

ACCREDITATION COUNCIL FOR GRADUATE MEDICAL EDUCATION (ACGME) COMPETENCIES

The University of Connecticut School of Medicine is committed to providing residents/fellows with an educational environment which allows residents/fellows to successfully demonstrate with satisfaction and understand the following attributes and objectives set forth by the [Accreditation Council for Graduate Medical Education \(ACGME\)](#).

Each residency/fellowship program enables its residents/fellows to develop competence in six areas. In addition, achievable milestones within each competency are defined in program curricula. Towards this goal, programs define specific knowledge skills and attitudes required and provide the clinical and educational experiences needed in order for residents/fellows to demonstrate this competence. As specified in the ACGME Common Program Requirements, all University of Connecticut School of Medicine sponsored Graduate Medical Education programs have integrated the general competencies into written curriculum and evaluations related to education and clinical care. Programs use resident/fellow performance data as the basis for program improvement. Programs are expected to have measurable outcomes to verify resident/fellow and program performance levels.

The six core competencies as defined by the ACGME are as follows:

1. **Patient Care**

Residents/fellows must be able to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

2. **Medical Knowledge**

Residents/fellows must demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care.

3. **Practice-based Learning and Improvement**

Residents/fellows must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning. Residents/fellows are expected to develop skills and habits to be able to meet the following goals:

- identify strengths, deficiencies, and limits in one's knowledge and expertise;
- set learning and improvement goals;
- identify and perform appropriate learning activities;
- systematically analyze practice using quality improvement methods, and implement changes with the goal of practice improvement;
- incorporate formative evaluation feedback into daily practice;
- locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems;
- use information technology to optimize learning; and,
- participate in the education of patients, families, students, residents/fellows and other health professionals.

4. Interpersonal and Communication Skills

Residents/fellows must demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals. Residents/fellows are expected to:

- communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds;
- communicate effectively with physicians, other health professionals, and health related agencies;
- work effectively as a member or leader of a health care team or other professional group;
- act in a consultative role to other physicians and health professionals; and,
- maintain comprehensive, timely, and legible medical records, if applicable.

5. Professionalism

Residents/fellows must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles. Residents/fellows are expected to demonstrate:

- compassion, integrity, and respect for others;
- responsiveness to patient needs that supersedes self-interest;
- respect for patient privacy and autonomy;
- accountability to patients, society and the profession; and,
- sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.

6. Systems-based Practice

Residents/fellows must demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care. Residents/fellows are expected to:

- work effectively in various health care delivery settings and systems relevant to their clinical specialty;
- coordinate patient care within the health care system relevant to their clinical specialty;
- incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care as appropriate;
- advocate for quality patient care and optimal patient care systems;
- work in interprofessional teams to enhance patient safety and improve patient care quality; and
- participate in identifying system errors and implementing potential systems solutions.

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