

**UNIVERSITY OF MARYLAND, COLLABORATIVE PROGRAM
FOR PRIMARY CARE EDUCATION**

**REFERENCE GUIDE TO COMPETENCY -
BASED EVALUATION OF RESIDENTS**

PATIENT CARE:

Residents must be able to provide family centered patient care that is developmentally appropriate, compassionate, and effective for the treatment of health problems and the promotion of health.

Please refer to the following benchmarks and list of potential assessment tools as you evaluate resident competence

Potential assessment tools used in evaluating competence:

- | | |
|--|------------------------------------|
| ▪ Case-based module | ▪ Portfolio |
| ▪ Chart stimulated recall | ▪ Procedure log |
| ▪ Checklist of live/recorded performance | ▪ Record review |
| ▪ Direct observation of benchmark | ▪ Simulations and models |
| ▪ Global rating of live/recorded performance | ▪ Standardized oral examination |
| ▪ Objective structured clinical examination (OSCE) | ▪ Standardized patient examination |
| ▪ Patient/parent survey | ▪ Written examination |

Competency: Gather essential and accurate information about the patient.

Knowledge/Skills/Attitudes Benchmarks:

- Demonstrates knowledge of how to access adjunctive sources of information to the history obtained from the family (e.g. chart)
- Interviews patients with an appreciation for their developmental level and/or age
- Describes age-specific concerns in the approach to the physical examination
- Performs a complete history including a chief complaint, history of the present illness, past history, family history, social history and review of systems
- Performs a detailed and accurate physical examination
- Conveys an appreciation for the value of the caretaker's observations and judgments regarding the patient's health and illness
- Conveys an appreciation for the opportunity to be involved in the care of the patient

Competency: Make informed diagnostic and therapeutic decisions based on patient information, current scientific evidence, clinical judgment, and patient preference.

Knowledge/Skills/Attitudes Benchmarks:

- Formulates and prioritizes a differential diagnosis based on patient information and/or current scientific evidence and/or sound clinical judgment
- Utilizes the appropriate laboratory tests and imaging studies to evaluate medical problems and interprets the results
- Synthesizes evidence in making diagnoses and therapeutic decisions
- Employs the therapeutic management of choice for a given working diagnosis
- Identifies and accesses available resources (medical literature, consultants) to support the chosen therapeutic path
- Recognizes limitations of the level of training and seeks help appropriately
- Utilizes subspecialty consultation appropriately
- Demonstrates responsibility and accountability for decisions
- Demonstrates compassion for the hardships faced by patients/families as a result of the laboratory or imaging studies ordered in the work-up
- Demonstrates sensitivity to the preferences of patients and their families when arriving at a management plan

Competency: Carry out patient management plans.

Knowledge/Skills/Attitudes Benchmarks:

- Defines the need for appropriate follow-up based on age, diagnosis, and psychosocial issues
- Counsels and educates patients and families regarding diagnosis and management plans
- Develops written patient instructions appropriate to the clinical situation and caregiver/patient comprehension
- Utilizes potential outcome measures for evaluating the effectiveness of the management plan (e.g. test of cure for STDs)
- Transfers information to another provider when necessary and appropriate

Competency: Prescribe and perform competently all medical procedures (invasive and non-invasive) considered essential for the scope of practice.

Knowledge/Skills/Attitudes Benchmarks:

- Demonstrates knowledge of the indications for procedures
- Demonstrates proficiency in performing procedures and maximizes patient comfort
- Accurately describes procedures to patients and caretakers in language that is appropriate to their educational, developmental, and emotional status
- Acknowledges the impact of procedures on patients and families during interactions with staff and with families

Competency: Counsel patients and families.

Knowledge/Skills/Attitudes Benchmarks:

- Provides accurate and up to date information to guide support patients/ families in making informed decisions
- Provides both good and bad news in a sensitive and professional manner
- Handles patient and family emotional response or calls in appropriate help as needed

Competency: Provide effective health maintenance and anticipatory guidance.

Knowledge/Skills/Attitudes Benchmarks:

- Provides appropriate health maintenance and anticipatory guidance/preventive measures based on age, gender, risk factors, and developmental stage
- Identifies appropriate community resources to address patient needs
- Discusses the indications for and the interpretation of recommended screening tests
- Demonstrates ability to perform age-appropriate screening tools for health maintenance (e.g. Mini Mental Status Exam or Denver Developmental Screening Test)

Competency: Use information technology to optimize patient care.

