Using Competencies to Guide Your CME Activity Planning

American Board of Medical Examiners (ABMS) / Accreditation Council for Graduate Medical Education (ACGME)

Patient Care	Provide care that is compassionate, appropriate and effective treatment for health problems and to promote health
Medical Knowledge	Demonstrate knowledge about established and evolving biomedical, clinical and cognate sciences and their application in patient care
Interpersonal and Communication Skills	Demonstrate skills that result in effective information exchange and teaming with patients, their families and professional associates (e.g. fostering a therapeutic relationship that is ethically sound, uses effective listening skills with non-verbal and verbal communication; working as both a team member and at times as a leader)
Professionalism	Demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles and sensitivity to diverse patient populations
Systems-based Practice	Demonstrate awareness of and responsibility to larger context and systems of healthcare. Be able to call on system resources to provide optimal care (e.g. coordinating care across sites or serving as the primary case manager when care involves multiple specialties, professions or sites)
Practice-based Learning and Improvement	Able to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence and improve their practice of medicine

National Academy of Medicine (formerly, Institute of Medicine, IOM)

Provide patient-centered care	Identify, respect, and care about patients' differences, values, preferences, and expressed needs; listen to, clearly inform, communicate with, and educate patients; share decision making and management; and continuously advocate disease prevention, wellness, and promotion of healthy lifestyles, including a focus on population health.
Work in interdisciplinary teams	Cooperate, collaborate, communicate, and integrate care in teams to ensure that care is continuous and reliable.
Employ evidence-based practice	Integrate best research with clinical expertise and patient values for optimum care, and participate in learning and research activities to the extent feasible.
Apply quality improvement	Identify errors and hazards in care; understand and implement basic safety design principles, such as standardization and simplification; continually understand and measure quality of care in terms of structure, process, and outcomes in relation to patient and community needs; and design and test interventions to change processes and systems of care, with the objective of improving quality.
Utilize informatics	Communicate, manage knowledge, mitigate error, and support decision making using information technology.

Interprofessional Education Collaborative (IPEC)

Values/Ethics for Interprofessional Practice	Work with individuals of other professions to maintain a climate of mutual respect and shared values.
Roles/Responsibilities	Use the knowledge of one's own role and those of other professions to appropriately assess and address the healthcare needs of the patients and populations served.
Interprofessional Communication	Communicate with patients, families, communities, and other health professionals in a responsive and responsible manner that supports a team approach to the maintenance of health and the treatment of disease.
Teams and Teamwork	Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient-/population-centered care that is safe, timely, efficient, effective, and equitable.

Academy of Medical Education

Designing and planning learning	Applies learning and teaching principles, learning and teaching methods and resources, and evaluates educational interventions
Teaching & facilitating learning	Delivers teaching, maintains an effective learning environment, provides feedback on learning, ensures active participation and learner engagement, and reflects on teaching practice
Assessment of learning	Develops assessment, selects appropriate assessment methods, and maintains the quality of assessment.
Educational Research & Scholarship	Contributes to the evidence-base of medical education. Educational management and leadership—Manages or leads educational initiatives; participates knowledgeably in educational governance