Table 2

Competencies Required for Specific Family Medicine Roles

	Teacher-Administrator				Teacher-Educator		Teacher-Researcher		Teacher-Clinician	
	Chair	Residency Director	Clinic Director	Director of Education	Predoctoral Director	Clerkship Director	Director of Research	Research Faculty	Community Preceptor	Clinical Faculty
Leadership										
Develops a shared vision	✔	✔	✔	✔			✔			
Discusses how program priorities and goals relate to institutional mission	✔	✔								
Accepts different perspectives/approaches, balances individual success with team success, can work with a variety of individuals	✔	✔	✔	✔	✔		✔			
Builds teams and balances individual success with team success	✔	✔	✔	✔			✔			
Establishes clear goals, invites input, weighs evidence, and acts accordingly	✔	✔	✔	✔	✔		✔			
Administration										
Develops and implements a system-wide change and measures effectiveness of intervention	✔	✔	✔	✔	✔		✔			
Develops and operates within the constraints of a budget	✔	✔	✔	✔	✔		✔			
Demonstrates fiscal responsibility and attention to values in managing a project/program/grant	✔	✔	✔	✔	✔		✔	✔		
Demonstrates skills in grant writing and resource acquisition	✔	✔		✔	✔		✔	✔		
Intervenes effectively with a challenging employee or subordinate	✔	✔	✔	✔	✔	✔	✔			
Creates supportive environment for self-improvement and organizational growth	✔	✔		✔			✔			
Describes environmental pressures on health science center/residency program and effects on faculty roles and functions	✔	✔								
Teaching										
Demonstrates bedside teaching		✔	✔		✔	✔			✔	✔
Prepares and introduces patient and learner		✔	✔			✔			✔	✔
Demonstrates skills in physical exam and patient interaction		✔	✔		✔	✔			✔	✔
Observes and solicits questions from patients		✔	✔			✔			✔	✔
Evaluates learning and provides feedback for further patient assignments		✔	✔			✔			✔	✔
Identifies and analyzes teaching and learning styles		✔		✔	✔				✔	✔
Manages difficult learners and dysfunctional behavior in one-to-one and small-group teaching		✔	✔	✔	✔	✔	✔	✔	✔	✔
Implements different evaluation methods (NBME shelf exams; modified essay questions; problem-based learning exercises; OSCEs and standardized patient vignettes; computer-based examinations; self-assessment; peer, preceptor, staff, and patient evaluation		✔		✔	✔	✔				
Curriculum Development										
Conducts a needs assessment that includes program and learner needs		✔	✔	✔	✔	✔	✔			✔
Designs a curriculum or program that includes development of learner		✔	✔	✔	✔	✔	✔	✔		✔
Determines program content		✔		✔	✔	✔	✔			
Develops instructional materials that best facilitate learning		✔	✔	✔	✔	✔	✔	✔		✔
Evaluates instruction and translates learning objectives to competency		✔	✔	✔	✔	✔	✔	✔		✔
Uses evaluation information to make changes in the course/program		✔	✔	✔	✔	✔	✔	✔		✔

Table 2

(continued)

	Teacher-Administrator				Teacher-Educator			Teacher-Researcher		Teacher-Clinician
	Chair	Residency Director	Clinic Director	Director of Education	Predoctoral Director	Clerkship Director	Director of Research	Research Faculty	Community Preceptor	Clinical Faculty
Research										
Communicates research results to professional audiences by peer-reviewed abstracts, posters, oral presenttions, and publications	✔	✔	✔	✔	✔	✔	✔	✔		✔
Creates supportive research infrastructure and environment	✔	✔		✔			✔			
Promotes research and scholarly activities within the academic unit, hospital, medical school, and/or university	✔	✔		✔			✔	✔		
Prepares research proposals	✔			✔			✔	✔		
Leads research skill development among faculty, residents, and students							✔	✔		
Values research in decisions affecting annual reviews and promotion/tenure	✔	✔		✔			✔	✔		
Locates funding sources	✔	✔		✔			✔	✔		
Participates in professional societies and networks with similar research interests							✔	✔		
Role models, mentors, and actively teaches research skills to students, residents, and faculty							✔	✔		
Manages all phases of research projects (timelines, budget, personnel)							✔	✔		
Medical Informatics										
Teaches principles of medical reasoning, decision making, probability, and evaluation of decision-making systems		✔	✔		✔					✔
Defines quality analysis, resource indicators, activity monitors, productivity	✔		✔			✔				✔
Discusses clinical informatics, including quality, accuracy, and interpretation of medical data variables	✔	✔	✔			✔	✔	✔		✔
Utilizes office computers, including practice management systems, compuerized medical records, and analysis of clinical activity	✔	✔	✔						✔	✔
Care Management										
Develops evaluation methods for MDs in training to reflect performance standards generated by health care delivery systems		✔	✔		✔	✔				
Teaches contract review and negotiations	✔	✔	✔						✔	✔
Demonstrates how to function effectively in a managed care environment while preserving the educational mission	✔	✔	✔		✔	✔			✔	✔
Balances needs of the individual/family with those of the community while providing patient-centered care	✔	✔	✔		✔	✔			✔	✔
Multiculturalism										
Performs culturally sensitive histories and physical examinations	✔	✔	✔		✔	✔			✔	✔
Works with family, translators, and complementary medical practitioners, treatment plans	✔	✔	✔		✔	✔			✔	✔

NBME—National Board of Medical Examiners
OSCE—Objective Structured Clinical Exam