

MCG Competency	Family Medicine Clerkship Competency (milestones)
Medical Knowledge	
<p>Goal Statement: Medical students are expected to master a foundation of clinical knowledge with integration of basic sciences and the translation of that knowledge to the clinical setting.</p> <p>Core Competencies: Graduates from the Georgia Regents University - Medical College of Georgia will be able to:</p>	<p>The practice of Family Medicine demands a broad and deep fund of knowledge to proficiently care for a diverse patient population with undifferentiated health care needs</p>
<p>1.1 Demonstrate knowledge of normal and abnormal structure and function of the human body on the macroscopic, microscopic, and molecular levels.</p>	<p>apply previously acquired knowledge of human structure and function to the diagnosis and management of medical conditions in all patient encounters. (MK1)</p>
<p>1.2 Identify the pathology and pathophysiology of various diseases and correlate them with clinical signs and symptoms.</p>	<p>apply previously acquired knowledge of pathophysiology to the diagnosis and management of medical conditions in all patient encounters. (MK2)</p>
<p>1.3 Demonstrate knowledge of both common or significant, acute and chronic clinical problems.</p>	<p>actively seek opportunities to evaluate patients and document these encounters consistent with the acute and chronic conditions determined most pertinent to the practice of Family Medicine based on the ongoing consensus of all Family Medicine Clerkship faculty as it directly relates to the assigned MCG curriculum objectives. (MK1)</p>
<p>1.4 Differentiate between normal and abnormal development and age-related changes across the life span.</p>	<p>develop and demonstrate competence in the recognition of the impact of development and aging across the Pediatric to Geriatric patient spectrum and apply this knowledge to influence changes required by individual patients' presenting conditions. (MK1)</p>
<p>1.5 Demonstrate comprehension of clinical interventions and agents including pharmaceutical, surgical, genetic, complementary and alternative medicines, and other therapies.</p>	<p>develop competency with therapeutics and other clinical interventions encountered during patient experiences with directed independent study of those therapeutics identified by the Clerkship faculty as most pertinent to the practice of Family Medicine in the MCG curriculum objectives. This objective</p>

	includes demonstration of therapeutic prescribing and diagnostic study ordering with faculty review and feedback. (MK2)
1.6 Demonstrate knowledge and ability to interpret epidemiological and public health contributions to understanding health and disease.	Demonstrate knowledge and ability to interpret epidemiological and public health contributions to understanding health and disease. (MK1, PC3)
1.7 Demonstrate knowledge of preventive medicine and current guidelines for health promotion and disease screening.	maintain a focus on preventive care in all patient encounters when appropriate. (MK1)
Patient Care	
<p>Goal Statement: Medical students, as members of the healthcare team, are expected to provide patient and family centered care that is compassionate and effective for the promotion of health care and the management of illness.</p> <p>Core Competencies: Graduates from the Georgia Regents University - Medical College of Georgia will be able to:</p>	Family Physicians provide accessible, quality, comprehensive, compassionate, continuous, and coordinated care to patients in the context of family and community, not limited by age, gender, disease process, or clinical setting, and by using the biopsychosocial perspective and patient-centered model of care.
2.1 Treat patients using a patient and family centered care approach.	incorporate a family and person-oriented approach to health-care that incorporates the impact of health problems on patient and patients' families across the spectrum of the patients' lifespan and the natural history of their disease process whether acute or chronic. (PC5)
2.2 Obtain a complete and accurate medical history that covers essential aspects, also addressing issues related to age, gender, culture, use of complementary medicine, family dynamics and socioeconomic status.	obtain clinical histories that are appropriately focused for the presenting symptoms and/or conditions with each clinical encounter. Such histories should consider the age, gender, culture, family and social dynamics of the patient where appropriate as well as use of therapeutics outside of those prescribed. (PC1, PC2)
2.3 Perform both complete and symptom-focused physical examinations, including mental status	perform physical examinations that are appropriately focused for the presenting symptoms and/or conditions with each clinical encounter. (PC1, PC2)

examination.	
2.4 Perform or participate in routine technical procedures. [procedures determined by core clerkships]	participate in all available procedural opportunities as part of their clinical experience. (PC5)
2.5 Construct a differential diagnosis for common clinical presentations.	demonstrate an ability to formulate a differential diagnosis for the common presenting clinical conditions encountered in the Family Medicine setting. (PC1)
2.5.1 Demonstrate effective identification and analysis of problems and effective inductive thinking when raising plausible hypotheses to explain these problems	demonstrate an ability to identify and apply information from history and physical to identify the most probable explanation of patients with undifferentiated signs and symptoms. (PC1)
2.5.2 Demonstrate sound judgment in making inferences about findings and synthesizing problems, in deductive thinking when solving these problems	demonstrate an ability to identify and apply information from history and physical to diagnose conditions with certainty after initial evaluation of undifferentiated signs and symptoms. (PC1)
2.6 Identify and interpret the most useful clinical, laboratory, roentgenologic, and pathologic testing for common clinical presentations.	As part of the evaluation of undifferentiated signs and symptoms students will demonstrate an ability to identify and interpret the most pertinent laboratory, roentgenologic, and pathologic testing to apply inductive or deductive reasoning as appropriate to common presenting clinical conditions in the Family Medicine setting. (PC4)
2.7 Construct appropriate and efficient therapeutic management and prevention strategies for patients with common conditions, both acute and chronic, including medical, psychiatric, and surgical conditions, and those requiring short- and long-term rehabilitation	demonstrate an ability to construct appropriate and efficient therapeutic management and prevention strategies for patients with acute and chronic conditions commonly seen in the Family Medicine setting of medical, psychiatric and/or surgical nature as well as the impact that these strategies have on the spectrum of the patients' lifespan and their family. (PC3, PC4)
Practice Based Learning	
Goal statement: Medical students are expected to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their practice of medicine. Core Competencies: Graduates from	The Family Physician must demonstrate the ability to investigate and evaluate the care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning

the Georgia Regents University - Medical College of Georgia will be able to:	
3.1 Demonstrate genuine intellectual curiosity and desire to learn, focused inquisitiveness in asking questions, and enduring persistence in the pursuit of learning.	identify gaps in knowledge and develop strategies to address these knowledge gaps through self-reflection and/or feedback from their preceptors. (PBLI2)
3.2 Develop strategies for continuous individual improvement through monitoring performance, reflection, engaging in new learning, applying new learning, and monitoring impact of learning.	Develop strategies for continuous individual improvement through monitoring performance, reflection, engaging in new learning, applying new learning, and monitoring impact of learning. (PBLI2)
3.2.1 Demonstrate critical awareness and reflective thinking when evaluating individual or team performance.	complete a self-assessment as part of the Mid-Rotation Feedback. (PBLI2)
3.3 Accept constructive criticism and modify behavior based on feedback.	as part of the Mid-Rotation Feedback Family Medicine Clerkship students are asked to develop their own goals for the Clerkship and provided with suggestions for improvement (PBLI3)
3.4 Develop clinical questions related to patients' problems and demonstrate skills to find evidence that is relevant and valid information to answer clinical questions using medical information technology	demonstrate competency in effectively and efficiently searching the medical literature and other point-of-care resources to assist in formulation of differentials, determining the most likely or definite diagnosis based on presenting signs and symptoms and convey this information through oral presentation and/or written notes. (PBLI1)
Communication	
Goal Statement: Medical students are expected to demonstrate skills that result in effective communication and collaboration with patients, families, and professional associates. Core Competencies: Graduates from the Georgia Regents University - Medical College of Georgia will be able to:	The Family Physician demonstrates interpersonal and communication skills that foster trust, and result in effective exchange of information and collaboration with patients, their families, health professionals, and the public

<p>4.1 Demonstrate the ability to establish a positive patient-doctor relationship based on mutual trust and respect for patients' privacy, dignity, individual integrity and culture.</p>	<p>demonstrate evolving competency in the establishment of positive patient-doctor relationships based on mutual trust and respect for patients' privacy, dignity, individual integrity and culture as well as in family relationships where appropriate. (C1)</p>
<p>4.2 Communicate with others in a respectful, professional and non-judgmental manner and demonstrate effective listening skills (e.g. maintaining eye contact, body posture, verbal and non-verbal facilitation skills).</p>	<p>engage in communication with patients, staff and preceptors in a respectful, professional and non-judgmental manner while demonstrating effective listening skills. Students will be evaluated through their oral presentations to their preceptors. (C2)</p>
<p>4.3 Demonstrate the ability to give a clear, concise, and organized oral presentation and written documentation of a history and physical exam with basic elements of assessment and plan that addresses the psycho-social and biomedical needs of the patient for a focused or complete patient encounter.</p>	<p>obtain and convey an appropriate history and physical exam through verbal and written medium. Students are expected to develop basic assessments with evaluative, therapeutic and other management plans as appropriate for their level of training that includes not just the biomedical but also psycho-social needs of the patient that are appropriately complete or focused as the situation requires. (C3)</p>
<p>4.4 Conduct an interview with a limited English-speaking patient through appropriate use of an interpreter.</p>	
<p>4.5 Recognize barriers to effective communication and implement strategies to overcome these barriers (e.g. health literacy, vision/hearing impairment, disabled, pediatric, geriatric).</p>	<p>demonstrate cognizance of potential barriers to communications and implement strategies to overcome barriers such as, but not limited to, health literacy, vision or hearing impairment, disability, pediatric and geriatric patients. Identification or such barriers and appropriate modifications to interactions and management should be included in presentations. (C2)</p>
<p>4.6 Educate patients assuring their understanding on</p>	<p>Family Medicine Clerkship students:</p>
<p>4.6.1 Preventive strategies and promoting healthy behavior change, and</p>	<p>are expected to become familiar with and actively seek to implement preventive strategies and engage in patient educational activities to promote behavior change. Students should seek opportunities to</p>

