

Table 1: Teaching Competencies for Community Physicians

Domain	Goal	Competencies
Learner centeredness	Demonstrate a commitment to the learners' success and well-being leading to the learners' growth in to their professional roles.	<ol style="list-style-type: none"> 1. Prepare the clinical environment, including staff, patients, and other colleagues, for the learner. 2. Orient the learner to the community, to local resources, and to the clinical environment. 3. Ascertain each learner's knowledge, skills and attitudes related to rotation expectations and link to your patient's/clinic population. 4. Assess and respond to the learner's cultural context. 5. Help learners develop learning goals aligned with patients' needs.
Interpersonal and communication skills	Teach and communicate effectively.	<ol style="list-style-type: none"> 1. Clearly communicate expectations to the learner. 2. Tailor precepting style to the needs of the learner. 3. Identify barriers to learning (eg, housing, geography, psychological, economic, family, etc). 4. Maintain a safe learning environment for the student (ie, approachable, supportive, encouraging, student can admit limitations).
Professionalism and role modeling	Demonstrate best educational and evidence-based practices and role model those behaviors for learners.	<ol style="list-style-type: none"> 1. Display enthusiasm for teaching. 2. Respectfully respond to each learner's unique needs and learning goals related to patient care. 3. Be available and accessible to learners. 4. Acknowledge when beliefs/attitudes are influencing the teaching/learning environment. 5. Model highest standards of the profession.
Practice-based reflection and improvement	Role model continuous self-assessment and lifelong learning.	<ol style="list-style-type: none"> 1. Model the appropriate use of evidence-based medicine in clinical practice. 2. Seek feedback from the learner and rotation director; identify and act on improvement goals. 3. Engage in continuous learning as physician and teacher with targeted teaching goals.
Learner assessment	Provide appropriate feedback.	<ol style="list-style-type: none"> 1. Solicit student self-assessment. 2. Provide timely formative and actionable feedback to the learner regarding their progress (eg, learning goals; rotation competencies; knowledge, skills, and attitudes). 3. Check that formative feedback was heard and understood and that the learner initiated a feasible action plan. 4. Provide summative feedback to the learner and the medical institution.