Knowledge/Skills/Attitudes Benchmarks:

- Uses information technology to practice evidence-based medicine
- Uses information technology tools (e.g. PDA, interactive web sites, computer-based order entry system, hospital data bases) to enhance patient care

MEDICAL KNOWLEDGE:

Residents must demonstrate knowledge about established and evolving biomedical, clinical, and cognate (e.g. epidemiological and social-behavioral) sciences and the application of this knowledge to patient care and the education of others.

Please refer to the following benchmarks and list of potential assessment tools as you evaluate resident competence

Potential assessment tools used in evaluating competence:

- Case-based module
- Direct observation of benchmark
- Chart stimulated recall
- Standardized oral examination
- Record review
- Written examination

Competency: Demonstrate an investigatory and analytic approach to clinical problem solving and knowledge acquisition.**Knowledge/Skills/Attitudes Benchmarks:**

- Demonstrates an open-minded and analytical approach to the acquisition and application of knowledge by utilizing evidence-based medicine skills to answer clinical questions, analyze the answers, and apply the relevant aspects to the care of patients
- Seeks and locates resources useful to secure information (e.g., attendings, faculty mentors, literature, electronic sources, group discussions, conferences, etc.)
- Initiates a discussion with the faculty preceptor at the beginning of the rotation to address prescribed as well as individual learning objectives
- Identifies areas for improvement of self-knowledge in clinical situations by seeking feedback from attendings and asking relevant clinical questions
- Implements strategies to improve knowledge based on feedback, performance on written examinations, and self-assessment

Competency: Know, apply, and teach the basic and clinically supportive sciences, which are appropriate to one's medical specialty. (For an outline of the expected knowledge base see separate curriculum)**Knowledge/ Skills/Attitudes Benchmarks:**

- Accesses all available information to support clinical decision-making
- Interprets the principles of evidence-based medicine and statistics as they apply to clinical situations
- Applies knowledge with attention to clinical outcome, cost-effectiveness, risk-benefit, and patient preference
- Develops and maintains a willingness to be a life-long learner by querying the literature and texts on a regular basis, attending daily conferences, and pursuing answers to clinical questions
- Critically evaluates current medical information and scientific evidence and modifies knowledge base accordingly
- Attends and participates in all required conferences on a regular basis
- Teaches other residents and students in an organized, enthusiastic, and effective manner on a regular basis

PRACTICE-BASED LEARNING AND IMPROVEMENT:

Residents must be able to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their patient care practices.

Please refer to the following benchmarks and lists of assessment tools as you evaluate resident competence

Potential assessment tools to evaluate resident competence:

- Case-based module
- Chart stimulated recall
- Checklist of live/recorded performance
- Direct observation of benchmark
- Global rating of live/recorded performance
- Objective structure clinical examination (OSCE)
- Patient/parent survey
- Procedure skills log
- Record review
- Simulations and models
- Standardized patient examination
- Standardized oral examination
- Written examination

Competency: Analyze practice experience and perform practice-based improvement activities using a systematic methodology.

Knowledge/Skills/Attitudes Benchmark:

- Develops and maintains a willingness to learn from errors
- Describes the process of practice assessment- from identifying key issues for improvement to analysis to implementing change, to analysis of change
- Utilizes the necessary resources to complete the process (e.g., individuals, staff, texts, etc.)
- Implements strategies, along with an interdisciplinary team, to improve patient care practice

Competency: Locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems.

Knowledge/Skills/Attitudes Benchmarks:

- Interprets the principles of evidence-based medicine and statistics by knowing the principles and statistical techniques necessary for these analyses (e.g., ARR, NNT, p values, risk ratios, meta-analyses, etc.)
- Locates search engines (e.g., Ovid, MD Consult) to effectively search the literature
- Values patient education as the foundation of compliance, and disease management and prevention
- Distills information to enhance patient and self-education

Competency: Obtain and use information about one's own population of patients and the larger population from which the patients are drawn.

Knowledge/Skills/Attitudes Benchmarks:

- Describes the epidemiology of disease in one's patient population including risk factors and public health issues
- Applies epidemiologic information to assess risk/prognosis and to assist in health maintenance and disease management

Competency: Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness.

Knowledge/Skills/Attitudes Benchmarks:

- Performs a critical appraisal of the literature utilizing basic biostatistical techniques and principles of evidence-based medicine
- Facilitates Journal Club, applying the principles of evidence-based medicine
- Completes a scholarly activity (e.g. basic science or clinical research project, literature review, conference presentation etc.)

Competency: Use information technology, peer review, and self-assessment to promote life-long learning.

Knowledge/Skills/Attitudes Benchmarks:

- Uses feedback to identify areas for improvement
- Seeks opportunities to strengthen deficits in knowledge/skills (e.g., specific electives, didactic opportunities, information technology resources, etc.)

Competency: Facilitate the learning of students and other health care professionals.

Knowledge/Skills/Attitudes Benchmarks:

- Assesses educational needs of learners
- Assists learners in accessing information
- Demonstrates responsibility and leadership in engaging learners in the educational process

INTERPERSONAL/COMMUNICATION:

Residents must be able to demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, their patients families, and professional associates.

Please refer to the following benchmarks and list of assessment tools as you evaluate resident competence

Potential assessment tools used in the evaluation of competence:

- Direct observation of benchmark
- Checklist of live/recorded performance
- Global rating of live/recorded performance
- 360 degree evaluation
- Standardized patient examination
- Objective structured clinical examination (OSCE)
- Patient /parent survey

Competency: Communicate effectively to create and sustain a therapeutic relationship with patients and families.

Knowledge/Skills/Attitudes Benchmarks:

- Identifies the primary provider(s) of information
- Identifies self and other members of the health care team and explains role appropriately to patient and/or care givers/family members
- Communicates with patient/caregiver in the appropriate setting, by recognizing the logistics of the working environment (e.g., private areas, public areas, areas for interviewing, areas for physical examination, etc.)
- Demonstrates the ability to maintain a therapeutic relationship with patients over time
- Uses appropriate language at the proper developmental/educational level for the patient and/or caregivers/family members
- Elicits initial and interval histories from patients using effective verbal and non-verbal techniques (e.g., asks the appropriate type of question- open-ended, direct, leading- at various phases of the interview)
- Uses effective listening skills to elicit information
- Uses correct English in written and verbal communication
- Maintains comprehensive, timely, and legible medical records and correspondence
- Communicates effectively to maximize patient/caregiver/family understanding
- Facilitates, reflects, clarifies, confronts, and/or interprets at the appropriate time(s) in the patient encounter
- Provides effective patient/caregiver/family education in verbal and written form

Competency: Work effectively with others as a member or leader of a health care team or other professional group.

Knowledge/Skills/Attitudes Benchmarks:

- Identifies and learns the names of health care team members
- Assumes the appropriate role on the team
- Communicates effectively and respectfully with other members of the health care team
- Facilitates team communication when in role of team leader
- Assumes the role of consultant where appropriate
- Provides constructive verbal and written feedback to other members of the health care team

PROFESSIONALISM:

Residents must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

Please refer to the following benchmarks and list of potential assessment tools as you evaluate resident competence

Potential assessment tools used in determining competence:

- Case-based module
- Chart stimulated recall
- Checklist of live/recorded performance
- Direct observation of benchmark
- Global rating of live/recorded performance
- Objective structured clinical examination (OSCE)
- Patient/parent survey
- Portfolio
- Record review
- Simulations and models
- Standardized oral examination
- Standardized patient examination
- Written examination

Competency: Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supercedes self-interest; accountability to patients, society, and the profession; and a commitment to excellence and on-going professional development.

Knowledge/Skills/Attitudes Benchmarks:

- Identifies important roles physicians play in society (e.g. school board members, public health administrators, among others)
- Discusses the role of peer review as it relates to professional accountability
- Demonstrates the defining attributes of the medical professional, including:
 - Acts with honesty and integrity (being truthful, keeping one's word, meeting commitments and being forthright in interactions with patients, peers, and supervisors)
 - Shows reliability and responsibility (being responsible for and accountable to others, admitting error, honoring, and completing assigned duties)
 - Shows respect for others in all spheres of contact and regard for others' worth and dignity
 - Provides compassion and empathy by listening attentively and responding humanely to concerns of patients and their families
 - Strives for self-improvement so as to provide the highest quality of health care through life-long learning and education
 - Indicates self-awareness and a knowledge of one's own limits by recognizing the need for guidance and supervision and through use of self-evaluation tools
 - Communicates and collaborates with others (members of the health care team and patient caregivers/families) to provide the best care for patients
 - Practices altruism and advocacy by displaying an unselfish regard for and devotion to the welfare of patients and their families
- Interacts with patients, staff, colleagues, and other health professionals in a respectful manner to include appropriate dress, verbal and non-verbal behavior
- Demonstrates a commitment to on-going professional development through regular attendance at conferences and reading medical literature
- Responds positively to constructive criticism by improving behavior and/or skills

Competency: Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.

