

| PROF-3 Demonstrates humanism and cultural proficiency | | | | | |
|---|--|---|--|--|---|
| Has not achieved Level 1 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| | <p>Consistently demonstrates compassion, respect, and empathy</p> <p>Recognizes impact of culture on health and health behaviors</p> | <p>Displays a consistent attitude and behavior that conveys acceptance of diverse individuals and groups, including diversity in gender, age, culture, race, religion, disabilities, sexual orientation, and gender identity</p> <p>Elicits cultural factors from patients and families that impact health and health behaviors in the context of the biopsychosocial model</p> <p>Identifies own cultural framework that may impact patient interactions and decision-making</p> | <p>Incorporates patients' beliefs, values, and cultural practices in patient care plans</p> <p>Identifies health inequities and social determinants of health and their impact on individual and family health</p> | <p>Anticipates and develops a shared understanding of needs and desires with patients and families; works in partnership to meet those needs</p> | <p>Demonstrates leadership in cultural proficiency, understanding of health disparities, and social determinants of health</p> <p>Develops organizational policies and education to support the application of these principles in the practice of medicine</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | | |

| PBLI-2 Demonstrates self-directed learning | | | | | |
|--|--|--|---|---|---|
| Has not achieved Level 1 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| | <p>Acknowledges gaps in personal knowledge and expertise and frequently asks for feedback</p> <p>Uses feedback to improve learning and performance</p> | <p>Incorporates feedback and evaluations to assess performance and develop a learning plan</p> <p>Uses point-of-care, evidence-based information and guidelines to answer clinical questions</p> | <p>Has a self-assessment and learning plan that demonstrates a balanced and accurate assessment of competence and areas for continued improvement</p> | <p>Identifies own clinical information needs based, in part, on the values and preferences of each patient</p> <p>Demonstrates use of a system or process for keeping up with relevant changes in medicine</p> <p>Consistently evaluates self and practice, using appropriate evidence-based standards, to implement changes in practice to improve patient care and its delivery</p> | <p>Regularly seeks to determine and maintain knowledge of best evidence supporting common practices, demonstrating consistent behavior of regularly reviewing evidence in common practice areas</p> <p>Initiates or collaborates in research to fill knowledge gaps in family medicine</p> <p>Role models continuous self-improvement and care delivery improvements using appropriate, current knowledge and best-practice standards</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | | |

| C-2 Communicates effectively with patients, families, and the public | | | | | |
|--|--|--|---|---|--|
| Has not achieved Level 1 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| | <p>Recognizes that respectful communication is important to quality care</p> <p>Identifies physical, cultural, psychological, and social barriers to communication</p> <p>Uses the medical interview to establish rapport and facilitate patient-centered information exchange</p> | <p>Matches modality of communication to patient needs, health literacy, and context</p> <p>Organizes information to be shared with patients and families</p> <p>Participates in end-of-life discussions and delivery of bad news</p> | <p>Negotiates a visit agenda with the patient, and uses active and reflective listening to guide the visit</p> <p>Engages patients' perspectives in shared decision making</p> <p>Recognizes non-verbal cues and uses non-verbal communication skills in patient encounters</p> | <p>Educates and counsels patients and families in disease management and health promotion skills</p> <p>Effectively communicates difficult information, such as end-of-life discussions, delivery of bad news, acknowledgement of errors, and during episodes of crisis</p> <p>Maintains a focus on patient-centeredness and integrates all aspects of patient care to meet patients' needs</p> | <p>Role models effective communication with patients, families, and the public</p> <p>Engages community partners to educate the public</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | | |

| MK-2 Applies critical thinking skills in patient care | | | | | |
|---|---|--|--|--|--|
| Has not achieved Level 1 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| | <p>Recognizes that an in-depth knowledge of the patient and a broad knowledge of sciences are essential to the work of family physicians</p> <p>Demonstrates basic decision making capabilities</p> <p>Demonstrates the capacity to correctly interpret basic clinical tests and images</p> | <p>Synthesizes information from multiple resources to make clinical decisions</p> <p>Begins to integrate social and behavioral sciences with biomedical knowledge in patient care</p> <p>Anticipates expected and unexpected outcomes of the patients' clinical condition and data</p> | <p>Recognizes and reconciles knowledge of patient and medicine to act in patients' best interest</p> <p>Recognizes the effect of an individual's condition on families and populations</p> | <p>Integrates and synthesizes knowledge to make decisions in complex clinical situations</p> <p>Uses experience with patient panels to address population health</p> | <p>Integrates in-depth medical and personal knowledge of patient, family and community to decide, develop, and implement treatment plans</p> <p>Collaborates with the participants necessary to address important health problems for both individuals and communities</p> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | | |