

Competencies for Medical Education

A Physician is first and foremost a Healer. Six attributes of the physician as healer form the organizing headings of this document:

Professional, Scientist, Communicator, Clinical Problem Solver, Patient & Community Advocate, and Person. Under each heading, we describe specific competencies that students graduating from UMass School of Medicine will have demonstrated. As an educational community, we strive to produce graduates who will become caring healers both by assuring that they possess the requisite knowledge and skills and by strengthening their natural talents and desire to care for others.

Competencies for Medical Education

PHYSICIAN AS PERSON

1. Self-Awareness
 2. Well-being and Resilience
 3. Relationship and connection to others
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Self-Awareness

Scope: The graduate has the awareness to examine and see themselves as they are perceived by others in their community. The graduate also identifies their own personal and professional motivations and limitations, values personal growth, recognizes the need for help from others to achieve this, and grows to recognize the impact of integrating personal and professional life domains and work to blend those in support of health and contentment.

After graduation, the UMMS student with self-awareness:

- a. Demonstrates an awareness of personal beliefs, values, emotions and biases that may influence their behavior and how this affects interactions with interdisciplinary team and patients
- b. Demonstrates self-assessment and reflection skills that lead to greater understanding of their interests, motivations, strengths, and limitations, and seeks to reconcile their perception with perceptions of others
- c. Uses their identification of their interests, motivations, strengths, and limitations to recognize how this informs their actions
- d. Solicits and accepts suggestions from others that identify personal strengths, limitations and makes effort to promote self-improvement
- e. Acknowledges, articulates, and is transparent with others concerning the necessity of balancing obligations to patients with one's personal needs
- f. Communicates and negotiates how to balance personal needs with professional obligations

Well-being and Resilience

Scope: The graduate identifies their emotional state including signs, symptoms, and precipitants of stress, anxiety, burnout as well as pride, confidence, and accomplishments. They will come to appreciate diverse emotional states, recognize when particular feelings are appropriate for the scenario and have a healthy balance of these feelings, and recognize when change/intervention is needed.

After graduation, the UMMS student with well-being and resilience:

- a. Identifies and practices wellness-focused behaviors to maintain personal physical/mental health in the context of the reality of the workplace or school environment
- b. Displays resiliency and discernment in maintaining a fulfilling career in medicine through ongoing activities involving discovery, patient care, service, education, leadership, health policy, and advocacy
- c. Identifies and addresses situations that challenge their well-being and resiliency

- d. Develops mechanisms to cope with the impact of professional and personal challenges
- e. Demonstrates behavior that supports the well-being of colleagues, members of the interprofessional team, and the health of their community
- f. Raises issues to organizational leaders aimed at identifying causes, and recognizing impact of mental health and burnout, and advocates for burnout prevention, and positive mental health programs

Relationship and connection to others

Scope: The graduate participates in fulfilling relationships while demonstrating skills to negotiate challenges with individuals and groups to foster a sense of inclusion and cooperation within the school, clinical system, and Worcester community.

After graduation, the UMMS student with relationship and connection to others:

- a. Appropriately recognizes when to engage the skills and resources of team members to manage collective workload
- b. Demonstrates basic group skills including facilitation, assessment of group dynamics, delegation, time management, negotiation, and conflict resolution
- c. Responds to suggestions and criticism constructively — adapting behaviors accordingly while identifying inappropriate feedback
- d. Raises concerns and communicates transparently with involved person or a third party when identifying and discussing feedback that may or may not apply to the learner
- e. Practices an outward orientation where the learner demonstrates an open-mindedness toward others, elicits and acknowledges others' perspectives with idea of working toward common goals
- f. Provides feedback to others using techniques that support ongoing learning and relationship building