Knowledge/Skills/Attitudes Benchmarks:

- Recognizes ethical dilemmas and utilizes consultation from the hospital's ethics committee appropriately
- Adheres to the laws and rules governing the confidentiality of patient information
- Obtains proper informed consent from patient or family member/legal guardian, recognizing the situational need

- for determining competence
- Engages in ethical business practices

Competency: Demonstrate sensitivity and responsiveness to a diverse patient population, including, but not limited to diversity in gender, age, culture, race, religion, disabilities and sexual orientation.

Knowledge/Skills/Attitudes Benchmarks:

- Recognizes the impact that characteristics such as culture, age, gender, and disability has on patient care, preferences/perceptions, and outcomes
- Demonstrates recognition of the cultural issues that can play an important role in how patients perceive the need for health care
- Considers the impact of disability on a patient's life and that of the family

SYSTEMS-BASED PRACTICE:

Residents must demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.

Please refer to the following benchmarks and lists of assessment tools as you evaluate resident competence

Potential assessment tools in evaluating competence:

- Case-based module
- Chart stimulated recall
- Direct observation of benchmark
- Global rating of live/recorded performance
- Portfolio
- Record review
- Written examination

Competency: Know how types of medical practice and delivery systems differ from one another, including methods of controlling health care costs and allocating resources.

Knowledge /Skills/Attitudes Benchmarks:

- Differentiates between various medical practices, including hospital and community based models, PPO, and HMO health care delivery systems
- Describes the methods by which individuals or hospitals can be reimbursed, including fee-for service, capitation, hospital DRGs, etc.
- Becomes familiar with documentation criteria for different levels of care

Competency: Practice cost-effective health care and resource allocation that does not compromise quality of care.

Knowledge/Skills/Attitudes Benchmarks:

- Demonstrates commitment to the practice of cost-effective medical care
- Considers cost/benefit analysis in providing clinical care
- Identifies factors that contribute to rising health care costs and strives to lessen where appropriate
- Recognizes resource limitation within the health care system

Competency: Advocate for quality patient care and assist patients in dealing with system complexities.

Knowledge/Skills/Attitudes Benchmarks:

- Recognizes potential conflicts of interest between the individual patients and their health care organizations
- Anticipates problems patients/caregivers may face in negotiating the health care system and advocates on the patient’s behalf

Competency: Partner with health care managers and health care providers to assess, coordinate, and improve health care.

Knowledge /Skills/Attitudes Benchmarks:

- Identifies and works with other health care professionals and organizations that may assist in a patient’s care
- Functions as the coordinator of a health-care team to manage complex patient issues
- Recognizes health care team’s impact on the system (e.g. keeping a sick patient out of the hospital/higher care institution).

Competency: Understand the reciprocal impact of personal professional practice, health care teams, and the health care organization on the community/society.

Knowledge/Skills/Attitudes Benchmarks:

- Identifies ways in which a physician may interact with health-care professionals, health administrators, and community groups to positively impact the health and well being of one's community
- Gathers information about the community in which one works (e.g. demographics, and sociocultural beliefs and practices that affect health and disease)
- Identifies the natural history and epidemiology of major health problems in the community being served (e.g., discussing the literature on incidence, prevalence and expected course of common conditions encountered in the discipline)

EVALUATION OF COMPETENCE

PATIENT CARE

Resident: _____

Evaluator: _____

Clinical Experience: _____

Dates: _____

Key to evaluation component (*insert number in the box adjacent to the competency which corresponds to level of competence achieved*):

- 1 = Below expected level
- 2 = At expected level
- 3 = Above expected level
- 0 = Not observed

Residents must be able to provide family centered patient care that is developmentally appropriate, compassionate, and effective for the treatment of health problems and the promotion of health.

