gathering errors, or misrepresentation of data, to appropriate supervisor (eg, resident, attending) Recognize professional misconduct in others and use personal reflection and advice from mentor or supervisor to create and carry out an ethically appropriate plan Recognize personal transgressions toward others (rudeness, losing one's temper), seek advice, and make appropriate amends 	
Institutional, Regulatory, and Professional Society Standards	<ul style="list-style-type: none"> Adhere to institutional (including UCSF Medical School policies), regulatory, and professional society standards regarding handling patient information (HIPAA); personal, patient and public safety (infection control, reporting requirements); and professional identification (ID tags) Define and appropriately manage conflicts of interest Maintain ethical relationships with industry 		<ul style="list-style-type: none"> Adhere to institutional (including UCSF Medical School policies), regulatory, and professional society standards regarding handling patient information (HIPAA); personal, patient and public safety (infection control, reporting requirements); and professional identification (ID tags) Define and appropriately manage conflicts of interest Maintain ethical relationships with industry 		<ul style="list-style-type: none"> Adhere to individual institutional (including UCSF Medical School policies), regulatory, and professional society standards regarding handling patient information (HIPAA); personal, patient and public safety (infection control, reporting requirements); and professional identification (ID tags) Define and appropriately manage conflicts of interest Maintain ethical relationships with industry 	<ul style="list-style-type: none"> Adhere to institutional and professional standards and regulation for personal, patient and public safety, adhere to principles of ethical research, and manage conflicts of interest

Systems-Based Practice

updated September 14, 2012

Competency Domain for Systems-Based Practice						
Subdomain	Mid First Year Milestones	Mid Second Year Milestones	Early Third Year Milestones	Late Third Year Milestones	Fourth Year Milestones	Graduate will be able to ... (Competencies)
Healthcare Delivery Systems	<ul style="list-style-type: none"> Identify members of the healthcare team in the preceptor office and the roles they play 	<ul style="list-style-type: none"> Begin to work with members of the healthcare team in providing quality care to patients 	<ul style="list-style-type: none"> Work appropriately with members of the healthcare team in providing quality care to patients 		<ul style="list-style-type: none"> Assume primary responsibility for coordinating information from the interprofessional team members involved in patients' care 	<ul style="list-style-type: none"> Participate effectively as a member of the healthcare team with physicians and interprofessional healthcare providers
	<ul style="list-style-type: none"> Identify different types of medical practice and delivery systems 	<ul style="list-style-type: none"> Apply knowledge of the healthcare system to a clinical model (eg, preceptorship, student-run clinic) 	<ul style="list-style-type: none"> Navigate system infrastructure to participate effectively in clerkship teams and activities with students, residents, attendings, and interprofessional healthcare providers 		<ul style="list-style-type: none"> Incorporate understanding of various healthcare system restrictions in generating a realistic care plan for patients 	<ul style="list-style-type: none"> Understand basic principles of healthcare delivery, organization and finance, how costs affect healthcare delivery, and incentives methods for controlling costs
	<ul style="list-style-type: none"> Identify and define the major components of the healthcare system (patients, interprofessional providers, hospitals, payors, regulators, pharmacy, biomedical scientists, etc.) 	<ul style="list-style-type: none"> Identify and define basic health policy concepts of access, cost, and resource allocation, and explain their relationship and implications for patient care and medical practice 	<ul style="list-style-type: none"> Describe how system structures and costs affect healthcare delivery 		<ul style="list-style-type: none"> Identify methods and incentives for controlling costs and how these differ across medical practice and delivery systems 	
			<ul style="list-style-type: none"> Demonstrate the ability to incorporate knowledge about payors, cost, quality and access into the management of individual patients 	<ul style="list-style-type: none"> Apply methods for evaluating cost-effectiveness of healthcare to a recent clinical experience 		
Systems Improvement	<ul style="list-style-type: none"> Comprehend the importance of improving the quality of healthcare and preventing medical errors 	<ul style="list-style-type: none"> Begin to learn how to assess and improve healthcare 	<ul style="list-style-type: none"> Identify methods of assessing, coordinating and improving healthcare 		<ul style="list-style-type: none"> Apply knowledge of the healthcare system and methods of assessing, coordinating, and improving health care to a specific clinical scenario 	<ul style="list-style-type: none"> Use a systems approach to identify healthcare systems and quality gaps and to develop solutions
	<ul style="list-style-type: none"> Begin to identify gaps in patient care experience that can be used to drive scientific discovery or quality improvement 		<ul style="list-style-type: none"> Identify common types of adverse events in the inpatient and outpatient settings 		<ul style="list-style-type: none"> Demonstrate a capacity to apply system-level approaches (i.e. root cause analysis or PDSA cycles) to determining the cause of medical errors, preventing medical errors, and improving quality of care 	
	<ul style="list-style-type: none"> Engage with an interprofessional colleague(s) in identifying a healthcare systems problem and an approach to addressing the issue 		<ul style="list-style-type: none"> Engage in a systems-improvement intervention, including identifying needs, gaps, and proposing systems solutions 			

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