



Family Medicine

Clinical Knowledge – Common Outpatient Childhood/Adult Illnesses/Symptoms

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|---|--|---|---|---|---------------------------------------|
| <input type="checkbox"/> Major deficiencies in clinical/relevant basic science knowledge base | <input type="checkbox"/> Understanding of basic concepts marginal – below expected level | <input type="checkbox"/> Clinical knowledge appropriate to level of training – understands basic pathophysiology and common/simple disease states | <input type="checkbox"/> Demonstrates knowledge of more complex disease states, complex physiology and treatments | <input type="checkbox"/> Thorough knowledge of complex issues/uncommon illnesses including being up to date on current literature | <input type="checkbox"/> Not Observed |
|---|--|---|---|---|---------------------------------------|

Clinical Knowledge – Preventive Care Adult/Pediatric Developmental Milestones and Age Appropriate Immunizations, Screenings

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|---|--|--|---|--|---------------------------------------|
| <input type="checkbox"/> Major deficiencies | <input type="checkbox"/> Understanding marginal – below expected level | <input type="checkbox"/> Appropriate knowledge – at expected level | <input type="checkbox"/> Knowledge more complete – can clearly outline all health maintenance and disease prevention issues for individual patients | <input type="checkbox"/> Thorough complete knowledge including understanding of subtleties | <input type="checkbox"/> Not Observed |
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Communication Skills – Case Presentations

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|--|--|--|--|--|---------------------------------------|
| <input type="checkbox"/> Presentations ill prepared, lack important information, contain inaccurate data | <input type="checkbox"/> Presentations orderly, accurate but with some omissions | <input type="checkbox"/> Presentations accurate, orderly, contain all the basic information – appropriate to level of training | <input type="checkbox"/> Presentations more concise, articulate with emphasis on important issues/data. Knows all lab/radiology data | <input type="checkbox"/> Presentations concise, articulate and demonstrate a high level of insight/synthesis. Minimal to no use of notes | <input type="checkbox"/> Not Observed |
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Communication Skills – Interactions with Patients and Families

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|--|--|---|--|--|---------------------------------------|
| <input type="checkbox"/> Is insensitive, tactless – fails to detect nonverbal cues | <input type="checkbox"/> Occasionally inattentive, sometimes uses terms the patient/family cannot understand | <input type="checkbox"/> Develops rapport with patient and immediate family, avoids medical jargon, appreciates nonverbal cues, can deal with most day to day patient/family interactions | <input type="checkbox"/> Willing to deal with more difficult situations and can do so with little input from supervisors | <input type="checkbox"/> Outstanding rapport with patient and entire family – actively seeks to handle difficult situations/topics – relates to and engages all family members | <input type="checkbox"/> Not Observed |
|--|--|---|--|--|---------------------------------------|

Patient Care – Note Writing

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|---|---|---|---|--|---------------------------------------|
| <input type="checkbox"/> Notes unreliable, unorganized, contain significant omissions | <input type="checkbox"/> Notes organized but omit some relevant issues/data | <input type="checkbox"/> Notes accurate, complete and identify all ongoing problems | <input type="checkbox"/> Notes accurate, complete and indicate clear plans for each ongoing problem | <input type="checkbox"/> Notes concise and analytical reflecting thorough understanding of disease process, patient's conditions and both immediate and more distant plans | <input type="checkbox"/> Not Observed |
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Patient Care – Laboratory and Radiologic Data Interpretation

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|--|--|--|---|---|---------------------------------------|
| <input type="checkbox"/> Unable to interpret most basic data | <input type="checkbox"/> Marginal interpretation of data with problems relating data to patients | <input type="checkbox"/> Interprets basic data and able to relate data to patients | <input type="checkbox"/> Independently seeks out data, consistently offers interpretation and suggests further workup | <input type="checkbox"/> Demonstrates understanding of subtle findings within lab/radiologic data and able to relate different data into a unified hypothesis | <input type="checkbox"/> Not Observed |
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Social & Community Context of Health Care– Incorporates Psychosocial and Community Factors when Assessing/Treating Patients

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|--------------------------------|---------------------------------------|----------------------------------|---|---------------------------------|---------------------------------------|
| <input type="checkbox"/> Never | <input type="checkbox"/> Occasionally | <input type="checkbox"/> Usually | <input type="checkbox"/> Most of the time | <input type="checkbox"/> Always | <input type="checkbox"/> Not Observed |
|--------------------------------|---------------------------------------|----------------------------------|---|---------------------------------|---------------------------------------|

Practice Based Improvement

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|--|---|---|---|--|---------------------------------------|
| <input type="checkbox"/> No evidence of independent learning, often unprepared to describe what was learned from prior day's reading | <input type="checkbox"/> Reads some, but not enough, reading too superficial, reads only what is prescribed | <input type="checkbox"/> Reads independently, daily is able to describe what was learned from prior day's reading, occasionally uses multiple sources | <input type="checkbox"/> More consistently uses multiple sources including some primary literature and able to describe the data/conclusions of those sources | <input type="checkbox"/> Reads extensively and reading is goal directed and self motivated – consistently shares new knowledge with team | <input type="checkbox"/> Not Observed |
|--|---|---|---|--|---------------------------------------|

Family Medicine

Professionalism

Students should possess all of the following qualities:

respectful	properly groomed/dressed	punctual	conscientious	honest	compassionate	considerate of others	reliable	appropriately motivated
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Please mark the appropriate box.

☐ Meets Expectations

☐ Concerns (Please explain further
in Comments Section)

Formative Comments (Please write comments here that should not be included in the Dean's letter):

Summative Comments:

[] I attest that I have not previously provided health services to this student.