Level Achieved	Assessment Tools <i>(Enter tool used from list below)</i>	Competency
[]	<input type="checkbox"/> DO <input type="checkbox"/> RR <input type="checkbox"/> CSR <input type="checkbox"/> PSL <input type="checkbox"/> CLP <input type="checkbox"/> GR <input type="checkbox"/> PS <input type="checkbox"/> EX <input type="checkbox"/> Other _____	Gather essential and accurate information about the patient.
[]	<input type="checkbox"/> DO <input type="checkbox"/> RR <input type="checkbox"/> CSR <input type="checkbox"/> PSL <input type="checkbox"/> CLP <input type="checkbox"/> GR <input type="checkbox"/> PS <input type="checkbox"/> EX <input type="checkbox"/> Other _____	Make informed diagnostic and therapeutic decisions based on patient information, current scientific evidence, clinical judgment, and patient preference.
[]	<input type="checkbox"/> DO <input type="checkbox"/> RR <input type="checkbox"/> CSR <input type="checkbox"/> PSL <input type="checkbox"/> CLP <input type="checkbox"/> GR <input type="checkbox"/> PS <input type="checkbox"/> EX <input type="checkbox"/> Other _____	Carry out patient management plans.
[]	<input type="checkbox"/> DO <input type="checkbox"/> RR <input type="checkbox"/> CSR <input type="checkbox"/> PSL <input type="checkbox"/> CLP <input type="checkbox"/> GR <input type="checkbox"/> PS <input type="checkbox"/> EX <input type="checkbox"/> Other _____	Prescribe and perform competently all medical procedures (invasive and non-invasive) considered essential for the scope of practice.
[]	<input type="checkbox"/> DO <input type="checkbox"/> RR <input type="checkbox"/> CSR <input type="checkbox"/> PSL <input type="checkbox"/> CLP <input type="checkbox"/> GR <input type="checkbox"/> PS <input type="checkbox"/> EX <input type="checkbox"/> Other _____	Counsel patients and families.
[]	<input type="checkbox"/> DO <input type="checkbox"/> RR <input type="checkbox"/> CSR <input type="checkbox"/> PSL <input type="checkbox"/> CLP <input type="checkbox"/> GR <input type="checkbox"/> PS <input type="checkbox"/> EX <input type="checkbox"/> Other _____	Provide effective health maintenance and anticipatory guidance.
[]	<input type="checkbox"/> DO <input type="checkbox"/> RR <input type="checkbox"/> CSR <input type="checkbox"/> PSL <input type="checkbox"/> CLP <input type="checkbox"/> GR <input type="checkbox"/> PS <input type="checkbox"/> EX <input type="checkbox"/> Other _____	Use information technology to optimize patient care.

DO = Direct observation
 CSR = Chart simulated recall
 CLP = Checklist of live/recorded performance
 PS = Patient survey

RR = Record review
 PSL = Procedure skills log
 GR = Global rating
 EX = Exam

EVALUATION OF COMPETENCE

MEDICAL KNOWLEDGE

Resident: _____

Evaluator: _____

Clinical Experience: _____

Dates: _____

Key to evaluation component (*insert number in the box adjacent to the competency which corresponds to level of competence achieved*):

- 1 = Below expected level
- 2 = At expected level
- 3 = Above expected level
- 0 = Not observed

Residents must demonstrate knowledge about established and evolving biomedical, clinical, and cognate (e.g. epidemiological and social-behavioral) sciences and the application of this knowledge to patient care and the education of others.

Level Achieved	Assessment Tools <i>(Enter tool used from list below)</i>	Competency
	<input type="checkbox"/> DO <input type="checkbox"/> RR <input type="checkbox"/> CSR <input type="checkbox"/> PSL <input type="checkbox"/> CLP <input type="checkbox"/> GR <input type="checkbox"/> PS <input type="checkbox"/> EX <input type="checkbox"/> Other _____	Demonstrate an investigatory and analytic approach to clinical problem solving and knowledge acquisition.
	<input type="checkbox"/> DO <input type="checkbox"/> RR <input type="checkbox"/> CSR <input type="checkbox"/> PSL <input type="checkbox"/> CLP <input type="checkbox"/> GR <input type="checkbox"/> PS <input type="checkbox"/> EX <input type="checkbox"/> Other _____	Know, apply, and teach the basic and clinically supportive sciences, which are appropriate to one's medical specialty. <i>(For an outline of the expected knowledge base see separate curriculum)</i>

