

Tulane University School of Medicine Core Competencies and Milestones (Draft)

Interpersonal and Communication Skills (ICS)

ACGME Competency: *Interpersonal and Communication Skills that result in effective information exchange and teaming with patients, their families and other health professionals.*

TUSOM Competency: *Students will communicate effectively, sensitively and appropriately with faculty, staff, peers, patients & their families, and other health care providers; and will participate on teams effectively and appropriately.*

MILESTONES				
GOALS	Year 1 (Reporter)	Year 2 (Interpreter)	Year 3/Year 4 (Manager/Educator)	AAMC General Physician Competencies
A. Communicate effectively, sensitively, and appropriately with patients and their families, faculty, staff, and peers.	ICSy1A1. Describe and practice skills needed for rapport building. AB2, S2	ICSy2A1. Demonstrate compassionate rapport-building skills during interactions with a patient or Standardized Patient. AB2; S2	ICSy3/4A1. Establish rapport and constructive relationships with patients and their families. S27,30	Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions. 4.7
	ICSy1A2. Practice the ability to discuss sensitive and challenging topics with peers and instructors. AB2; S5	ICSy2A2. Practice active listening and careful observation skills as you elicit the patient's agenda, and communicate with the patient or SP about sensitive and challenging topics. S2,5	ICSy3/4A2. Use simulations, role-play, SPs to practice effective communication skills in difficult situations (giving bad news, disclosing medical errors, conflict resolution, working with distressed patients and family members). S27,30,31	Demonstrate sensitivity, honesty, and compassion in difficult situations, including those about death, end of life, adverse events, bad news, disclosure of errors, and other sensitive topics. 4.6
	ICSy1A3. Practice fundamentals of data gathering and oral presentation skills. S5	ICSy2A3. Begin to present patient cases and tailor a presentation to the appropriate clinical setting. S1,3,5	ICSy3/4A3. Communicate oral and written clinical information that accurately and efficiently summarizes patient data. S30	Maintain comprehensive, timely, and legible medical records. 4.5
	ICSy1A4. Explain how a patient's background and culture influence doctor-patient communication. S5	ICSy2A4. Incorporate diverse cultural values and beliefs in communicating with patients and family members; know when and how to use an interpreter. S2; AB2	ICSy3/4A4. Apply compassionate and culturally sensitive communication skills to address healthcare issues. K20	Communicate effectively with patients, families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds. 4.1
	ICSy1A5. Participate and display active listening skills in small group sessions. AB6; S5,6	ICSy2A5. Demonstrate effective oral communication skills with a patient (or SP), eliciting a chief complaint and communicating medical concepts clearly. S5	ICSy3/4A5. Elicit, interpret, and address patient concerns by employing effective verbal and nonverbal listening skills. S27,30	Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions. 4.7

<p>B. Begin functioning as a member of the healthcare team; and communicate effectively, sensitively, and appropriately with all team members</p>	<p>ICSy1B1. Work collaboratively in team settings to solve basic science problems and apply basic science knowledge to clinical cases. AB6; S6</p>	<p>ICSy2B1. Work collaboratively as a member of a team to solve clinical problems. Begin integrating newly learned or discovered information into communications with the team. AB6</p>	<p>ICSy3/4B1. Apply teamwork and communication skills in collaboration with other members of the healthcare team to provide appropriate patient care. S32</p>	<p>Work effectively with others as a member or leader of a health care team or other professional group. 4.3</p>
	<p>ICSy1B2. Describe and practice respectful communication with peers and members of the healthcare team. AB6; S5</p>	<p>ICSy2B2. Practice effective, logical and concise communication with members of the healthcare team in a simulated setting. AB6; S5</p>	<p>ICSy3/4B2. Demonstrate effective and respectful communication skills (nonverbal, oral, and written) with all members of the health care team. S32</p>	<p>Communicate effectively with colleagues within one’s profession or specialty, other health professionals, and health related agencies. 4.2</p>
	<p>ICSy1B3. Begin developing the skill of giving constructive written and oral feedback to peers. AB6; S5</p>	<p>ICSy2B3. Refine the skill of giving constructive written and oral feedback to peers. AB6; S5</p>	<p>ICSy3/4B3. Demonstrate the ability to give constructive written/oral feedback to peers and/or members of the health care team. S32</p>	<p>Act in a consultative role to other health professionals. 4.4</p>

KEY:

- Tulane’s expression of the ACGME competency, adapted for undergraduate medical education based on input from clerkship directors, is displayed in terms of two broad goals (A & B) listed in the first column on the left.
- Each goal has a set of developmentally progressive milestones, aligned with the RIME model (Pangaro), listed in the middle three columns of the table, by curricular year).
- The milestones progress both longitudinally throughout the current year, and horizontally across subsequent years.
- The final column on the right lists the associated AAMC General Physician Competencies (Englander, et al, 2013).
- The numeric code associated with each item (e.g., ICSy1A1) indicates the name of the competency (ICS – Interpersonal and Communication Skills), year of the curriculum (y1), relevant goal (A) and number of the specific milestone (1). The letters and numbers that follow a milestone (e.g., K4, AB2) indicate alignment with the global educational program objectives that students are expected to have met by graduation (K = Knowledge; S=Skill; AB=Attitude/Behavior).