



Foundational Competencies for Undergraduate Medical Education

Foundational Competency and Subcompetency Statements

The Association of American Medical Colleges (AAMC), the American Association of Colleges of Osteopathic Medicine (AACOM), and the Accreditation Council for Graduate Medical Education (ACGME) are co-sponsoring an initiative to create a common set of foundational competencies for use in medical schools in the United States. Competencies are observable abilities of a health professional, integrating multiple components such as knowledge, skills and attitudes. They are intended to apply to all students regardless of where they train or their future career plans. This initiative aligns with recommendations made by the [Undergraduate Medical Education-Graduate Medical Education Review Committee \(UGRC\) report](#) and is part of a comprehensive effort by all three organizations to improve the transition to residency or graduate medical education.

Over the last several months, a diverse working group has developed an initial draft of foundational competencies which is now ready to be shared and reviewed by the public. To gather feedback and inform next steps, we invite you to participate in this brief survey and share your input on this initial draft of foundational competencies.

[More information about this initiative is available online.](#)

PATIENT CARE: Demonstrates compassionate, effective, evidence-informed, and equitable patient-centered care.

- Provides care that integrates patient and caregiver values and preferences.
- Gathers organized patient history, including multiple data sources as necessary.
- Performs a hypothesis-driven physical examination using appropriate techniques.
- Identifies patients in need of urgent or emergent clinical care, initiates evaluation and management, and escalates care when applicable.
- Creates and prioritizes differential diagnoses.
- Selects hypothesis-driven diagnostic testing and interprets results.
- Formulates a basic therapeutic management plan for commonly encountered clinical conditions.
- Formulates a plan for health screening, promotion, and maintenance.
- Describes indications, risks, benefits, alternatives, techniques, and complications of common diagnostic and therapeutic interventions.
- Incorporates health promotion and disease prevention into patient care.
- Adapts care equitably to the clinical situation and the individual, interpersonal, and structural factors that impact health.
- For DO students only: Integrates the tenets of osteopathic medicine to promote health

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and wellness.

- For DO students only: Performs an osteopathic structural examination and treats somatic dysfunction.

MEDICAL KNOWLEDGE: Applies and integrates foundational, clinical, and social sciences knowledge to improve health care for patients and populations.

- Demonstrates and applies foundational knowledge for clinical problem-solving, diagnostic reasoning, and decision-making.
- For DO students only: Identifies the role of osteopathic principles and practice in patient care.

SYSTEMS-BASED PRACTICE: Applies knowledge of the larger context of health, including its social and structural determinants, and of systems and resources within and outside of health care to optimize patient, community, and population health.

- Adapts performance to various health care teams, delivery settings, and systems.
- Applies knowledge of social and structural determinants of health with the goal of reducing disparities in patient care and advancing health equity.
- Collaborates in transitions and coordination of patient care.
- Demonstrates knowledge of resource utilization and its metrics.
- Selects and incorporates emerging technologies into health care systems to optimize clinical practice.
- Identifies the causes and types of patient safety, system, or quality issues and contributes to quality improvement processes.

PRACTICE-BASED LEARNING AND IMPROVEMENT: Integrates feedback, evidence, and reflection to adapt behavior, foster improvement, and cultivate lifelong learning.

- Actively seeks and incorporates feedback and assessment data to improve performance.
- Engages in informed self-assessment and reflective practice.
- Identifies opportunities for growth in own knowledge and performance.
- Develops, implements, and reassesses learning and improvement goals.
- Locates, critically appraises, and synthesizes new information and evidence to support patient-centered clinical decisions.

PROFESSIONALISM: Demonstrates integrity, respect, and ethical reasoning and promotes inclusion in all interactions to improve health care for patients, communities, and populations.

- Demonstrates respect and compassion for patients, caregivers, families, and team members.
- Safeguards patient privacy, confidentiality, and autonomy.
- Adheres to ethical principles.
- Demonstrates situational awareness and adapts actions and communication accordingly.
- Demonstrates sensitivity and responsiveness with diverse patients and populations.
- Takes ownership of mistakes and acts to address them.

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- Identifies the limits of knowledge and ability and seeks help appropriately.
- Identifies personal biases and works to mitigate the effects professionally.
- Recognizes and addresses personal well-being needs that may impact professional performance.
- Completes patient care duties thoroughly and reliably.
- Completes administrative tasks in a timely manner.

INTERPERSONAL AND COMMUNICATION SKILLS: Effectively communicates and interacts with patients, caregivers, and the health care team to contribute to high-quality patient-centered care.

- Collaborates with patients, caregivers, and team members to enhance the therapeutic relationship.
- Demonstrates clear, respectful communication with team members and other health care professionals to promote positive interactions.
- Communicates information clearly and accurately in verbal, written, and electronic formats.
- Demonstrates active listening.
- Adapts communication to an individual's unique needs, values, preferences, and experiences.