

IV. Educational Program

A. Curriculum components

5. ACGME Competencies

d. Interpersonal and Communication Skills

Common Program Requirement:

5. *ACGME Competencies*

The program must integrate the following ACGME competencies into the curriculum:

a) Interpersonal and Communication Skills

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

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

[As further specified by the Review Committee]

- **Documentation for communicating with patients and families:** The Common PIF requests a description of a learning activity in which residents develop competence in communicating with patients and families that includes both a didactic component and an experiential component. (See PIF question below.) Learning activities might address written communication (e.g., orders, H&P examination, progress note, transfer note, discharge summary, operative reports, diagnostic reports), oral communication (e.g., presentations, transfer of care, interactions with patients, families, colleagues, members of the health care team) and/or non verbal skills (e.g., listening, team skills). These may be structured learning activities (not just “on-the-job” training) with faculty oversight and feedback.

PIF Question:

a. Describe one learning activity in which residents develop competence in communicating effectively with patients and families across a broad range of socioeconomic and cultural backgrounds, and with physicians, other health professionals, and health related agencies.

Limit your response to 400 words.

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- **Documentation for teamwork:** The Common PIF requests a description of a learning activity related to developing teamwork skills as either a member or leader. (See PIF question below.) Documentation may include the written goals and objectives and curriculum (didactic and experiential) for this learning activity, demonstrating that faculty actively engage the learners in developing these skills and that team member communication is bidirectional rather than unidirectional.

PIF Question:

b. Describe one learning activity in which residents develop their skills and habits to work effectively as a member or leader of a health care team or other professional group. In the example, identify the members of the team, responsibilities of the team members, and how team members communicate to accomplish responsibilities. Limit your response to 400 words.

- **Documentation for medical records:** The Common PIF requests a description for how the program monitors requirements related to medical records, including a mechanism for providing feedback to residents. (See PIF question below.) Additional documentation (not required) might include a written policy for the completion of comprehensive, timely and legible medical records that includes monitoring, evaluation and feedback to residents.

PIF Question:

c. Explain (a) how the completion of comprehensive, timely and legible medical records is monitored and evaluated, and (b) the mechanism for providing residents feedback on their ability to competently maintain medical records. Limit your response to 400 words.

- **Additional documentation for Interpersonal & Communication Skills (IPCS):** Documents that must be made available to the site visitor include written competency-based goals and objectives for each experience at each educational level. Some Review Committees ask for an example to be appended to the PIF. (See specialty PIFs for this information.) Documentation of resident evaluation at the end of each rotation or similar educational assignment must also be available to the site visitor. Site visitors may verify the information supplied in the PIF through review of these documents as well as through interviews with faculty and residents as needed. They may discuss the use of multiple evaluators, whether residents are provided with timely formative feedback, and whether assessment methods reported in the PIF are used effectively. (See CPR V.A)