DO = Direct observation
 CSR = Chart simulated recall
 CLP = Checklist of live/recorded performance
 PS = Patient survey

RR = Record review
 PSL = Procedure skills log
 GR = Global rating
 EX = Exam

EVALUATION OF COMPETENCE

PRACTICE-BASED LEARNING AND IMPROVEMENT

Resident: _____

Evaluator: _____

Clinical Experience: _____

Dates: _____

Key to evaluation component (*insert number in the box adjacent to the competency which corresponds to level of competence achieved*):

- 1 = Below expected level
- 2 = At expected level
- 3 = Above expected level
- 0 = Not observed

Residents must be able to investigate and evaluate their patient care practices, appraise and assimilate scientific evidence, and improve their patient care practices.

Level Achieved	Assessment Tools <i>(Enter tool used from list below)</i>	Competency
[]	<input type="checkbox"/> DO <input type="checkbox"/> RR <input type="checkbox"/> CSR <input type="checkbox"/> PSL <input type="checkbox"/> CLP <input type="checkbox"/> GR <input type="checkbox"/> PS <input type="checkbox"/> EX <input type="checkbox"/> Other _____	Analyze practice experience and perform practice-based improvement activities using a systematic methodology.
[]	<input type="checkbox"/> DO <input type="checkbox"/> RR <input type="checkbox"/> CSR <input type="checkbox"/> PSL <input type="checkbox"/> CLP <input type="checkbox"/> GR <input type="checkbox"/> PS <input type="checkbox"/> EX <input type="checkbox"/> Other _____	Locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems.
[]	<input type="checkbox"/> DO <input type="checkbox"/> RR <input type="checkbox"/> CSR <input type="checkbox"/> PSL <input type="checkbox"/> CLP <input type="checkbox"/> GR <input type="checkbox"/> PS <input type="checkbox"/> EX <input type="checkbox"/> Other _____	Obtain and use information about their own population of patients and the larger population from which their patients are drawn.
[]	<input type="checkbox"/> DO <input type="checkbox"/> RR <input type="checkbox"/> CSR <input type="checkbox"/> PSL <input type="checkbox"/> CLP <input type="checkbox"/> GR <input type="checkbox"/> PS <input type="checkbox"/> EX <input type="checkbox"/> Other _____	Apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness.
[]	<input type="checkbox"/> DO <input type="checkbox"/> RR <input type="checkbox"/> CSR <input type="checkbox"/> PSL <input type="checkbox"/> CLP <input type="checkbox"/> GR <input type="checkbox"/> PS <input type="checkbox"/> EX <input type="checkbox"/> Other _____	Use information technology to manage information, access on-line medical information; and support their own education.
[]	<input type="checkbox"/> DO <input type="checkbox"/> RR <input type="checkbox"/> CSR <input type="checkbox"/> PSL <input type="checkbox"/> CLP <input type="checkbox"/> GR <input type="checkbox"/> PS <input type="checkbox"/> EX <input type="checkbox"/> Other _____	Facilitate the learning of students and other health care professionals.

DO = Direct observation
 CSR = Chart simulated recall
 CLP = Checklist of live/recorded performance
 PS = Patient survey

RR = Record review
 PSL = Procedure skills log
 GR = Global rating
 EX = Exam

EVALUATION OF COMPETENCE
INTERPERSONAL/COMMUNICATION

Resident: _____

Evaluator: _____

Clinical Experience: _____

Dates: _____

Key to evaluation component (*insert number in the box adjacent to the competency which corresponds to level of competence achieved*):

- 1 = Below expected level
- 2 = At expected level
- 3 = Above expected level
- 0 = Not observed

Residents must be able to demonstrate interpersonal and communication skills that result in effective information exchange and teaming with patients, their patients families, and professional associates.