	<p>assess need and encourage patients to avail themselves of preventive care interventions when appropriate. (C2)</p>
<p>4.6.2 Medical risk and benefits in medical decision-making (e.g. informed consent)</p>	<p>are expected to participate in the consent process for any procedures they are involved with materially or as an observer as well in the performance of the Clerkship specific required procedures. (C2)</p>
<p>Professionalism</p>	
<p>Goal Statement: Medical students are expected to demonstrate professional behavior, commitment to ethical principles, and sensitivity to diverse patient populations. Core Competencies: Graduates from the Georgia Regents University - Medical College of Georgia will be able to:</p>	<p>Family Physicians share the belief that health care is best organized and delivered in a patient-centered model, emphasizing patient autonomy, shared responsibility, and responsiveness to the needs of diverse populations. Family Physicians place the interests of patients first while setting and maintaining high standards of competence and integrity for themselves and their professional colleagues. Professionalization is the developmental process that requires individuals to accept responsibility for learning and maintaining the standards of the disciplines, including self-regulating lapses in ethical standards. Family Physicians maintain trust by identifying and ethically managing the potential conflicting interest of individual patients, patients' families, society, the medical industry, and their own self-interests</p>
<p>5.1 Demonstrate honesty, integrity, and ethical behavior in all interactions with patients and other health care professionals, including:</p>	<p>demonstrate honesty, integrity and ethical behavior in all interactions with patients and other health care professionals throughout the clerkship, their professional training and careers. (PROF2)</p>
<p>5.1.1 Describing the importance of protecting patient privacy and identifying personal health information, including when and when not to share information, and</p>	<p>adhere to the principles and standards as outlined in their HIPPA training prior to their clerkship training and remain cognizant of these principles during their interactions with patients, patients' families, peers, preceptors and others regardless of setting. (PROF1, PROF2)</p>
<p>5.1.2 Identifying the ethical hazard and respond appropriately in situations such as:</p>	<p>Family Medicine Clerkship students:</p>
<ul style="list-style-type: none"> • acceptance of gifts 	

<ul style="list-style-type: none"> • collaboration with industry when courted to prescribe/use their products being asked to practice beyond legal limits or personal comfort (e.g., when asked to provide medical care to friends or relatives). 	
<p>5.2 Fulfill professional commitments in a timely and responsible manner.</p>	<p>complete all the requirements of the clerkship by the end of their clerkship. (PROF2)</p>
<p>5.3 Demonstrate respect for one’s self, including maintaining appropriate professional appearance, personal composure, and personal health.</p>	<p>maintain a professional appearance at all times, maintain composure in their interactions and communications with patients, families and other health care professionals and demonstrate sound judgement in their personal health (e.g. not seeing patients if they are ill and notifying the appropriate personnel in a timely manner) while balancing the need for service based learning and self-directed learning in order to perform well on all aspects of the Clerkship. (PROF4)</p>
<p>5.4 Recognize and address personal limitations, attributes or behaviors that might limit one’s effectiveness as a physician and seek help when needed. This would include:</p>	<p>complete Mid-Rotation Feedback that, at a minimum, affords the student an opportunity to self-reflect on their Professionalism, Communication, Interpersonal and Collaborative Skills (among other domains) and receive feedback from the faculty they are working with. (PROF4)</p>
<p>5.4.1 Describe personal responses to stress and employ appropriate stress reduction interventions as needed.</p>	
<p>5.5 Demonstrate sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, race, religion, disabilities and sexual orientation and investigate impact of those on clinical care and medical decisions.</p>	<p>identify and explore elements of lifespan, gender, race, sexual orientation and debility and consider them in their deliberations on their care and decision making. (PROF3)</p>
<p>Systems Based Practice</p>	
<p>Goal Statement: Medical students are expected to develop an awareness of available health care system resources</p>	<p>The stewardship of the Family Physician helps to ensure high value, high quality, and accessibility in the health care system. The Family Physician uses his</p>

<p>and demonstrate an ability to use them appropriately to provide optimal quality patient care.</p> <p>Core Competencies: Graduates from the Georgia Regents University - Medical College of Georgia will be able to:</p>	<p>or her role to anticipate and engage in advocacy for improvements to health care systems to maximize patient health</p>
<p>6.1 Demonstrate the ability to work within a multidisciplinary patient care team, with an understanding of the physicians' role as team leader and the importance of ancillary staff.</p>	<p>perform in the context of a team of care providers that include the primary physician as well as nursing, ancillary staff, family members and other individuals potentially involved in care outside of the office setting and other health professionals including other specialists. Student derived management plans are expected to be inclusive of their role and impact that all team members play and the dynamics they have from the perspective of a Primary Care physician. (SBP4)</p>
<p>6.2 Examine medical errors and quality problems using a health systems approach and describe available methods to minimize them.</p>	<p>complete a Quality Assessment (QA) tool looking at evidence based care measures for a pre-defined condition or population as an exercise in future activities they will be involved in as a health professional and to serve as an instructional tool for condition or population specific quality measures and to serve as a discussion point for the faculty they are working with. (SBP2)</p>