Level Achieved	Assessment Tools <i>(Enter tool used from list below)</i>	Competency
	<input type="checkbox"/> DO <input type="checkbox"/> RR <input type="checkbox"/> CSR <input type="checkbox"/> PSL <input type="checkbox"/> CLP <input type="checkbox"/> GR <input type="checkbox"/> PS <input type="checkbox"/> EX <input type="checkbox"/> 360 <input type="checkbox"/> Other _____	Communicate effectively to create and sustain a therapeutic relationship with patients and families.
	<input type="checkbox"/> DO <input type="checkbox"/> RR <input type="checkbox"/> CSR <input type="checkbox"/> PSL <input type="checkbox"/> CLP <input type="checkbox"/> GR <input type="checkbox"/> PS <input type="checkbox"/> EX <input type="checkbox"/> 360 <input type="checkbox"/> Other _____	Work effectively with others as a member or leader of a health care team or other professional group.

- DO = Direct observation
- CSR = Chart simulated recall
- CLP = Checklist of live/recorded performance
- PS = Patient survey
- 360 = 360-degree evaluation

- RR = Record review
- PSL = Procedure skills log
- GR = Global rating
- EX = Exam

EVALUATION OF COMPETENCE

PROFESSIONALISM

Resident: _____

Evaluator: _____

Clinical Experience: _____

Dates: _____

Key to evaluation component (*insert number in the box adjacent to the competency which corresponds to level of competence achieved*):

- 1 = Below expected level
- 2 = At expected level
- 3 = Above expected level
- 0 = Not observed

Residents must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

Level Achieved	Assessment Tools <i>(Enter tool used from list below)</i>	Competency
	<input type="checkbox"/> DO <input type="checkbox"/> RR <input type="checkbox"/> CSR <input type="checkbox"/> PSL <input type="checkbox"/> CLP <input type="checkbox"/> GR <input type="checkbox"/> PS <input type="checkbox"/> EX <input type="checkbox"/> Other _____	Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supercedes self-interest; accountability to patients, society, and the profession; and a commitment to excellence and on-going professional development.
	<input type="checkbox"/> DO <input type="checkbox"/> RR <input type="checkbox"/> CSR <input type="checkbox"/> PSL <input type="checkbox"/> CLP <input type="checkbox"/> GR <input type="checkbox"/> PS <input type="checkbox"/> EX <input type="checkbox"/> Other _____	Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.
	<input type="checkbox"/> DO <input type="checkbox"/> RR <input type="checkbox"/> CSR <input type="checkbox"/> PSL <input type="checkbox"/> CLP <input type="checkbox"/> GR <input type="checkbox"/> PS <input type="checkbox"/> EX <input type="checkbox"/> Other _____	Demonstrate sensitivity and responsiveness to a diverse patient population, including, but not limited to diversity in gender, age, culture, race, religion, disabilities and sexual orientation.

DO = Direct observation
 CSR = Chart simulated recall
 CLP = Checklist of live/recorded performance
 PS = Patient survey

RR = Record review
 PSL = Procedure skills log
 GR = Global rating
 EX = Exam

EVALUATION OF COMPETENCE
SYSTEMS-BASED PRACTICE

Resident: _____

Evaluator: _____

Clinical Experience: _____

Dates: _____

Key to evaluation component (*insert number in the box adjacent to the competency which corresponds to level of competence achieved*):

- 1 = Below expected level
- 2 = At expected level
- 3 = Above expected level
- 0 = Not observed

Residents must demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.

Level Achieved	Assessment Tools <i>(Enter tool used from list below)</i>	Competency
	[]DO []RR []CSR []PSL []CLP []GR []PS []EX []Other _____	Know how types of medical practice and delivery systems differ from one another, including methods of controlling health care costs and allocating resources.
	[]DO []RR []CSR []PSL []CLP []GR []PS []EX []Other _____	Practice cost-effective health care and resource allocation that does not compromise quality of care
	[]DO []RR []CSR []PSL []CLP []GR []PS []EX []Other _____	Advocate for quality patient care and assist patients in dealing with system complexities
	[]DO []RR []CSR []PSL []CLP []GR []PS []EX []Other _____	Partner with health care managers and health care providers to assess, coordinate, and improve health care
	[]DO []RR []CSR []PSL []CLP []GR []PS []EX []Other _____	Understand the reciprocal impact of personal professional practice, health care teams, and the health care organization on the community/society

DO = Direct observation
 CSR = Chart simulated recall
 CLP = Checklist of live/recorded performance
 PS = Patient survey

RR = Record review
 PSL = Procedure skills log
 GR = Global rating
 EX = Exam